



LISLE SENIOR HIGH SCHOOL

English I

Department Contact Information

Table with 3 columns: Teacher, Email, Phone Number. Rows include Erin Kern, Courtney Mulhaupt, David Sally, Svea Patrick, and Pat Woyna.

DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication.

COURSE DESCRIPTION

Designed to be appropriately challenging to the motivated, talented English student, this course will required them to comprehend text. Their objective is to review grammar, usage and punctuation skills as they apply to the composition process.

COURSE LEARNING STANDARDS

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



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- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

LATE WORK POLICY

Table with 3 columns: Summative Assignment Submission, %, and description of grade awarded. Rows include On time (100%), Up to 3 weeks late (90%), and Deadline (0%).

COMMUNICATION WITH COURSE TEACHER(S)



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The best way to communicate with me is through my school email; however, if you have not received a response in 48 hours, please resend the email or call my voicemail. Your email may have gone into the spam folder. If you need further assistance, make an appointment with me before or after school. I would be happy to talk to you anytime.

OTHER SUPPORT

All class information can be found on the google classroom and the edmodo class page. Peer tutors are available before, during and after school.

