



ENGLISH 9B

Ms. Tiffany Johnson

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with AVID

Materials



Notebook or loose-leaf paper



Pen or Pencil



Folder or 3-ring binder



Independent reading book



Your awesome brain



Your passionate heart



Your positive attitude

Grades

Grading Philosophy

Your grade should reflect **what you know** and **what you can do**. **Practice tasks** help you learn and grow. **Performance tasks** measure your level of mastery of a skill. Our job as teachers is to provide you with targeted, helpful feedback. Your job as a learner is to thoroughly engage the practice work, growing as you implement the feedback. If you need more time to learn, re-learning opportunities are available for every performance task.

Grading Rubric

Teachers evaluate tasks with a 5-point, holistic score, based on a rubric.

- 5:** Exemplary (100%)
- 4:** Advanced (95%)
- 3:** Proficient (85%)
- 2:** Partial (75%)
- 1:** Inadequate (65%)
- 0:** No measurable evidence

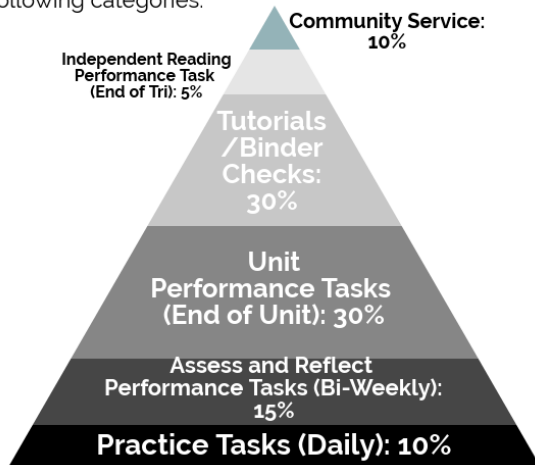
Grading Scale

Students earn a final letter grade in the course based on the following percentages:

- A:** 90-100%
- B:** 80-89%
- C:** 70-79%
- D:** 60-69%
- F:** 59% and below

Grade Weights

Teachers calculate final trimester letter grades based on the following categories:



Essential Learnings



Close Observation and Analysis

We take the time to notice and enjoy complex texts, practicing close, critical reading of a wide variety of literary and non-fiction texts.



Evidence-Based Writing

We identify and practice the components of effective argument, analysis, and narrative, paying attention to how words work together to achieve intended effects--both in our own writing and in the writing of others.



Higher-Order Questioning

We ask genuine questions to unlock meaning, moving beyond rote memorization to ponder "What if?" and "How does?" As we research, we critically evaluate our sources and understand our ethical responsibility in representing and citing those sources.



Academic Conversations

We actively and thoughtfully participate in collaborative conversations about significant themes, topics, and texts. We compare, critique, debate, and build upon others' ideas and arguments to advance our learning. We also prepare and deliver formal and informal presentations.

Student Expectations



Attendance

To learn, you must practice. To practice, you must be in class! Much of the work we do is interactive, collaborative, and difficult to re-create outside of class. We need your voice, your energy, and your talents. Show up!



Missing Work

Teachers post each day's practice task on our Google Classroom. If you are absent, it is your responsibility as a learner to find out what you missed by looking at our Google Classroom. If you have questions about a particular task, ask! You have two days to make up each practice task you miss because of an absence. If you miss a performance task, you have one week to complete it.



Late Work

As a high school learner, you should have little or no late work. (Have we mentioned that to learn you have to practice?) Keep up with the work in class and meet deadlines.



Technology

We are fortunate to have Chromebooks for every student in our classroom. Most days, you will not need any outside technology, including your phone. During class, we store phones in our class phone caddy.



Originality

The only way to grow as a learner is to get feedback on the work that you do. There is no one like you on Earth. Have the courage to do your own work. Teachers will refer plagiarism and cheating to an administrator.



Re-Learning Opportunities

If you do not reach proficiency on any performance task, you have an opportunity for re-learning. To take advantage of this opportunity, complete a Re-Learning Reflection and conference with your teacher. Then, schedule a time to try again. Because we will continue to introduce new practice tasks in class, complete your re-learning as soon as you can!