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| **School Year** | 2016-2017 | **Teacher Name** | Mary Lopo |
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| **Course Name** | | Voyager English III | | |
| **Course Description** | | Voyager English is designed for students to improve their decoding skills, comprehension skills, reading fluency, written expression, and basic writing skills. Voyager English III and IV will focus on reading comprehension strategies and writing skills. The unit descriptions listed are a guide. Student need will determine the length of time spent on each unit and to what degree each element will be explored. | | |
| **Unit of Study** | **Grade Level Expectations/Content Standards** | | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| Readers’ Workshop | **Reading for All Purposes:** Independent reading, reading comprehension strategies, and reading fluency | | Year Long | Every three to four weeks |
| Writers’ Workshop | **Writing and Composition:** Writing logs and Journaling including reflections on reading, narratives, creative writing, and Essays. | | Year Long | Every three to four weeks |
| Unit 1: Argument and Inquiry | **Oral Expression and Reasoning:** Multi-Media Presentation  **Reading for All Purposes**: Reading essays and nonfiction **Writing and Composition**: Written reflections   * Students will set goals for reading fluency and comprehension * Students will read and analyze short stories from *This I Believe….* * Students will use growth mindset writing prompts to journal * Student will write a non-traditional narratives to develop experiences and events. | | 3-6 weeks |  |
| Unit 2: **Historical Lens Unit** | **Oral Expression and Reasoning**: Discussion of satire and Humor.  **Reading for All Purposes**: Read texts from American literature.  **Writing and Composition:** Written satire in narrative, essay, short story, poem or song.   * Students will use close reading skills to analyze the influence of historical context on the form, style and point of view of written work. * Students will analyze how two texts from a time period treat a similar theme or topic. | | 3-6 weeks |  |
| Unit 3: **Critical Lens Unit** | **Oral Expression and Reasoning**: Seminar Discussions  **Reading for All Purposes**: Reader Responses  **Writing and Composition**: Use technology, to produce, publish and update writing projects.   * Students will write arguments to support claims using valid reasoning and relevant evidence. * Students will use close reading skills to analyze how literary critics form arguments based on textual evidence and inferential readings. * Students will analyze multiple critical interpretations of a story, drama or poem. | | 3-6 weeks |  |
| Unit 4: **Inquiry Unit** | **Oral Expression and Reasoning**: Presentation to authentic audience of community and school members.  **Reading for All Purposes**: Reading research, reports, and nonfiction.  **Writing and Composition**: Use technology, including the  Internet, to produce, publish, and update shared writing  products in response to ongoing feedback, including new information.  **Research and Reasoning**: Extended research for multi-  media presentation   * Students will write arguments to support claims using valid reasoning and relevant evidence. | | 3-6 weeks |  |

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| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **D** | 60-69 |
| **F** | 59 or below |

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| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
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| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
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| **Student Expectations** |
| Students will be encouraged to read at home for at least 100 minutes a week. Students will be expected to discuss what they are reading in class. Other homework will be due as assigned. In addition, any classwork that isn’t completed during school hours, should be completed at home.   * **Participate:** All students should participate in classroom activities, group work, and discussions. * **Be Punctual and Productive:** All students are expected to be in class on time and prepared to work. * **Be Respectful:** All students must respect themselves, others, and personal and school property. This means speaking respectfully to others. Students must also respect the learning style of others. * **Be prepared:** All students should have the following materials **every day** in class: Pencils, and a spiral notebook that stays in room 602   **Independent reading book**   * **Follow school and district rules and policies:** All students will follow Northglenn High School and Adams 12 Five Star School District rules and policies regarding conduct, attendance, tardy policy, dress code and so on. |

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