

Practical English 1-2

XSM111/XSM112

Mrs. Welp

My email: rwelp@dbqschools.org

Course Syllabus

Course Description: This is a year-long, two credit course that focuses on skill development for students who require special education services as indicated by their Individual Education Plan (IEP). Instruction is in the areas of decoding, reading comprehension, and basic writing skills. The focus is on functional language skills: grammar, vocabulary, and sentence structure. Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening & Speaking, and Language Strands.

Iowa Core Grade Level Standards

**** The extent to which these standards are met may be determined by the individual needs and abilities of the student. The Iowa Core standards may be covered in 9th and/or 10th grade.**

Reading Literature: Key Ideas and Details

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL-IA.2 Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

Reading Literature: Craft and Structure

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Literature: Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Literature: Range of Reading and Level of Text Complexity

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text Key Ideas and Details

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI-IA.2 Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

Reading Informational Text: Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Informational Text: Integration of Knowledge and Ideas:

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., person's life story in both print and multimedia), determining which details are emphasized in each account.

Reading Informational Text: Range of Reading and Level of Text Complexity:

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Text Types and Purposes:

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Writing: Production & Distribution of Writing:

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Writing: Range of Writing:

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Comprehension and Collaboration:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language: Conventions of Standard English:

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.

Language: Knowledge of Language:

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Language: Vocabulary Acquisition & Use:

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Content:

This class will use the Scholastic Read 180 & System 44 curriculum that consists of whole group instruction, small group instruction, computer software practice & assessment, and independent reading. The program is divided into Workshops. The workshop topics will include: "Survivors", "Killer Plagues", "Combat Zone", "When Music Offends" and "In the Money". The Workshops cover comprehension, vocabulary/word study, writing conventions, and 21st Century literacy. Each workshop may also include a wrap-up project and a wrap-up test.

Assessments:

Informative assessments, peer assessments, performance-based assessments, skills assessments, and summative assessments are built into the Read 180 and System 44 curriculum. Reading Logs, Independent Reading book tests, Software assessments, writing activities, small group participation, reading probes, quizzes, and tests will be part of your Practical English grade.

Resources:

Scholastic Read 180 and/or System 44 reading curriculum.

Teacher selected novels

Teacher-prepared materials

Online educational resources

Materials Needed

Students are required to bring pencils/pens (black or blue), paper, homework, and planner to class every day.

Attendance

Students are expected to be in class and on time daily. Students who attend class everyday will learn more than those who do not. It is important for students to arrive to class on time. Students who arrive late to class interrupt the learning process for the whole class. Students who miss class must make up the work that was missed. The student has 24 hours for each day absent to make up missed work. It is the student's responsibility to ask for the missing work.

See Student Planner pages 21-23 for attendance information.

Excessive absences may result in a team meeting to assist you in improving your attendance.

Class Rules

1. Be on time
2. Be prepared (pencil/pen, paper, homework, etc.)
3. Be on task
4. Demonstrate appropriate behavior:
 - A. Follow all instructions at first request. Ask questions when you need help.

- B. Be alert and attentive in class.
 - C. Raise your hand and wait to be called on during class discussions. Do not interrupt others.
 - D. Use appropriate language
 - E. Respect teacher, students, and property.
5. Comply with all other school-wide rules. SEE STUDENT PLANNER.
- **Cell phones must be turned off and put away.**
- ** Students are not allowed to eat in class. Students may have ONLY water in a clear container.**

Conduct Expectations

The Hempstead Discipline Philosophy is based on the development of responsibility, respect, and positive relationships. We want the environment to be positive and respectful. In order to maintain this positive and respectful environment the following guidelines have been put into place. Show your Mustang PRIDE!!

CONSEQUENCES

The student will receive 2 warnings/prompts for less serious infractions. These infractions may include such behaviors as talking while teacher is talking, interrupting other students, and being off task.

If the student chooses to continue inappropriate behavior after 2 warnings, thus making it a more serious infraction, then there will be a conference with the teacher. If the inappropriate behavior persists, there will be a phone call to parent/guardian and a written referral to the student's assistant principal. The BASE (Behavior and Academic Support Efforts) room may be utilized to assist students with behavior and/or academic concerns.

For more serious infractions, the student may be removed from class and immediately referred to the assistant principal's office. The parent/guardian will also be contacted. Based on the team's decision, a meeting may be held to develop a behavior plan for the student. The team may include parent/guardian, student, teacher(s), Assistant Principal, and/or guidance counselor, etc. Serious infractions may include: inappropriate/lewd comments, disrespect toward the teacher or other students, insubordination, throwing objects that can harm others, talking about drugs/alcohol outside the

context of classroom lessons, fighting, physical aggression, threatening and/or harassing others. SEE STUDENT HANDBOOK for other serious offenses and consequences.

**** TEAMWORK AND RESPECT ARE VERY IMPORTANT ****

**** YOU MAKE CHOICES. FOR EVERY CHOICE, THERE IS A CONSEQUENCE !!**

****Show your Mustang PRIDE!!**

I have read and understand the expectations of this class.

Student Signature

Date

Parent Signature

Date

