

## ENGLISH 3-4 AND 5-6—ROOM 208

Mrs. Easton

[julie\\_easton@gfps.k12.mt.us](mailto:julie_easton@gfps.k12.mt.us)

406.268.6369

Welcome to English class! Our work in class focuses on career and college readiness. I am very committed to teaching skills, and I believe in students' abilities to grow academically in writing, reading comprehension, and in basic interpersonal communication. I likewise believe in helping students build character and demonstrate a general respect for everyone's right to feel safe and to engage in healthy interactions, respectful relationships, and positive self-advocacy in the classroom.

### **Course objectives:**

Throughout the year, students will:

- Learn and demonstrate language skills and usage in writing and formal speaking
  - Demonstrate mastery of skills and standards that reflect growth
- Demonstrate proficiency in informative and argumentative writing
- Practice soft skills, like collaborating with others, communicating productively and effectively, and recognizing and reflecting on areas of strength and need for improvement

### **Class materials:**

- Pens and pencils
- Highlighters (green, yellow, orange, blue)
- Notebook paper (spiral bound or loose leaf) for most daily work
  - Composition notebooks (let's talk)
- Pocket folders to store printed handouts

### **Grading Standards and Philosophy:**

Grades are a measure of a student's commitment to learning, to mastering basic English skills, to participating in classroom discussion, instruction and collaborative (group) work, and a basic effort to come to class prepared to learn and to uphold positive, respectful relationships.

Students earn their grades by committing themselves to:

- Regular and punctual attendance
- Completing assignments entirely—no partial work accepted. Ever.
- If I assign it, it gets a quality grade that shows me what the student has learned
- Work missed during absences must be made up within a logical time frame.
- Late work earns half credit and is accepted only within that period of unit study
  - Missing work will be set aside for students to complete during Night School, Summer School, or Credit Recovery
- Grades/Assignments are weighted entirely by point value
- Process is always worth more than the final product. If students show no evidence of process, I have no way to measure learning.

### **Expectations for general classroom environment:**

- Arrive on time. Tardies lose participation points for the day, excused or not.
  - Depending on the reason for tardiness, students may recover points lost within two days of infraction
- Once in the room, stay in the room. Use restroom between classes.
- Bring materials. No materials, no participation points for the day.
- Engage in the learning process. Students need to give me their undivided attention during the short time they spend with me each day.

## IN A NUTSHELL . . .

**In encouraging outstanding character, personal responsibility, and academic success, I expect:**

### **Polite, respectful, positive behavior—ALWAYS.**

Nothing is more important in educating young people than building good character. Be courteous—respect the right to learn, and respect my commitment to teach.

### **Consistent attendance and punctual arrival to class**

- Attendance and punctuality are necessary for learning and earning good grades.
  - ✓ Students are in their seats when the bell rings to begin class and must remain in their seats until the dismissal bell rings.
- Tardy is tardy, excused or not—even by parents. Thank you in advance to parents who help their children respect punctuality and regular attendance
  - ✓ Consistent tardiness will result in loss of points, detention time.
- Deadlines require commitment and hard work, and students must meet them.
- Students are required to make up all work missed during absences by checking the Daily Assignment Book AND by visiting with me about work missed
- Students do not get extensions for any deadline posted in advance—grade deductions apply.

### **Preparedness and Self-Advocacy**

- Enter class, check and complete the bell assignment on the board for points.
- Have assignments ready to hand in. Do not attempt to finish any homework assignments at beginning of class. Such assignments are considered LATE.
- For work to be completed in class, students will receive no credit for completing that work outside of class. USE CLASSTIME GIVEN TO COMPLETE WORK.
- Complete ALL parts of assignment. No incomplete work will be accepted.
- Late work earns partial credit.
- Extra Credit opportunities exist for students who attend regularly and complete assignments. Extra Credit never replaces missed assignments.
- ABSOLUTELY no cell phone communication during instructional time. Cell phones may have a purpose in instruction on occasion and with permission.

### **Communication**

- Contact me with concerns, check PowerSchool frequently.
- For Reminders about assignments and deadlines, sign up for Remind:
  - English 3-4—call 81010 and text @kh672f
  - English 5-6—call 81010 and text @ehhcg

----- cut here, return signatures to me -----

\_\_\_\_\_  
I was present and followed along while Mrs. Easton presented this information (please print name)

\_\_\_\_\_  
Signature of parent or guardian (due Thursday, September 7 for 25 pts.—10 pts. thereafter.)

Parent email \_\_\_\_\_ Parent phone/cell \_\_\_\_\_

## ENGLISH 5-6

### LITERARY THEMATIC FOCUS BY SEMESTER— THE AMERICAN DREAM and IDENTITY

#### Self-Selected Reading

- Bring novel of your choice to class each day for points, unless otherwise advised
- Setting reading goals, reflecting and responding to Outside Reading novels throughout Semester 1 only

#### Literature—The American Dream and Identity/Self-Empowerment

- American authors (from Pre-Colonial to Modern)
- Essays from literature text and other sources
- Short Stories (Romantic Period)
- Drama (*The Crucible*, *The Night Thoreau Spent in Jail*)
- Novels/Memoirs (*Huckleberry Finn*, *Cold Sassy Tree*, *Indian Creek Chronicles*, *A River Runs Through It*, *The Great Gatsby*)

#### Writing (per semester)

- Minimum of two (2) processed essays
- Minimum of two (2) timed write essays
- ACT preparation for the spring . . .
- Shorter, daily writing assignments in various formats

#### College/Career

- Resume planning and completion
- Letter of self-recommendation/application

#### Formal Speaking/Presentation

- At least two (2) presentations to the class

#### Research

- Learn and practice MLA (Modern Language Association) format
- Argumentative or Informative style

#### Creative Writing

- Narrative or Memoir

## ENGLISH 3-4

### LITERARY THEMATIC FOCUS BY SEMESTER— INNOCENCE TO KNOWLEDGE and SOCIAL INJUSTICE

#### Materials:

Notebook with pockets, composition book, pens/pencils, highlighters (green, yellow, orange, blue)

#### Outside Reading

- Bring novels to class each day for points and response exercises
- Page requirements are individual and determined by students at the beginning of each semester

#### Literature

- Novels: *Fahrenheit 451*, *To Kill a Mockingbird*, *Anthem*
- Drama, epic tragedy, contemporary themes
- Short Stories—focus on literary themes, rhetorical devices

#### Writing

- Minimum of two (2) processed essays
- Minimum of two (2) timed write essays
- Informative, Narrative, Argumentative (preparation for ACT writing)

#### Formal Speaking/Presentation

- The demonstration or informative speech
- Outside Reading presentations

#### Research

- Basic skills to introduce the process and methods of organizing specific styles of research