Dear Parents/Guardians,

Thank you for choosing Armada to educate your child. I am honored to join each learner in his or her learning journey this year. This year will mark the 20th year of my own learning journey-and yes, I see it as a journey with every year better than the last. Here are some things I would want you to know.

* **I want you to know that I care about your child.**She or he is not a number. She or he is not a “seat-filler.” She or he is a person, and I will treat her or him as such. I will strive diligently to get to know her or him as an individual person, so I may best help her or him as an individual learner. I believe all my students come to me at different places socially, emotionally, and academically; I will meet them wherever they are. So, I will meet your child where she or he is, and from there we will journey forth into our learning experiences for the year.
* **I want you to know that communication between us is important.** If there is ever anything that you wish to address with me, please do so. My contact information is below. My preferred form of communication is email. Please never hesitate to contact me.
* **I want you to know that I believe that your child owns her or his learning.** This does not mean I am simply putting all the responsibility for learning on the student. I simply believe that if your child is going to make the most of his or her learning opportunities, then he or she must take ownership. I will hold your child to an appropriately high expectation, never waiver in this dedication, and facilitate his or her success in any way I can.
* **I want you to know that I value learning over grading.** Over the past few years, I have made major strides in providing an approach that places greater emphasis on learning, not grading. As such, your child will find himself or herself in a feedback rich environment, which has been made more possible with my stepping away from traditional grading practices.
* **I want you to know that I understand the strain that homework can place on you and your child.** In this challenging time, wherever possible, at home work will be primarily reading a book that your child chose and watching screencast videos that explain new concepts or how to do a task, while in class time will be mostly be spent working on tasks with me as a coach to help. With this in mind, I would like you to partner with me by encouraging your child to improve time management skills.

These are the things I would want you to know as we set out on our own journey together as the adults in your child’s learning. I am keenly aware of the trust that you place in me for your child’s care and education each day when she or he walks into my classroom. I, too, am a parent, and have the same expectations for my own child. And so, please know that I take my role in your child’s journey very seriously, and I will do my best to see him or her safely to our journey’s end. Thank you for joining me this year.

Sincerely,

Aric Foster

afoster@armadaschools.org 586-784-2457 armadafoster@weebly.com

**English 12 First Trimester 2020**

The goal of this class is to expand on the English skills that learners have been developing over the past 11 years of school and to launch them into a “13th” grade with the reading and writing proficiencies that they need to be successful.

Specifically, learners in this course will…

1. Read *The Kite Runner*, by Khaled Hosseini, **\*\*\*** as an anchor text to…
	1. Discuss social class and ethnic tension while recognizing the existence of discrimination against each other based on physical features and religious beliefs.
	2. Discuss betrayal and redemption by evaluating past decisions and their impact on future behavior.
	3. Discuss forgiveness and love by working through the complexity of relationships between others
2. Develop a “Senior Project” in order to…
	1. Prepare for a post-high school life
	2. Practice executive function life skills such as time management, self-regulation, etc.

**\*\*\*** As a warning, this text references mature topics such as race, rape, and murder. If at any point, an issue arises with a novel, article, or topic, please see me in a reasonable time and setting so that we can find a mutually amicable solution.

**Course Logistics**

* As of the first day of school, the plan is for this class to meet for two weeks face to face, then not meet for two weeks, then repeat this cycle throughout the remainder of the first trimester. For each two week periods of face to face, you will practice a few specific skills, and then complete a summative assessment of these skills at the end of the two weeks. Your performance on this summative will determine your final grade.
* Practice (formative) tasks preparing for this summative will be given scores and words of feedback, but will not count numerically towards final grade. These practice tasks WILL count for learning, WILL be necessary to ensure success on the summatives, and WILL be the “retake ticket” for the summative. In other words, while doing the practice formative tasks will not earn the student immediate numerical rewards, they WILL earn the student long-term, abstract rewards. To be clear, no students will be able to revise a summative unless they completed all of the formative work for that unit.
* This class will meet in During the first half of first trimester, you will be asked to show your proficiency in six (6) standards, or skills or “learning targets”-as we will call them. We will practice these six (6) learning
* For formative and summative work, students will be given words of feedback and scores that correspond to the proficiency scale below.

|  |  |  |  |
| --- | --- | --- | --- |
| 4.0 | 3.0 | 2.0 | 1.0 |
| **Mastery**“I can teach this standard”“I went above and beyond”“I know this better than my teacher taught it”“YES Plus” | **Proficient**“I got it”“I did everything I was asked”“I know this just the way my teacher taught it”“YES” | **Inconsistent**“I kinda get it”“I’m not there yet”“I did some things right”“I know the simple parts, but struggle with challenging parts”“Yes, but” or “Kinda not really” | **Lacking**“I am a bit lost”“I really don’t get this yet”“I could have done better”“With teacher help, I can do some of this correctly”“NO” |

**Armada High School Letter Grade Conversion Scale:** A students earns scores on the 4.0 scale for their summative work. These summative scores are averaged to determine the letter grade on the chart below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Low** | **High** | **Grade** | **Low** | **High** |
| **A** | **3.6** | **4** | **C+** | **2.1** | **2.39** |
| **A-** | **3.3** | **3.59** | **C** | **1.8** | **2.09** |
| **B+** | **3** | **3.29** | **C-** | **1.5** | **1.79** |
| **B** | **2.7** | **2.99** | **E** | **0** | **0** |
| **B-** | **2.4** | **2.69** |  |  |  |

**Standards to be assessed:**

|  |
| --- |
| **Reading**:  |
| R1: Comprehend main idea, theme, or claim (fiction/non) |
| R2: Comprehend details of a text and/or use as support  |
| R3: Comprehend and analyze devices (literary and rhetorical) |
| R4: Comprehend and/or analyze text structure and its impact text as whole.  |
| R5: Comprehend words in context |
| R6: Use strategies to determine word meaning |
| R7: Infer author’s purpose |
| R8: Infer in literature for theme |
| R9: Read to infer between sources |
| R10: Analyze how characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| R11: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment  |
| R12: Analyze how an author draws on and transforms source material in a specific work  |
| **Writing**: |  |
| W1: Develop clear & concise thesis statement.  |  |
| W2: Develop clear topic sentences in connection to thesis statement.  |  |
| W3: Use appropriate transitions to link text as a whole. |  |
| W4: Organize writing in a logical, effective manner  |  |
| W5: Fully developed intro & conclusion paragraph.  |  |
| W6: Use relevant, accurate, specific evidence to support claims.  |  |
| W7: Analyze effectively to support thesis/main idea.  |  |
| W8: Analyze author’s rhetorical strategies within body paragraphs.  |  |
| W9: Produce writing that is appropriate for task, purpose, and audience.  |  |
| W10: Demonstrate a control of American English through grammar mechanics and punctuation.  |  |
| W11: Develop and strengthen in the writing process as needed: planning, revising, editing, rewriting. |  |
| W12: Use proper formatting system - MLA/APA. |  |
| W13: Gather, organize, and use research effectively through the use of print and/or digital media.  |  |
| W14: Use sources to synthesize effectively developing an argument/thesis statement.  |  |
| W15: Demonstrate voice through style, syntax, and diction.  |  |
| **Speaking and Listening**: |  |
| SL 1: Initiate and Participate in a wide range of discussions with diverse partners |  |
| SL2: Integrate multiple sources of information in presentations in diverse formats and mediums |  |
| SL3: Appropriately present information so audience can follow clearly and coherently  |  |
| SL4: Make strategic use of digital media and other mediums in support of presentation |  |
| SL5: Come to a discussion prepared, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |  |
| SL6: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |  |
| SL 7: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |  |
| SL 8: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |  |

**Employability:** For 11 years, learners in this course have worked with numerous teachers that have handled “work habits” differently. After this course, learners will be in the “real world” with more serious consequences for poor work habits. With that in mind, deadlines, task completion, cell phone usage, and respectful behavior expectations in this course will be made very clear in multiple ways and not adhering to course work habits expectations will have strong consequences.

By signing, you are verifying that you have receives, read, and understand all facets of this syllabus.

Student Name and Signature:

Parent Signature: