

11th Grade ELA: Course Introduction

Christy Kingham - christy@tywls-astoria.org - www.christykingham.com

Welcome to 11th Grade ELA! Now that we are off and running...,be sure you have:

- An email address that you check every day
- 1 Spiral notebook with pocket folders (3-5 subject) and a two-pocket folder
- Filled out the contact info survey on my website: www.christykingham.com

What to Expect:

Our focus this year is on the independence of thought and the independence of practice. How can you become a more independent thinker and worker than you already are? Our class will most often run as a workshop, providing each of you the opportunity to push yourselves independently, in small groups and as a whole class. You are in charge of “leaning in” to your own learning and I will be your coach throughout the process.

As 11th graders you will constantly be asked to speak and write about yourself: as students, community members, college-bound girls. We begin the year by asking ourselves who we are right now- as 11th graders, readers, writers, “Americans”. This fall and winter, you will prepare for the ELA Common Core Regents in January, as this is part of your identity as an 11th grade ELA student.

So what will we do, anyway? Here’s a snapshot...more to come!:

- ❑ **READING:** on average, 20 books each (both assigned and independent),
 - ❑ **Whole Class Literary Texts:** Toni Morrison’s *The Bluest Eye*, Shakespeare’s *Macbeth*, James McBride’s *The Color of Water*, Jonathan Safran Foer’s *Extremely Loud and Incredibly Close*
 - ❑ **Book Club Text(s)** (Students read 2): *1984*, *Fahrenheit 451*, *Jane Eyre*, *Scarlet Letter*, *Huck Finn*, *Little Women*, *Invisible Man*, *Great Expectations*, *Gatsby*, *Mice and Men* & *Night*
 - ❑ **Independent Texts:** 1-2 Contemporary fiction texts from a curated collection, 1-2 memoirs from a curated collected, At least 5 independently selected texts
 - ❑ **Short Texts - include but are not limited to:** Mentor texts for all genres of writing including This I Believe & Narrative-non fiction mentor texts(Including Tina Fey, David Sedaris, Amy Tan, Jay-Z, Sherman Alexie), Scholarly articles on *Macbeth* (research), Scholarly articles on *The Bluest Eye* (selected), Selected poetry cross- genre, Scholarly articles for “exploding the canon” regarding high school English curriculum/representation/the literary canon (research), Children’s books include: Peter Reynold’s *Ish* and *The Dot*, Drew Daywalt’s *The Day The Crayons Quit*
- ❑ **WRITING:** This I Believe essays, 6 word memoirs, book reviews on goodreads.com, literary essays, argumentative pieces, editorials, poetry and college essays!
- ❑ **OTHER WAYS WE WILL WORK IN ELA?**
 - ❑ Tumblr Portfolio: Year Long collection of your work
 - ❑ Socratic Seminars and college-style class discussions
 - ❑ Artistic representations of literary analysis reading/writing process
- ❑ **TEST PREP:**
 - ❑ Common Core State Test Prep (Test is in January!) and test prep Website Creation

And Grading? Turn over to see more!

TYWLS of Astoria Grading Policy Overview 2016-2017

Instead of receiving only one grade for an entire class, each student is given a rating for each skill in that class. We call those skills outcomes! Outcomes are year or semester long-for some electives. Many schools use this as a way to assess students, including the whole state of Maine!

We use Shared Outcomes that integrate “21st century skills”. Every teacher, in every subject uses these outcomes. You will notice jumprope will show the same BIG skills for each class, but the TARGET skills in each class may be different. You can access jumprope online 24 hours a day, there is a link on the school website: tywls-astoria.org

Shared Outcome: is the category that the skill fits into. These categories are 21st century skills needed to be successful in college and beyond. (Plan, Argue, Discern, Communicate, Conclude, Be Precise, Collaborate, Create, Innovate, Investigate)

Within an outcome, students either Meet Standards (MS), Exceed Standards (ES) or “Not Yet” (NS)

- MS means a student is performing this skill at grade level.
- ES means this student’s work is consistently above and beyond what is required.
- NY means students haven’t shown they can perform this task consistently, YET. They will have opportunities to work on these skills in the future.

Outcome Target: is another word for those skills that are worked on in each individual class. These are connected to the state standards for each course.

Snapshots:

TYWLS of Astoria is annualized, meaning that official transcripts are created at the end of the school year with courses running as year-long. The exceptions are electives that may be run by semester and intensives - grades for these courses are entered at the end of the course.

- Students have constant access to their progress via the jumprope online grading platform
- Students are sent progress reports four times a year in our TYWLS Progress Snapshot

Student Progress Snapshot Dates 2016- 2017:

Date evidence updated by teachers	Date Snapshot Mailed Home
Oct 31st 2016	November 4th 2016
Jan 12th 2017	Jan 18th 2016
March 9th 2017	March 15th 2017
May 30th 2016	June 5th 2016

*The snapshots are true to their name- they are not an “ending” rather they are a snapshot of your current progress in the course. The deadlines are meant to serve as four concrete times a year that students will see their progress with valuable evidence input in all courses.

Rubrics 2016-2017

	SHARED OUTCOME	OUTCOME TARGET	11th Grade	
			MS	ES
1	ARGUE	Formulates written or verbal arguments to support claims with clear reasons, sound logic, and relevant evidence	Student introduces and solidifies original thesis/claim with relevant and appropriate evidence from multiple sources. Analysis includes rich justification. Includes alternate/opposing positions and counterclaims.	Student solidifies a precise original thesis/claim with logically-sequenced, relevant, and appropriate evidence from multiple sources. Discusses the strengths and limitations of both claims and counterclaims in relation to the audience.
	Shared Outcome	Target	MS	ES
2	BE PRECISE	Understands and applies the rules of grammar	Uses grammatically and mechanically accurate, sentences to communicate ideas and conclusions.	Uses both simple and complex grammatically and mechanically accurate sentences to progress ideas and meaning. Purposefully uses punctuation for voice and style.
3	BE PRECISE	Uses proper in-text citation format to avoid plagiarism	Student uses proper in-text citation, avoids plagiarism and includes an accurate and correct works cited page, when appropriate.	Student incorporates evidence using a variety of sophisticated citation techniques, seamlessly varies between paraphrasing and directly citing and avoids plagiarism. Includes an accurate works cited page, when appropriate.
	Shared Outcome	Target	MS	ES
1	COLLABORATE	Participates positively and effectively in a range of collaborative discussions, activities, and projects	Student prepares for the collaborative activity. She participates actively by using evidence, building on others ideas and using academic language. ___ During discussions, she takes notes about other's ideas and perspectives to prepare her response.	Student reads the needs of the group or task and modifies behavior by leading and/or listening. Serves as facilitator of group tasks in decision making and problem solving, improvises by asking questions and making relevant connections. ___ During discussions, she takes notes about other's ideas and perspectives to prepare her response. ___ Clarifies and challenges ideas to propel conversation.

	Shared Outcome	Target	MS	ES
1	COMMUNICATE	Produces writing in a style appropriate to the task, purpose and audience	Student produced writing in which the word choice, tone, style and format reflect that the student has evaluated the audience and/or purpose of the task, and used this information to express ideas consistently throughout the task.	Student produced writing in which the word choice, tone, format and style reflect a nuanced evaluation of the task purpose and/or audience. Student's choices create subtle but distinct layers of meaning.
2	COMMUNICATE	Produces clear and organized writing	Student's writing is coherent and masterfully communicated through an organized and accurate arrangement of information and language. The presentation of information is woven together narratively within and across paragraphs	Student organizes ideas and information to create a cohesive and coherent piece of writing as if it were a narrative that compels the reader to move through the text.
3	COMMUNICATE	Uses language to communicate with clarity	Student communicates an abundance of information or text clearly by choosing words deliberately and eliminating repetitive words or phrases.	Student uses specific, not vague, words. She masterfully combines sentences, with attention to removing superfluous words. Language is accurately arranged.
	Shared Outcome	Target	MS	ES
1	CONCLUDE	Forms accurate conclusions or claims based on evidence	Student synthesizes evidence from multiple texts in order to draw accurate text-based conclusions	Student synthesizes an understanding of prior knowledge, many perspectives, and a collection of evidence from numerous sources in order to draw multiple conclusions or deepen/enhance original conclusion
	Shared Outcome	Target	MS	ES
1	CREATE	Creates a product or expresses an idea using the features of a given genre	Student utilizes the features of a specific genre to create a product	Student manipulates the features of a specific genre to create a product of original expression

	Shared Outcome	Target	MS	ES
1	DISCERN	Reads with attention to author's craft, structure, content and style	Student identifies and discusses the impact of author's craft, structure, content and style	Student critiques and analyzes the impact and cumulative effects of author's craft, structure, content, and style
2	DISCERN	Identifies main ideas, facts and details from the text	Student demonstrates a basic understanding and surface meaning of a text. Central meanings, facts and some details are identified.	Student examines the text closely, making inferences that display a sophisticated understanding of the text and subtext. May Infer how the concept relates to larger themes or notice where the text leaves matters uncertain.
3	DISCERN	Selects textual evidence that supports analysis and inferences	Student responses reference multiple pieces of textual evidence that connect to and support her analysis and inferences.	Student selects multiple pieces of textual evidence that clearly connect to her ideas and push thinking about the text. Her analysis of the evidence leads to layered conclusions about characters, topics, and themes
	Shared Outcome	Target	MS	ES
1	PLAN	Creates appropriate plans and follows them in a timely manner with attention to deadlines.	During work sessions, student utilizes time management techniques and strategies to reach goals. Student fully completes tasks and meets deadlines.	Student meets specific benchmarks and deadlines - demonstrating an ability to accurately estimate time and effort required to complete a task. During work sessions, student effectively utilizes time management techniques and strategies to reach goals and meet deadlines.
2	PLAN	Uses the writing process to improve writing	Student independently develops and strengthens writing as needed by planning, drafting, revising, and editing, so that the final draft addresses all elements of the assignment. Student makes appropriate revisions and edits beyond those made by their peers/instructor.	Student independently develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.