

## CLASS SYLLABUS

Course Number: 10040X1, 10040X2, 10040X3, 10040X4	School: WILSON HIGH SCHOOL	
Instructor: Kathy Diamond	Contact information: kbdiamond@pps.k12.or.us	
Subject: ACADEMY ENGLISH 7-8	Days of week offered: M, T, W, F	Periods offered: 5TH
Type of credit earned: Core Credit (Satisfies 1 of the 4 required English credits)		
Prerequisites: Completed English 1-2, 3-4, & 5-6		
<p>Course description: This is a full year, one-credit class that applies to the requirement of four English credits towards high school graduation. Students will survey literature in relevant context while exploring diverse issues. Writing projects will focus on state and district requirements, including narrative, expository, descriptive and persuasive compositions, with an emphasis on analytical and practice skills necessary for success after high school.</p> <p>Academy classes are limited to 20 students, therefore, more individualized support is available to students. The curriculum, however, follows the same standards as regular classes. Classes are designed to prepare students for various future endeavors, including four-year colleges. Oftentimes, we are able to pursue a more rigorous schedule because of the smaller learning environment.</p>		
<p>Learning objectives: The student will: participate in group activities and discussions; utilize class time to complete the assigned tasks; complete assignments with a high degree of quality and commitment; apply critical thinking skills to the analysis and interpretation of information presented; improve learning skills: note taking, test taking, time management, cooperative learning and independent study; develop a writing portfolio which includes district anchor paper requirements; practice speaking techniques in a variety of modes.</p>		
<p>References, text book(s), resources: 40 Model Essays, The Things They Carried, Death of a Salesman, Siddhartha, Whale Talk</p>		
<p>Assessment/evaluation/grading policy: Every assignment is awarded a certain number of points. The number of points per assignment will be announced in advance. Daily work such as journal writing, warm ups, response journals, and small group projects are usually worth 10 – 15 points. Larger assignments such as papers and projects are worth 25 – 40 points depending on the scope of the task. Your letter grade represents the total points earned. 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F</p> <p>*Major writing assignments will be assessed using the Oregon Writing Scoring Guide or the District Anchor Paper Rubric.</p>		
<p>Student opportunities to meet CIM/CAM requirements:</p> <p>All students that have not passed the CIM benchmark will have the opportunity to take the TESA Reading Test (the CIM on computer) in early spring. Students will be given several opportunities to write essays which will be assessed with the Oregon State Writing Scoring Guide. The State Writing assessment also occurs in early spring.</p>		

Behavioral expectations: Be on time and ready to work when the bell rings. Bring book, notebook and materials daily. Be considerate of others. Follow teacher's directions. No food or drink during class. No cell phones during class. No hall passes first and last 10 minutes of class.	
Safety issues and requirements: As stated in the WILSON STUDENT HANDBOOK.	
Effective date of syllabus: September 5, 2007 2007-08	School year:

Student Accommodation(s) <sup>1</sup> and support available: (e.g., tutoring, differentiated instruction): Accommodations made per IEP or 504 plans on record.
---

<sup>1</sup> "Accommodation" means an alteration in how a test is presented to or responded to by the person tested; it includes a variety of alterations in presentation format, response format, setting in which the test is taken, timing or scheduling. The alterations do not substantially change level, content or performance criteria. The changes are made in

order to provide a student equal access to learning and equal opportunity to demonstrate what is known. For student with disabilities, accommodations may be stated on the student's individualized education plan (IEP).

05-14-03 Winkler/Leonard DRAFT