**Ms. Peel’s Classroom Manifesto**

Hello, and welcome to Ms. Peel’s English class. I look forward to working with each and every one of you throughout your English career at Clover Garden. In this room, you will be asked to think critically, question deeply, communicate clearly, and create passionately. While these skills will ultimately lead you to be innovative leaders, they will also grow you as individuals, human beings with hearts that can empathize as well as with minds that can think. I am so excited to see the individuals that you will become, as well as get to know the individuals you already are. ☺

**Honors Themes and Expectations**

In order to become innovators and independent thinkers prepared to enter a four-year university by the time you graduate, you have to be trained at an HONORS level, and you will be treated as an HONORS student. Not only does being treated like an mature honors student mean that you will be challenged academically, but it also means that you will sometimes discuss controversial themes and topics relevant to the literature you might be reading in class, or relevant to various modern social, cultural, and political movements.

My goal as your teacher is to educate you on multiple issues so that you might form your own opinion, and communicate that opinion in a way that promotes understanding and cooperation. While open communication with others is important for growth, I want you to think for yourself, not like your peers or me. When we discuss the above-mentioned themes in class, never be afraid to disagree with others, or even me, as long as you do so in a respectful, kind, and honest manner. We cannot learn from each other if we do not talk with each other honestly and respectfully.

**Academic Skills and Dispositions**

This class will cover many transferable skills that you can take to college and career. While you might not be reading heavy literature the rest of your lives, the thought process and critical thinking skills behind many necessary standards in English will help you discern, empathize, and communicate on whichever path life might lead you. Throughout the year, you will focus your English studies on the following skills:

* Analyzing through close reading
* Interpreting texts through their cultural contexts
* Supporting claims with evidence
* Discussing themes and other forms of interpretation in structured discussion
* Researching local, national, and global issues
* Utilizing the rhetorical situation in writing
* Communicating through writing in a structured and logical manner
* Learning about ourselves and content through reflection and creation
* Most importantly: READING FOR THE LOVE OF READING

**Classroom Rules and Social Contract**

At the beginning of the year, you will help Ms. Peel create three to five classroom rules for the year in a social contract. Not only will you be asked to help in the creation of classroom rules, but you will also be requested to sign the rules once they have been set. Classroom rules will be posted on the classroom website once they are completed.

**Consequences**

Consequences listed below apply to both the classroom rules created in the social contract and the classroom policies and procedures created by Ms. Peel. If, for whatever reason, the severity of an action warrants more than verbal warning and student isolation, parents will be contacted via email.

* verbal warning to student and redirection with explanation
* student isolation within the classroom
* supervised detention, completion of Re-Focus form/written explanation and plan for correction, AND parent contact
* conference with parent and student
* referral to administration

**Assignment Weights**

Your assignment weights, based on the Clover Garden Handbook, will be as follows:

* (42%) Final Assessments, Tests, and Quizzes- Final Assessments for each unit are often performance tasks that ask you so show your understanding of the themes and skills of a unit through creation and/or analysis. Final assessments can be literary analyses, creative writing, research papers, multimedia presentations, or performances of scenes, depending on the text and unit. Final assessments will count as two grades while other tests and quizzes will count as one grade. Tests and quizzes can include multiple choice, fill in the blank, or short answer assessments to insure understanding of topics covered in class. Some assignments, such as Paideia discussions later in the first nine-weeks, will be weighted as a quiz grade.
* (42%) Individual Classwork, and Group Work in Class - Throughout your learning, Ms. Peel will assess for quality of work on a Check Plus (A- 96), Check (B-89), Check Minus (C-81, D-75) basis. Tasks in this category will often include journals, preparation for Paideia discussions, Quick-Writes, Annotation Notebooks\*, and other miscellaneous group work throughout class.
* (16%) Homework, Process Grades, and Participation- Because learning is messy and we often make mistakes through trial and error, homework and some in-class assignments, called “process grades,” will be checked ONLY for completion, with the two possible grades being a “100” for complete or a “50” for incomplete. These tasks are designed to help you better a final product through drafting, editing, revising, peer editing, etc., so grading them for completion helps you in the long run. Because these are to help you throughout a process and keep you accountable as well as help you learn, process grades are no longer useful after their due date and WILL NOT be taken if late. Please see late work, make-up work, and retakes for further details. \*Note: Annotation Notebooks on reading may be completed at home, but they count for a classwork grade, and will be graded on a check plus, check, check minus grading scale.

**Grading Policies**

Scale: Clover Garden still adheres to the seven point grading scale. Some assignments will be graded on the Check-Plus Scale or the Process Grade Scale, which are provided as well.

Traditional Grading Check-Plus Scale Process Grade Scale

A= 93-100 (Check Plus- 96) C= Complete- 100

B= 85-92 (Check- 89)

C= 77-84 (Check Minus- 81)

D= 70-76 (Check Minus- 75)

F= Less than a 70 (Did not turn in/No credit) IN= Incomplete- 50

Check-Plus Scale: The check-plus scale is simply a more efficient way to grade work for quality instead of quantity. Below is a list of qualifications for each grade:

* Check Plus (96)- Check pluses go above and beyond the requested task. Work shows a depth of understanding, creativity, or individuality. Spelling, grammar, and punctuation are impeccable. Any extra effort provided by the student, such as extra length, shows quality.
* Check (89)- Checks are assignments that cover all the necessary requirements of the task.
* Check Minus (81, 75)- Check minuses do not complete all the necessary requirements of a task. The assignment might not meet the required length, show the required depth of understanding, or show an honest reflection. A check minus might also be completely unreadable due to spelling, grammar, and punctuations mistakes.

Missing Work: All missing grades will be flagged with a “0” in the grade book until made up (please see Late Work, Make-Up Work, and Re-takes for missing work policies). If the assignment is not turned in by the cut-off date of the quarter, the grade will be changed to a “50” in the grade book, as per Clover Garden policy. \*Please remember that process grades CANNOT be made up, only exempted due to absence or extenuating circumstances\*

Academic Integrity: Cheating and plagiarizing is not acceptable. Cheating often means sharing answers before, or during, an individual assignment via notes or electronic devices or using unapproved tools to help you complete a task (like using a dictionary on a spelling quiz). Plagiarizing involves taking another’s work and presenting it as your own, which includes not citing sources correctly. If you are found cheating or plagiarizing, you will automatically fail the assignment, and parents and administration will be contacted.

Grade Updates: Grades will be updated a minimum of once a week between Monday morning and Wednesday afternoon. For all final unit assessments, please wait at least three days before asking for the grade.

Final Grading Note: Ms. Peel does not give grades. You earn them. If you do not take the extra step for the “A” or do not meet the standards of an assignment, you will receive grade you earn even if you consistently earn higher grades in your other classes. Ms. Peel is happy to speak with you about any grades you earn, and will gladly consider any extenuating circumstances, but please reach out to her in an open and respectful manner.

**Late Work, Make-Up Work, and Re-takes**

The acceptance of late or make-up work will be dependent on the assignment category. Note: Obtaining make-up work and turning in late work is your responsibility as a mature honors student. If you do not ask for work or schedule a re-take during the provided time period, the missing grade is the grade you have earned. Please read the following guidelines regarding late and make-up work

1. All late and make-up work will be accepted until a week and a half before the end of the quarter.  No late or make-up work will be accepted after the following dates:
	1. September 22nd for the 1st Quarter
	2. December 8th for the 2nd Quarter
	3. March 6th for the 3rd Quarter
	4. May 10th for the 4th Quarter
2. All FINAL UNIT ASSESSMENTS turned in LATE will receive a flat 25-point deduction unless extenuating circumstances are discussed with Ms. Peel.  This means that if an assignment would have received 95 if the assessment were turned in on time, the assignment will receive a 70 in the grade book.
3. Students have three school days to schedule a MAKE-UP for a missed TEST OR QUIZ due to absence without penalty. (A test missed on a Monday of an average school week has until Thursday of the same week to schedule a make-up.  A test missed on a Thursday has until Tuesday of the following week to schedule a make-up.)  After the three-day period, students will no longer be able to schedule a make-up for the assessment and it will no longer be accepted unless a student uses a re-take on the assessment.
4. Students will receive one RE-TAKE opportunity for TESTS OR QUIZZES per nine-weeks.  Individuals may choose which assessment they would like to retake up until the late or make-up work deadline for each quarter.
5. LATE CLASSWORK OR GROUP WORK for students present in class will receive a flat 20-point deduction unless extenuating circumstances are discussed with Ms. Peel.
6. Students have three school days to MAKE-UP CLASSWORK OR GROUP WORK due to absence without penalty. After the three-day period, students may make-up the assignment, but they will receive a flat 20-point deduction unless extenuating circumstances are discussed with Ms. Peel.
7. MAKE-UP OR LATE PROCESS GRADES OR HOMEWORK WILL NOT BE ACCEPTED.  However, they will be exempted due to student absence or extenuating circumstances.

**Classroom Policies and Procedures**

Below is listed a variety of classroom policies and procedures set at the beginning of the year. ALL POLICIES AND PROCEDURES ARE CREATED TO PREVENT CONFUSION AND BEST HELP YOUR LEARNING. If you have any questions about why a policy and procedure is in place, please ask. While these procedures may change throughout the year, a brief list might help you become accustomed to practices that we will go over as a class.

Color Coding: In order to prevent confusion regarding notifications or assignments on the board or other postings throughout the room, each class will be assigned a color. Your journals and assignments will be written in that color on the board AND you will turn in your work to the labeled bin in that color. Below are the listed color assignments:

 9th Grade- Green 10th Grade- Blue 12th Grade- Purple

 Media and Journalism- Pink

Leaving Class: You may ASK to leave the classroom during appropriate times: independent or group work, brain breaks, etc. If permission is granted, grab a hall pass, LEAVE YOUR PHONE, and fill out the Hall Pass Log. If you consistently take longer than anticipated or consistently ask to leave class, you will not be allowed to leave the classroom alone for the remainder of the year. You will not be allowed to leave (except for emergencies) during direct instruction, presentations, or quizzing/testing.

Food and Drink: According to the Clover Garden student handbook, no food or drink is allowed in the classroom.

Electronic Devices: Clover Garden is a one-to-one school and part of coming in prepared means that your laptop is charged and ready for class. Cell phone use is only allowed when used for instructional purposes or during brain breaks. Electronic readers such as Kindles or Nooks may be used during independent reading time provided that Ms. Peel checks the device for limited game apps. If a student is found doing something other than reading during independent reading time, then that student will no longer be able to use the device during independent reading time for the remainder of the year.

Brain Breaks: Some days, you will be working on final projects or reading in class for an extended period of time. According to research, most of us only have the attention span of 15-20 minutes, so brain breaks of 2-3 minutes will be provided at some times. During this time, you may check your phone, use the restroom, etc., as long as you return by the stated time. While brain breaks are meant to help you, you are NOT entitled to them and they will be taken away if the majority of the class does not remain focused.

Seating and Grouping Assignments: All seating and grouping assignments are designed to best help you and your learning. They will change regularly to best suit your academic and social needs. When you come into class and you see your name written on a sticky note or note card attached to the desk, please sit in the seat without moving your note. If you have any issues with where you are sitting or you are sitting with, you may speak with Ms. Peel in person or email her.

Turning in Electronic Work: When sharing a document or emailing it to Ms. Peel, please title the document in the following format to prevent confusion:

 Grade Level. Class Period. Assignment Title. Last Name. First Initial.

So, if my name is Jon Snow, I am in a 12th grade class during 3rd period, and I am turning in my *Hamlet* Paideia Prep due on July 30th, 2017, I would title the document

 12.3.HamletPaideiaPrep.Snow.J

Turning in Handwritten Work: Unless Ms. Peel asks you to place an assignment in her hand or tells you that she will come check it for a process grade, place assignments in the bin at the back of the class. You are responsible for putting your assignment in the colored bin labeled for your class.

Assignment Headings: You are responsible for using MLA headings on each of your assignments. Headings should be placed in the top left corner of your assignment and titles should be centered, like so:

First Name Last Name

Teacher Name

Class Name

Due Date

Title of the Assignment

So, if my name is Jon Snow, I am in a 12th grade class during 3rd period, and I am turning in my *Hamlet* Paideia Prep due on July 30th, 2017, I would head the document

Jon Snow

Ms. Abigail Peel

English IV, 3rd Period

30 July 2017

*Hamlet* Paideia Prep

Diffuser and Essential Oils: Essential oils are used in the classroom to keep the room smelling fresh. If you have any allergies to any essential oils or if the scent is too strong and is impeding on your learning, please communicate with Ms. Peel. While Ms. Peel may have some oils already running in the class when you enter, the class may vote to decide which oil they would like to use for the day. YOU MAY NOT TOUCH THE DIFFUSER UNLESS YOU ARE TRAINED TO DO SO.

Music: At times, music will be playing in the background during independent or group work. Sometimes the music will be chosen as a class. Other times, it is Ms. Peel’s choice. You may not listen to headphones or earbuds during class.

White Boards: Do not touch, write on, or erase from the board unless you are asked to do so. Items on the board are there for instructional purposes. Please do not hurt the learning of others.

**Classroom Books, Literature Accessibility, and Extra Credit**

You will be asked to read different pieces of literature using either school-provided copies, or online PDFs linked on Ms. Peel’s website or on the shared drive. If you prefer to use your own hard copy (paperback or hardback) of the book, you are welcome to do so. At the end of the unit, you may turn in your personal copy of the book for Ms. Peel’s classroom for five points extra credit on your final unit assessment.

In some units, you will be reading in a literature circle format in groups of 3-5. This means that not every student will be reading the same novel, and some groups might be asked to buy their own copies of books. (These copies may also be turned in for five points extra credit on your final unit assessment.) If you are asked to buy a copy your book and cannot access the copy FOR ANY REASON, please contact Ms. Peel ASAP. We will find you a copy of the book, or your group and/or reading assignment will be changed to best meet your needs.

**Classroom Library**

You will be allowed access to Ms. Peel’s classroom library as well as the school Media Center during independent reading time. Some books are more used than others, showing wear on spines and pages. Some even contain annotations from the original owners (which you should use to your advantage.) Despite this, please show these books the same respect you would any library book. These books are for all students, so please BRING THEM BACK.

Because of the variety of students in the classroom throughout the day, the library contains classic and young adult literature appropriate for readers that range from late middle school to adulthood. This means that a few of the books contain more mature content. You MUST ask Ms. Peel before taking a book off the shelf, and will have to accept if a specific book is off limits to certain grade levels because of mature content. If you do not ask Ms. Peel before taking it off the shelf, the classroom library will be off limits to you for the remainder of the year.

If the book is to remain in class during independent reading time, you may take the book back to your desk after you ask Ms. Peel if the book is appropriate for you. At the end of the class period, please place the book back on the shelf. If you would like to pick up the book later, you may keep a bookmark in the copy.

If you would like to take the book out of the classroom, please tell Ms. Peel that you plan to do so when you take the book so that she may record the book you are checking out. While you may keep the book as long as you like, it must be turned in (or updated) by the end of the nine weeks, or you will no longer be allowed to use the classroom library for the remainder of the year. You may have one book checked out at a time.

PARENTS: Many of the books in the classroom library are classic literature and young adult novels that cater to readers from late middle school to adulthood. Because of the variety of novels available, a small number of books might contain controversial themes and motifs. Ms. Peel will be monitoring book use and will ensure that students in younger grades (such as 9th and 10th) do not receive content too mature for them. You are always welcome to come look through the shelf or communicate with Ms. Peel that you would not like your student to read specific works. When a student reads a text from the classroom library during independent reading time or for pleasure, he or she chooses to read that specific text on his or her own accord, not because Ms. Peel requires him or her to read that specific book. If at any time you wish for your child read a different a book, *please* communicate with Ms. Peel so that she can help find a more appropriate book for your child.

PARENTS, please initial here to verify that you understand that you have access to Ms. Peel’s library, that a few of the works on the shelf contain mature content that is monitored by Ms. Peel, and that you will communicate with her if you have any concerns regarding the book your student is reading during independent reading time or outside of school for pleasure: \_\_\_\_\_\_\_\_

**Assignment Description and Categories**

The following descriptions provide an overview of different assignments types and their purposes. ALWAYS check individual assignment sheets, rubrics, and class calendars before asking Ms. Peel about specific variations on individual assignments. DO NOT assume that the overview of an assignment on the syllabus encompasses the specifics of every assignment. You will be held to every standard on a rubric and assignment sheet, so please read them carefully. You will be able to find individual assignment sheets on Ms. Peel’s website.

1. INDEPENDENT READING is time provided in class to read what you like. Like, seriously, anything, from comic books to cookbooks, as long as you have a hard copy. Ideally, this will allow you some choice in reading so that you might enjoy it instead of simply shoving books that you don’t like down your throat. You will be provided one or two 30-min independent reading opportunities per week and they will be checked with a quick-write or exit ticket.
2. LITERATURE CIRCLES allow students to choose from list of pre-selected novels for a unit and read your assigned novel with a group of 3-5 peers. These will be checked with class annotation notebooks, reflections, journals, and the final unit assessment.
3. 4 CORNERS EXERCISES provide you with an opportunity to listen to others, voice your opinion, and evaluate your understanding with the help of your peers. In each corner of the classroom, a single “strongly disagree,” “disagree,” “agree,” or “strongly agree” sign will be placed. You will be read a statement and will move based on your opinion. These will be classwork grades on the Check-Plus system based on participation and individuality (don’t cluster with your friends ☺)
4. PAIDEIA DISCUSSIONS are prepared discussions that ask you to think deeply about group readings or controversial topics. Not only to they teach you how to support your opinions with research and evidence, but they also teach you how to communicate and grow your ideas by agreeing with, contradicting, building on, and questioning others. You must have completed the readings and question sheets to participate (which will be graded as classwork grades). The discussion itself will be graded as a quiz after the first practice discussion. Please see Paideia Rubric for further details.
5. ANNOTATION NOTEBOOKS are a great way to keep track of your thoughts while reading as well as your reading checks. Instead of quizzes to check for reading, you will be asked to keep track of analysis and interpretations. While a Google Doc shared with Ms. Peel is preferred, you may keep notes in a 3-ring notebook, composition notebook, stapled stack of notebook paper, sticky notes in your book, notes on a PDF, or in the margins of your personal owned copy. If you choose to keep hard copies of your notes, you must leave them in Ms. Peel’s classroom for two days so that she can check them. Annotation notebooks will be graded for quality of analysis and interpretation, not quantity, and will be a classwork grade on the Check-Plus Grading scale even though it will be completed at home.
6. JOURNALS will be completed in the first ten minutes of every class and will be due every two weeks on Friday at the end of class (if you have a written copy of journals) or Saturday at midnight via Google Docs or Google Classroom. Journals are designed to activate prior knowledge, get you interested in the class, or get you asking questions about the upcoming class. If you do not complete them in the required class time, you might have to do them for homework. Different grades will have different length requirements. A two-week set will be graded as a Classwork grade on the Check-Plus Grading Scale.
7. QUICK-WRITES are two paragraph responses to something covered in class. These are often impromptu and informal, but are designed to show Ms. Peel how your skills are growing or how you are thinking on a matter. Because of the length required and the depth requested, these are classwork grades that will be checked on Check-Plus Scale. (When absent, check with Ms. Peel to see is specific Quick-Writes can be exempted)
8. EXIT TICKETS are final questions that, like quick-writes, help Ms. Peel assess your understanding at the end of a class. Because exit tickets are shorter and require less depth, these will be checked as a process grade.
9. CLASSWORK, such as Classroom Maps, Plot Pictures, Comparison Charts, Venn Diagrams, and Character Sheets, is work completed in class individually or in groups. These are designed to help you better understand the text that we are reading as a class, and you might sometimes keep it in your notes for your benefit. If collected, classwork will checked on the Check-Plus Scale.
10. ROUGH DRAFTS are beginning attempts at a paper or project. Each final unit assessment will require anywhere from one to three rough drafts before turning in the final assessment. Drafting makes the final project fine-tuned and makes you accountable for doing work along the way. Rough drafts will be checked as a process grade.
11. PEER REVIEWS are assignments that allow students to evaluate one another in order to learn together and to better understand the requirements of the final assessment. Peer reviews will be graded on the check-plus scale as they are classwork grades.
12. EDITS and REVISIONS are the changes you make on a rough draft. You will annotate your draft and comment on the changes you will make. Completing these assignments keeps you accountable throughout the final project process. They will be checked on a check-plus scale.
13. REFLECTIONS are self-evaluations that take place at the end of every unit and final assessment. Not only do they teach self-awareness and allow Ms. Peel to see into the brains of students, but they also provide students opportunity to set goals for the next unit and communicate any concerns about the current unit with Ms. Peel in writing. Reflections will be graded on the check-plus scale.
14. GROUP EVALUATIONS are much like reflections, but allow students to be honest with Ms. Peel about who worked well together in a group project. Group evaluations will be keep confidential and will affect the final group participation grade on the final project, which is graded on a check-plus scale.
15. LITERARY ANALYSIS PAPERS are comprehensive persuasive essays that will sometimes be assigned as a final unit assessment. Literary analysis papers require you to provide an interpretation of a work as a whole, a character, a cultural representation, or a main theme, and provide evidence of your claim using literary devices. These will be graded using assessment specific rubrics that will provided to students and will be posted to Ms. Peel’s website.
16. RESEARCH PAPERS present information on a topic that you have researched and will sometimes be assigned as a final unit assessment. Requirements will vary depending on grade level and the purpose of the assessment
17. MULTIMEDIA PRESENTATIONS present information in multiple formats using light, color, sound, transitions, and other aspects. Students may use video, Power Point, Prezi, Google Docs, and other forms of multimedia presenters. Multimedia presentations will sometimes be assigned as final unit assessments.
18. FINAL UNIT ASSESSMENTS are projects that show Ms. Peel different levels of your understanding that serve as a replacement for multiple choice tests that allow you to memorize and forget. Not only do final unit assessments show what you know, they also show how you can apply what you know to analysis and creation. Some descriptions of different final unit assessments can be found on this document, but others will be more creative, informal, or reflective of the genre we are studying. Final unit assessments can be completed individually, in pairs, or in a group depending on the assignment sheet and rubric. These grades will be entered twice into the Final Assessments, Tests, and Quizzes category.