



Spring Semester 2014

Teacher: Mrs. Kara Baldwin

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403-653-4951 (school)

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Room: 117

School Website:

<https://sites.google.com/a/wwsd.ca/chs/>

How to access student grades:

<http://ps.westwind.ab.ca/public/>

Class times Schedule (Tues 1st and 2nd switch)

Mon-Thurs	Fri
8:35-9:45 (All year social)	8:35-9:25 (Social)
9:50-11:00 (Social 30-1)	9:25-10:15 (SS 30-1)
11:05-12:15 (repeat) with intervention	10:15-11:05 (Debate)
	11:10-12:00 (English 20-2)
12:15-12:45 lunch	
12:45-1:55 (Debate)	
2:00-3:10 (English 20-2)	

Cardston High School
Course Syllabus
20-2 English

<http://mrsbaldwinenglish20.weebly.com/>

Please read this course syllabus carefully, and if you have any questions or comment, call me at the high school or email me. This slip must be signed by both the student and a parent or guardian, and returned to me by February 7, 2012. Please keep the syllabus for your records.

Course Description:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

Students will listen, speak, read, write, view and represent to manage ideas and information.

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

Unit 1: Short Stories

Unit 2: Text Forms (letters, memoranda, poems, narratives and dramatizations)

Unit 3: Writing

Unit 4: Animal Farm (Novel)

Unit 5: Macbeth (Shakespeare)

Unit 6: The Lion King (Feature Film)

Unit 7: Written Response

Summary and Reviews

My Child's Learning: A Parent Resource

<http://www.learnalberta.ca/content/mychildslearning/index.html>

Class Policies:

1. Failure on an essay or project is considered a Re-Do.
2. Must be on time, prepared to work when the tardy bell rings.
3. One person talks at a time
4. Be Safe, Be respectful, Be Responsible

Consequences will be applied on an individual basis and according to the school district's discipline policies and procedures for those students who will not be respectful of the behavior expectations (see attached behavior handout).

ACADEMIC GRADES: Grades are based on total points accumulated on quizzes, tests, class assignments, and projects **for the semester.**

Classroom Evaluation

Reading Comprehension 20%

- reading comp and terms exam
- Macbeth Quizzes

Assignments/Exams/Projects 20%

- term quiz
- Creative project based on theme include a written response.
- visual representation of a comparison between Macbeth and The Lion King

Writing Assignments 20%

- Write a letter
- Literary Exploration
- visual reflection (Personal response)
- Critical Analytical Response Essay (comparison)

Final Exam MC 20%

Final Written Exam 20%

It is essential for students to complete their assigned work within the time specified in order to demonstrate an understanding of key concepts, which allows for feedback to be provided in a timely manner. In the event that an assignment is not completed by the deadline, it is the student's responsibility to make arrangements with the teacher. In all cases, outstanding work needs to be submitted **before** the start of the next unit.

Assignments still not received at this point will receive a code of **MISSING** in *PowerSchool*, which will be calculated as a zero. Any questions or concerns regarding this policy need to be directed to the teacher.

How Do I Assess Student Learning?

In my classroom, I use a variety of ways to determine if students are understanding and learning what is being taught in the classroom. My classroom is a little different than students may be used to because I only put summative assessments into the computer as part of their grade in the classroom. The summative tasks are listed in the tentative semester plan sheet. This does not mean that I am not consistently assessing students to determine what they have learned and what I still need to teach them. Here is a brief explanation of the difference between summative assessment (what they know at the end of the unit) and formative assessment (information that guides my teaching). Feel free to contact me if you still have questions or concerns.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Summative assessment at the district/classroom level is an accountability measure that will be used as part of the grading process. The list is long, but here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to curriculum standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur *after* instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame.

Think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. A good analogy for this is the road test that is required to receive a driver's license. What if, before getting your driver's license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver's license—not a reflection of all the driving practice that leads to it. The same holds true for classroom instruction, learning, and assessment.

Another distinction that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. There are numerous strategies teachers can implement to engage students. In fact, research shows that the involvement in and ownership of their work increases students' motivation to learn. This does not mean the absence of teacher involvement. To the contrary, teachers are critical in identifying learning goals, setting clear criteria for success, and designing assessment tasks that provide evidence of student learning.

One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. In other words, descriptive feedback is not a grade, a sticker, or "good job!" A significant body of research indicates that such limited feedback does not lead to improved student learning.

<http://www.amle.org/publications/webexclusive/assessment/tabid/1120/default.aspx>

Behavior Expectations

A student who intentionally creates a disturbance in class that directly interferes with the teacher's ability to instruct the class and with other students' ability to learn is considered disruptive. Disruptive behaviour can have negative effects on not only the classroom environment, but also on the school experience as a whole.

A student who monopolizes discussions or speaks on particular subjects with no relevance to the current lesson is exhibiting a disruptive behaviour called grandstanding, or showing off.

Excessive talking with other students during class or passing notes is another type of disruptive behaviour, which can affect the entire class by making the teacher difficult to hear or forcing the teacher to interrupt the lesson in order to stop the chatter.

The learning process for other students is affected when one or more students behave in a disruptive manner.

Constant interruptions can interfere with focus. Students are forced to wait while the behaviour is addressed, or they are sidetracked by the disruptive student's attempts to be noticed.

Although I have been asked several times to stop exhibiting this disruptive behaviour, I have failed to do so and therefore have been asked to report to the office.

I am aware that my parents will be notified and I am required to return this note signed by a parent or guardian.

Date: _____

Student's name: _____

Parent/Guardian name and signature: _____



School attendance is important and in order to receive the best education, students need to Be Here! Attendance to ALL classes is one of the keys to success.

Procedures for monitoring daily student attendance and communicating with families have been established. Students at-risk will be monitored by the staff and school administration to establish the identification of supports and interventions.

Attendance—what parents should know

Parents can team up with teachers to make sure students are in school and ready to learn.

How parents can help:

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).
- Make it a habit to contact their child's teachers/principals to arrange to pick up missed schoolwork, either in advance if the absence is known, or the same day their child is absent.