

English Language Development (ELD) Course Outline
Pacific Grove High School Room K2
skeller@pgusd.org ◀Best way to communicate with me.
(Please make sure your correct e-mail is on PowerSchool)

Sean Keller, M.A.
2010-2011
646-6590 ex.299

I. General Information

- a. English Language Development
- b. Completed CELDT Testing and received
- c. Grade levels 9-12
- d. English Language Development is a class designed to help guide students to improve their English skills in reading, writing, and speaking. All students will prep for the California High School Exit Exam (CAHSEE) to be taken in March of the sophomore year (or taken as a junior or senior if both or one section is not passed in tenth grade/student is new to California) as a requirement for graduation. All students will partake in CELDT testing when required by California Ed Code to determine their level in Reading, Vocabulary, Writing, Grammar, Language Use, Speaking and Fluency as a Beginner, Intermediate or Advanced English Language Learner.

II. ENGLISH LANGUAGE DEVELOPMENT STANDARDS for Grades 9, 10, 11, 12

LISTENING & SPEAKING 1.0 & 2.0 Strategies and Applications - Comprehension, Organization and Delivery of Oral Communication
Language Fluency Level

Beginning

- The student will begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
- The student will ask and answer questions using simple sentences or phrases.
- The student will demonstrate comprehension of oral presentations and instructions through non-verbal responses.
- The student will respond with simple words or phrases to questions about simple written texts.
- The student will orally identify types of media by name (e.g., magazine, documentary film, news report).

Early Intermediate

- The student will begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).
- The student will ask and answer questions using phrases or simple sentences.
- The student will restate and execute multistep oral directions.
- The student will restate in simple sentences the main idea of oral presentations of subject matter content.
- The student will orally communicate basic personal needs and desires (e.g., "Do we have to _____?").
- The student will prepare and deliver short oral presentations.

Intermediate

- The student will respond to messages by asking simple questions or by a brief restatement of the message.
- The student will listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
- The student will be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).
- The student will actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- The student will identify the main idea and some supporting details of oral presentations, familiar literature pieces, and key concepts of subject matter content.
- The student will identify a variety of media messages and give some supporting details (e.g., radio, television, movies).
- The student will prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources.
- The student will prepare, ask, and respond to basic interview questions.

Early Advanced

- The student will summarize literary pieces in greater detail, including character, setting, plot, and analysis.
- The student will be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors
- The student will actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.
- The student will recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
- The student will respond to messages by asking questions, challenging statements, or offering examples that affirm the message

- The student will use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “sunshine girl,” “heavy as a ton of bricks”).
- The student will prepare and deliver presentations that follow a process of organization and use a variety of sources.
- The student will prepare and deliver brief oral presentations/reports on historical investigations, problem/solution, or a cause/effect.

Advanced

- The student will demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.
- The student will identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).
- The student will negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
- The student will consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
- The student will prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transitions, and appropriate conclusions.
- The student will speak clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch, and modulation.

READING 1.0 Word Analysis - Phonemic Awareness, Decoding & Word Recognition Language Fluency Level

Beginning

- The student will recognize and correctly pronounce most English phonemes while reading aloud.
- The student will recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

Early Intermediate

- The student will produce most English phonemes comprehensively, while orally reading their own writing, simple sentences or texts.
- The student will use common English morphemes in oral and silent reading.
- The student will recognize obvious cognates in self-generated phrases, simple sentences, literature, and texts in content areas (e.g., education, educacion; actualmente, actually).

Intermediate

- The student will apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- The student will identify cognates and false cognates in literature and texts in content areas (e.g., cognate - agonía, agony; false cognate - éxito, exit).

Early Advanced

- The student will apply knowledge of word relationships such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).
- The student will distinguish between cognates and false cognates in literature and texts in content areas.

Advanced

- The student will apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).
- The student will apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

READING 2.0 Fluency and Systematic Vocabulary Development - Vocabulary & Concept Development Language Fluency Level

Beginning

- The student will recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).
- The student will read aloud simple words presented in literature and texts in content areas; demonstrate comprehension by using 1-2 words or simple sentence response.
- The student will respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
- The student will use a dictionary to derive meaning of simple known vocabulary.
- The student will produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Early Intermediate

- The student will begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.
- The student will recognize simple idioms, analogies, figures of speech in literature, and texts in content areas, (e.g., “the last word”).
- The student will read simple paragraphs and passages independently.
- The student will recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.
- The student will demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. *
- The student will read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.
- The student will use a standard dictionary to find the meaning of known vocabulary.
- The student will use connectors to appropriately sequence written text (e.g., “first, then, after that, finally”).

Intermediate

- The student will use a standard dictionary to derive meanings of unknown vocabulary.
- The student will identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.
- The student will demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
- The student will demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. *
- The student will use decoding skills and knowledge of vocabulary, both academic and social, to read independently.
- The student will apply knowledge of text connectors to make inferences.

Early Advanced

- The student will use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
- The student will recognize words that sometimes have multiple meanings and apply this knowledge to understanding written texts.
- The student will use knowledge of affixes, roots, and increased vocabulary to interpret meaning of words in literature and texts in content areas.
- The student will use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).
- The student will use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- The student will use idioms, analogies, and metaphors in literature and texts in content areas.
- The student will read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.

Advanced

- The student will use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.
- The student will apply knowledge of academic and social vocabulary to achieve independent reading.
- The student will use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).
- The student will use a standard dictionary to determine meaning of unknown words.

READING 2.0 Comprehension - Comprehension, Analysis of Grade-Appropriate Text, & Expository Critique Language Fluency Level

Beginning

- The student will understand and follow simple multi-step oral directions of classroom or work related activities.
- The student will recognize a few specific facts in familiar expository texts such as consumer and workplace documents and content area text.
- The student will orally identify main ideas and some details of familiar literature and informational materials/ public documents (e.g., newspaper, brochures, etc.) using key words or phrases.
- The student will point out text features such as title, table of contents, and chapter headings.
- The student will use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).

Early Intermediate

- The student will read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.
- The student will identify and follow some multi-step directions of simple mechanical devices and basic forms.
- The student will orally identify the features of simple excerpts of public documents using key words or phrases.
- The student will read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.
- The student will use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
- After a group activity, the student will present a brief oral report demonstrating three to four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.
- The student will use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.
- The student will present a brief report which verifies and clarifies facts presented in two to three forms of expository text.
- The student will read and use detailed sentences to orally identify the main ideas and use them to make predictions about informational materials, literary text, and text in content areas.
- The student will understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.
- The student will listen to an expert from a brief political speech and give an oral critique of the author’s evidence using simple sentences.
- The student will read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.
- The student will read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.

Early Advanced

- The student will apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.
- The student will analyze the structure and format of workplace documents, and how the authors use the features to achieve their purpose.
- The student will prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).
- The student will read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.
- The student will analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).

Advanced

- The student will apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.
- The student will analyze the features and rhetorical devices of different types of public documents and how the authors use these features and devices.
- The student will analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text across content areas.
- The student will prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.
- The student will prepare a brief research or synthesizing paper in which content areas and ideas are analyzed from several sources to present a coherent argument or conclusion, including proper format and bibliography.

WRITING 1.0 & 2.0 Strategies and Applications - Penmanship, Organization & Focus, Research, Revision & Evaluation

Beginning

- The student will organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
- The student will create simple sentences or phrases with some assistance.
- The student will write a brief narrative using a few simple sentences that includes setting and some details.
- The student will use the writing process to write brief narratives and stories with a few standard grammatical forms.
- The student will write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.
- The student will complete a job application form by providing basic personal information such as name, age, address, and education.

Early Intermediate

- The student will use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.
- The student will use common verbs, nouns, and high frequency modifiers in simple sentences.
- The student will use simple sentences to follow an outline and create a draft of a short essay.
- The student will write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
- The student will write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.
- The student will collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books, research materials).
- From a given topic, the student will use the writing process to write sentences and short grammatical forms.
- The student will complete simple informational documents related to career development (e.g., bank forms and job applications).

Intermediate

- The student will narrate a sequence of events and communicate their significance to the audience.
- The student will write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs.
- The student will recognize elements of characterization in a piece of writing and apply them when writing.
- The student will write responses to selected literature that exhibit understanding of the text using detailed sentences and transitions.
- The student will recognize structured ideas and arguments and their supporting examples in persuasive writing.
- The student will write job applications and resumes that are clear and provide all needed information.
- The student will use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.
- The student will use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (some rules may not be evident).
- The student will investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

Early Advanced

- The student will identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).
- The student will develop a clear thesis and support it using the rhetorical devices of analogies, quotations, and facts.
- The student will write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.
- The student will use appropriate language variations and genres in writing for language arts and other content areas.
- The student will write job applications and resumes that are clear and purposeful and address the intended audience appropriately.

- The student will write reflective compositions that explore the significance of events.
- The student will write detailed fictional biographies or autobiographies.
- The student will use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.
- The student will write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.

Advanced

- The student will write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.
- The student will produce writing that establishes a controlling impression or thesis.
- The student will structure ideas and arguments within a given context giving supporting and relevant examples.
- The student will write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.
- The student will produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.
- The student will use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, personal anecdote, case study, and analogy).
- The student will use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.
- The student will write expository compositions, including analytical essays and research reports for language arts and other content areas that provide evidence in support of a thesis and related claims.
- The student will clarify and defend positions with relevant evidence, including facts, expert opinion, quotations and/or expressions of commonly accepted beliefs and logical reasoning.

WRITING 1.0 Conventions - Capitalization, Punctuation, Sentence Structure, Grammar, Spelling Language Fluency Level

Beginning

- The student will edit own work and correct punctuation.
- The student will identify basic vocabulary, mechanics, and structures in a piece of writing.
- The student will revise writing for proper use of final punctuation, capitals, and correct spelling.

Early Intermediate

- The student will edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
- The student will revise writing with teacher assistance to clarify meaning and improve conventions and organization.
- The student will use clauses, phrases, and mechanics with consistent variations in grammatical forms.

Intermediate

- The student will revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.
- The student will edit and correct basic grammatical structures and conventions of writing.

Early Advanced

- The student will create coherent paragraphs through effective transitions.
- The student will revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.
- The student will edit writing for grammatical structures and conventions of writing.

Advanced

- The student will revise writing for appropriate word choice and organization, consistent point of view, and transitions which approximate standard grammatical forms and spelling.
- The student will create coherent paragraphs through effective transitions and parallel constructions.
- The student will edit writing for conventions of writing to approximate standard grammatical forms.

READING 3.0 Literary Response and Analysis - Narrative Analysis of Grade-Level Appropriate Texts, and Literary Criticism, Structural Features of Literature Language Fluency Level

Beginning

- The student will orally identify the beginning, middle, and end of a familiar literary text.
- The student will read and orally identify the speaker or narrator in a simple selection.
- The student will role-play a character from a familiar piece of literature using words and phrases.
- The student will use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.
- The student will recognize the difference between first and third person using phrases or simple sentences.
- The student will recite simple poems.

Early Intermediate

- The student will orally respond to factual comprehension questions taken from two forms of literature (brief, familiar excerpts from a comedy and tragedy) using simple sentences.
- The student will read and orally identify the main events of the plot using simple sentences.
- The student will orally identify literary elements of theme, plot, setting, and characters using simple sentences.
- The student will distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).
- The student will briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.
- The student will use expanded vocabulary and some descriptive words for oral responses to familiar literature.

Intermediate

- The student will use expanded vocabulary, descriptive words, and paraphrasing for oral and written responses to texts.
- The student will read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.
- The student will read and use detailed sentences to orally describe the sequence of events in literary texts.
- The student will apply knowledge of language to analyze and derive meaning/ comprehension from literary texts.
- The student will use detailed sentences to orally compare and contrast a similar theme or topic across three genres.
- The student will read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.
- The student will read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.
- The student will use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.

Early Advanced

- The student will identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).
- The student will read and identify ways in which poets use personification, figures of speech, imagery, and sounds.
- The student will identify the function of dialogue, scene design, and asides in dramatic literature.
- The student will orally and in writing compare and contrast a similar theme or topic across several genres using more detailed sentences.
- The student will identify recognized works of American literature and their genre in order to contrast major periods, themes and trends.
- The student will identify recognized works of world literature and contrast the major literary forms and techniques.
- The student will identify characteristics of sub-genre (e.g., satire, pastoral, allegory) that are used in various genres.
- The student will identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language).

Advanced

- The student will describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.
- The student will explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).
- The student will compare and contrast a similar theme or topic across genre and explain how the genre shapes the themes or topics.
- The student will analyze the interaction between character and subordinate characters in literary texts (e.g., motivations and reactions).
- The student will analyze recognized works of American literature and their genre in order to contrast major periods and trends.
- The student will relate literary works and authors to major themes and issues of their eras.

III. **Instructional Plan:**

During the course of the year, the student will write paragraphs, essays, and various writing types, which reflect the stages of the writing process: prewriting, drafting, responding, revising, editing, conventions, evaluating, and postwriting. The student will write paragraphs and essays identifying, summarizing and analyzing the values embodied in the literature studied. The student will exhibit effective speaking skills in oral presentations based on individual research and s/he will participate in small and large group presentations and discussions. The student will develop effective cooperative learning processes: speak with a purpose, support ideas with evidence, exhibit effective listening skills, and give each other constructive feedback. Students will integrate technology in their research and demonstrate this technology in their presentations.

IV. **Assessment:**

Assessments based on the content standards matrix will be used to evaluate students' work (mid-terms & finals = 20% of grade). Additional evaluation will include paragraph essays, journal entries, novel/play questions, oral language (grammar) sentences, oral presentations, art projects (40% of grade = 20% class work and 20% for homework), vocabularies with tests, reading quizzes and tests (20% of grade) and four take home essays/projects per semester (20% of grade). This class is based on a point structure.

Class work is worth 20-50 points each. Novel/Play study questions are 5 points each question and will be graded by partners – these are like take home quizzes every day!. Vocabularies are 20 points and tests are 80 points (100 points per vocabulary). Novel/Play/Mid-term tests are worth 200-500 points. Extra credit assignments are given at random, but will not be open for long, so take advantage when they are offered – these will only be eligible for students who have 100% of all class work turned in.

Four presentations will occur throughout the year: 1st Quarter – All About Me; 2nd Quarter – Culture Journal
3rd Quarter – Picture Speech; 4th Quarter – I’m the Expert

PGHS English Department Writing Assessment Guidelines

Language (30%)

- Provides variety of sentence types (syntax): simple, complex, and compound-complex sentences (Use 12 sentence pattern handout as a guide)
- Uses accurate, precise, and descriptive language (complexity of diction), appropriate to the assignment
- Demonstrates control of verb tense and uses active, sophisticated verbs.

Content (30%)

- Clearly addresses all parts of the writing task in a consistent and clearly articulated manner
- Provides a meaningful thesis statement at the end of the introduction, which provides direction, focus, and tone for the paper
- Each body paragraph starts with a topic sentence and includes elaboration, i.e., examples, supporting details, and concrete evidence
- Demonstrates clear awareness of audience
- Conclusion synthesizes ideas and arguments built throughout the paper in a unique and compelling manner; leaves a lasting, vivid impression

Mechanics (30%)

- Grammar
- Punctuation
- Capitalization
- Spelling
- In-text citations

**All Major Essays Are Worth 100 points. These Three Categories Make Up 90% of That Grade!
See Next Page for the Remaining 10%**

Mr. Keller’s Essay Basics (10% with Assignment Specific Guidelines Included)

- Proper Heading: Full Name, date, period, teacher, assignment name
- Title for essay
- Use 12 size, Times New Roman font with 1 ½ - 2 spaced lines in Microsoft Word not Works. Save all assignments in your Athena folder labeled *ELD* (Free School Server File Through Library)
- I want to assess your best work. Please try your best to edit before turning in an assignment.

Grades are based on a 100% scale:

100% - 94.5% = A
94% - 89.5% = A-
89% - 86.5% = B+
86% - 83.5% = B
83% - 79.5% = B-
79% - 76.5% = C+
76% - 73.5% = C
73% - 69.5% = C-
69% - 66.5% = D+
66% - 63.5% = D
63% - 59.5% = D-
59% and under = F

Make Up Policy: When you are absent for any reason it is expected of you to come to room K2 the day you get back regardless if class is in session to find out what was assigned as homework or check powerschool.org. The assignment calendar should list the class work, homework, and/or test needed for make up. If you come back on a day the class is not scheduled to meet, the homework will be due on the next class session. Tests/quizzes can be made up by scheduling before/after school session. You can lose from 10-20 points per day if the assignment is not turned in on time.

V. **Text and Extended Reads:**

	<u>Fall Semester One – Intermediate/Advanced Readers</u>	<u>Spring Semester Two Intermediate/Advanced Readers</u>
<i>Novels & Plays</i>	<i>The Pigman</i>	<i>Abridged Shakespeare Plays: Hamlet, Taming of the Shrew, Macbeth, Romeo & Juliet for acting practice & performance</i>
	<i>Bless the Beast and Children</i>	<i>Farewell to Manzanar</i>
	<i>Choice of two novels/plays from classroom library approved by teacher</i>	<i>Choice of two novels/plays from classroom library approved by teacher</i>

IV. **Supplies Needed:**

You will be expected to have your textbook and/or novel/play with you when it is needed. You will need to purchase a composition notebook for journals, quizzes, and practice writings. A three-ring binder with dividers is required to hold work in good condition in the following order:

- 1) Syllabus/course outline & Calendar
- 2) Homework/class work;
- 3) Groovy Grammar notes
- 4) Elements of Literature notes
- 5) Novel/play study guides
- 6) Vocabulary
- 7) Writing assignments
- 8) Paper!!!!!!!!!!!!!!

School Planner, Pencils, pens, extra paper and hi-lighters are required every day.

V. **Expectations of Behavior and Classroom Routines:**

The Four Basic Expectations of Behavior

- 1) Expect and Give Respect to Everyone
- 2) Be Prepared with Binder, pen/pencil, and paper every day
- 3) Leave inappropriate materials and attitude outside of classroom – no iPods/phones
- 4) Settle for better at all times – earn an A!

Teacher Availability:

646-6590 ex.299
Room K2
skeller@pgusd.org

Prep: 5th Period

Mondays – 11:15-12:10
Wed. & Fri. – 10:25-12:10

Student Signature _____ Date ____/____/____

Parent Signature _____ Date ____/____/____

Seriously, please read before you sign. ☺