**9th Grade English / College Readiness**

Jefferson High School / 5210 N. Kerby, Portland, OR 97217 / 503-916-5180, EXT. 78530

## Teacher: Ellie McIvor

**Email**: [emcivorbaker@pps.net](mailto:emcivorbaker@pps.net)

**Reminders:** Text @ga7gad to the number 81010

*This course is designed to prepare students for career and educational opportunities during and after high school. 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.
* Bring class text, SSR book, pencil/pen, unit material, and current writing piece with you each day.
* 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:**

Students are expected to respect the classroom, 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.

*\*School rules include: No electronics -- No food (with the exception of school breakfast in the morning)*

**Grading Policy:**

Each quarter students are assessed on the exit criteria for the unit. **You must complete and earn a proficient score on all major course assignments.** You are not alone on this journey. **Throughout the quarter, you will receive frequent feedback, ample time, 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%

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| **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 = C |

**Attendance and Tardies:**

Be here, every day, on time. That’s it. In the event you are late, please enter class quietly, check the agenda, and acclimate yourself to the classroom. I’ll record your tardies. Too many tardies will be 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.** In the case that 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 10 minutes of class.
  + ***Never*** while someone is speaking.

**Communication:**

Parents and guardians are encouraged to sign up for our remind system. Please text @ ga7gad to the number 81010. Students- if you need assistance after school, I am happy to help on most days, but please make an appointment with me in advance to ensure that I am here. I am always available by phone or by email. Contact me at any time.

**Library and Computer Usage:**

You will have class time to 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* and your email. (No YouTube, video games, etc.), 3) Electronics off and away, 4) Voice level whisper/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, scaffold 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_