BLAINE HIGH SCHOOL

**Ms. Reisdorf- English 9A**

Classrooms: 151 &152

Office: Language Arts Resource Center

Office Hours: Before School 7:10-7:30 (earlier w/ personal request)

Office Phone: (763) 506-6688

Email: sarah.reisdorf@anoka.k12.mn.us

Website URL: <http://anokahennepin.schoolwires.net//site/Default.aspx?PageID=10584>

**Major Outcomes of Course:** Students will understand strategies that good readers use and will be expected to monitor skills they can do well, as well as skills they need to work on. Students will learn how to analyze fictional texts to improve their reading, thinking and vocabulary. Students will be expected to read both assigned texts and self-selected texts for independent reading.

**Curriculum:**

Unit 1- Reading and Responding to Literature:

**Course Understandings**:

* Analyzing the development of characters throughout a work of literature will allow the reader to comprehend more deeply and to apply those ideas elsewhere.
* Analyzing the development of key central ideas throughout an informational text will allow the reader to comprehend more deeply.
* Reading critically allows a reader to understand the text more completely, and gain understanding of the human experience.
* Analyzing the craft of a text’s overall structure allows the reader to see how an author’s individual choices affect the overall text and ultimately impact the reader.
* Writers must consider purpose and audience when making choices about organization, supporting detail, transitions, and word choice – as these choices determine the effectiveness of the writing for that specific situation.
* Using a writing process that involves planning, revising to make significant improvements, and editing for details will result in higher quality writing and greater clarity for the reader.
* Integrating supporting evidence gathered from multiple reliable sources creates stronger, more credible writing.

Unit 2- Informational Writing:

**Course Understandings**:

* Writers must consider purpose and audience when making choices about organization, supporting detail, transitions, and word choice – as these choices determine the effectiveness of the writing for that specific situation.
* Using a writing process that involves planning, revising to make significant improvements, and editing for details will result in higher quality writing and greater clarity for the reader.
* Integrating supporting evidence gathered from multiple reliable sources creates stronger, more credible writing.
* Demonstrating a command of standard English grammar, usage, punctuation, and spelling is necessary to communicate effectively in many situations.

**My Teaching Philosophy:**

I not only believe, but expect every student to learn. Grades, though important, are not the driving force of learning. Rather, it is the growth and improvement of skills that results in being a successful student. If you at any point are struggling, it is important that you communicate your worries with me so that we can work *together* to find solutions.

**Classroom Procedures and Expectations:**

A. **Class Work** You will be expected to have homework assignments turned in on time and completed to the best of your efforts. I realize that some of you may be involved in other activities, both in and out of school. However, it is important that you learn to prioritize your time in order to be a successful student.

B. **Attendance**

 **Tardies**: Class starts as soon as the bell rings, therefore you must be in your seat. All other rules in the student handbook apply.

**Unavoidable absences**: When you return from an absence, you must note any missed assignments, turn in any work that was due prior to your absence, and collect any worksheets/notes/etc. Make arrangements with me *on the day you return* for any missed quiz or test. Absences seriously interrupt the flow of optimal learning and teaching. Frequent absences will no doubt affect your grade since much of what we learn is by direct instruction from me and active involvement by you. If you will be gone for an extended period of time, it is essential that you inform you as soon as you know so that I can plan to help you catch up as soon as possible.

C. **Grading**

Grading for the course is based on the assignments, quizzes, tests, papers, and projects. Total points will be accumulated and grades awarded on the following basis:

95-100% = A 73-74% % = C

90-94% = A- 70-72% = C-

85-89% = B+ 65-69% = D+

83-84% = B 63-64% = D

80-82% = B- 60-62% = D-

75-79% = C+ 59 and lower = F

**Note**: Grades are available online and updated as assignments are completed and graded; this is a free, password-protected service. It is important to check your grades weekly so that you do not fall behind.

**Plagiarism:** In this English class, all students are responsible for maintaining academic honesty in all of their work according to guidelines provided in the BHS English Department Academic Honesty Policy. Cheating and plagiarism, even if it is unintentional, comes with serious consequences. In this class you will be given the instruction and resources needed to maintain your academic honesty. If students cheat or plagiarize, a series of mandatory interventions will occur according to policy.

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 We have read and understand the above guidelines and expectations for English 9.

Parent/guardian signature Date

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Parent/guardian printed name

Student signature Date

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Student printed name