

Mrs. Huelskamp
English I

I would like to welcome you to English I. There are many exciting opportunities that will be available to you this year. I look forward to exploring along with all of you. Before we begin, I would like to share some information about what I expect, what we will do in class, and overview some of the ways we will learn and explore literature this year.

Contact Information

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Classroom Procedures

Composition Book

Students are expected to bring their composition books to class every day. The comp book will function as a note taking device and a resource for literature, grammar, and writing

AR (Accelerated Reader)

Students should have an AR book with them at all times. Independent reading is an important skill to growing as a reader. Students will have to use time **outside** of class in order to meet the AR requirement. English I students will be required to earn ten points per quarter.

Required Novels

Each quarter, students will be given a required novel to read and complete written responses. Points earned from this novel will count toward the AR goal. Time will be given in class to read; however, additional time outside of class **will be** necessary to complete the novel.

Homework

Students should expect homework on a daily basis. As far as possible, the student will be given time to work on the homework in class, however additional time at home may be needed to finish assignments.

Turning in Homework

1. Paper assignments are to be turned in during class.
2. Students may view scores on Power School.
3. Unless otherwise notified, homework is always due the following day. The school late work policy will be followed, as well as the cheating policy.

Literature

Literature work will be assigned from the *into Literature* textbook, *Elements of Literature* textbook, and Canvas. Additional literature work will include novels, projects, and on-line activities.

Grammar

Grammar work will be completed daily. Grammar will consist of No Red Ink, classroom practice, and tests.

Writing

Writing assignments will be given most days. Students will use the writing process and develop a greater familiarity with the six-trait model.

Grade Weighting

AR – 10%

Grammar – 10%

Literature – 40%

Writing – 40%

Curriculum

1st Quarter

- *Romeo and Juliet* by William Shakespeare
 - reading in class, discussion, written responses
- *The Outsiders* by S. E. Hinton
 - reading independently, written responses, essay
- No Red Ink

2nd Quarter

- *The Odyssey* by Homer
 - reading in class from various versions, discussion, written responses
 - study of Greek mythology
- The Hero's Journey novel
 - reading independently, written responses, essay/project
- No Red Ink

3rd Quarter

- Short stories
 - "The Most Dangerous Game" – Connell
 - "To Build a Fire" – London
 - "The Lady or the Tiger" – Stockton
 - "The Interlopers" – Saki
 - "The Sniper" – O'Flaherty
 - "The Cask of Amontillado" – Poe
 - Poe's Death Research and Essay

- *Lord of the Flies* by William Golding
 - reading independently, written responses, essay/project
- No Red Ink

4th Quarter

- *Fahrenheit 451* by Ray Bradbury
 - Reading in class, discussion, written responses
- *Uglies* by Scott Westerfeld
 - Reading independently, written responses, essay/project
- No Red Ink

Digital Resources

Canvas

Canvas is an online classroom that will be used for assignments, resources, notes, tests, and practice. Canvas assignments will be completed on-line.

No Red Ink

No Red Ink is an online grammar program. Students may be given assignments based on individual need and/or whole class assignments.

Microsoft Office and Google Docs

Google Docs, Microsoft Word, and Power Point will be used to produce documents and presentations.

Student E-mail

Students will use school e-mail accounts for communication with the instructor and will receive notices and resources.

Power School

Power School gives both parents and students on-line access to grades. Grades can be viewed from Power School at any time.

AR Tests

AR tests must be taken at school. AR points will be required for literature.

Expectations

My expectations of student behavior center around one word: **Respect**.

Respect for school—students should show the school respect. Show pride in your school by keeping it clean and use school property with care.

Respect for teachers and staff—students should show adults in the building respect.

Students should be respectful in attitude, words, and behavior when interacting with the teacher or other adults.

Respect for other students—students should show each other respect. Show respect with your words. No negative talk, put downs, or bullying behavior will be tolerated. Be respectful with your physical space. Finally, be respectful with time. When given time in class to do homework, use it wisely. Talking or being a disruption during work time keeps not only the individual from working but those around him or her, as well.

Respect for self—students should show self-respect. Showing respect in yourself can be seen in trying your best on all work, turning it in on time, and completing all assignments. This can also be seen in how you conduct yourself. Treating others with disrespect also brings you down. Show pride in yourself by holding yourself to a higher standard.

Students should read the handbook and be aware of the policies and consequences listed. School detentions will be given as per the handbook.

Consequences:

Students that demonstrate disrespect in any of its forms within the classroom will face the following consequences:

- Verbal warning
- Teacher/student conference
- Detention
- Parent/Student/Teacher Conference
- Office referral

The consequence given will depend on the severity of the infraction.

Detentions must be served the day following the infraction, unless otherwise scheduled by the instructor. Failure to appear for a detention will result in two detentions. Further failure to appear will result in an office referral. Students need to be on time and come with a writing utensil. The student will reflect on his or her actions during the detention through a written essay. If a student does not meet the detention requirements within the allotted detention time, he or she will be expected to serve additional time as scheduled with the instructor until the detention requirements are met.