

9th Grade English/ College Readiness

Jefferson High School/ 5210 N. Kerby, Portland, OR 97217/ 503-916-5180 Ext. 71293

Teacher: Jayme Causey

Email: jcausey@pps.net

This course is designed to prepare students for career and educational opportunities during and after high school. Through a mix of writing and reading in many different forms, students will develop skills and critical lenses that will serve them in educational settings and beyond. Exit criteria outlining specific unit goals will be distributed at the start of each semester. These learning objectives drive the focus of the semester, and students will be assessed specifically on these goals.

Course Expectations

- Be on-time and on-task
- Come prepared to work every day. That includes bringing class text, SSR book, pencil/pen, unit material, and current writing piece.
- Establish digital and physical student portfolio with 8+ polished pieces of writing. *All writing pieces must show evidence of the revision process. Papers that are not revised will not be graded or accepted into the portfolio

Classroom Norms:

All students are expected to respect the classroom, their peers, teachers, and themselves. Students will:

- Respect air time.
 - Stay focused and on-task.
 - Respectfully help others stay focused.
 - Own it, fix it, and move on.
 - Refrain from using racist, sexist, homophobic, or derogatory remarks.
- *Along with complying with school rules, such as: No electronics and no food.

Communication:

I encourage and appreciate frequent communication between myself and parents/guardians. If you need assistance after school I am here most days, but please make an appointment or indicate that you would like to stay after for extra help. I am always available by phone or email. Contact me when needed.

Grading Policy:

Each quarter students are assessed on the exit criteria for the unit. **You must complete and earn a proficient on all major course assignments.** You are not alone on this journey. **Throughout the quarter, you will receive frequent feedback, from both myself and your peers, ample time to work, and opportunities for multiple submissions without penalty. Your grade in class will be based on your mastery of the exit criteria each term.** You will be assessed for proficiency on each of these exit criteria using the 4-point system described below:

This is the grading breakdown and scale:

- Essays/ Graded Discussions/ Exams = 60%
- Class Work = 20%
- SSR = 20%

Assessment Scale- 4= Exceptional 3= Meets Standard 2= Not Yet at Standard 1= No Evidence of Understanding	Course Grade (average of scores)- 3.5-4.0=A 3.0-3.4=B 2.5-2.9=C* *Minimum Passing Grade
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Attendance and Tardies:

Be here, every day, on time and ready. That's the expectation. In the event you are late, please enter the class quietly and quickly, check the agenda, and take your seat. I'll record your tardies. Too many tardies will have a negative effect on your grade and will result in a call home.

Late Work:

Students are expected to complete and earn proficiency on all exit criteria each term. **Submitting work on the due date is encouraged as you will receive complete and timely feedback. If work is not submitted on time, you will not have the sufficient opportunity for revision which is necessary to grow as a writer and complete this course.** In the case you need more time to finish an assignment or meet proficiency please communicate with me to come up with an alternative plan.

Bathroom and Hall Pass

- One student is permitted out of the room at a time. If you must use the hall pass, make sure it is:
 - **Not** during the first or last 15 minutes of class
 - **Never** while someone is speaking or sharing

Library and Computer Usage:

You will have class time to write, type, revise, and edit your course writing assignments. Lab expectations include: 1) Work only on items noted on the class agenda, 2) Only permitted on google docs/Microsoft word/ your email. 3) Other electronics off and away, 4) Voice level low to maintain a quiet work environment, and 5) adhere to all classroom norms.

Differentiation:

The differentiation strategies used in this course are based on the evidence received through multiple forms or pre, ongoing, and formative assessments. Instructional methods embedded in this course include: flexible grouping, student centered curriculum, peer mentoring, scaffolded assignments, questioning techniques, individualized feedback, whole and small group instruction, direct instruction, visuals, retrieval charts, and examples. All individual's efforts and growth are honored.

Signatures:

Student _____

Parent/Guardian _____