Course Description
Sophomore Language Arts students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works—short stories, essays, novels, poetry, nonfiction, drama, and non-print media—that encourage examination of multiple points-of-view. Students work to become effective writers, critical thinkers, attentive readers, and engaging presenters. We will devote time to independent reading, supporting you to become a life-long reader. We will focus on the craft of writing, on revision and on publication. It is your job to work to become an effective writer, a critical thinker, an attentive reader, and an engaging presenter. It is my job to help you.

I am excited to get to know you and to be your teacher.

Class Overview
Participation: Be engaged! This course is about your learning and progress. Language Arts focuses on developing the reading, writing, speaking, listening, and collaborating skills you will need to be successful in high school and in life. Being able to read closely, write clearly, and work with others effectively are incredibly important skills that will benefit your school career.

Writing Expectations: Daily you will participate in writing activities: completing quick writes, pre-writing, drafts, and revisions, receiving and giving feedback, conferencing, editing, and publishing your writing. You must maintain an interactive notebook and bring it to class daily. You will complete formal, informal, and timed writings.

Reading Expectations: Throughout the year we will read independently and complete class novel studies. You will set goals, reflect on your reading, participate in student-teacher conferences, and perform dramatic readings.

Homework: Class readings will be assigned occasionally, quizzes, current event presentations and Socratic Seminars will be on Fridays. Writing assignments, revisions, supplemental assignments, and vocabulary will be assigned and require time outside of class.

Assessment: Assessments will occur throughout each unit. Assessments may be a combination of Friday quizzes, on demand writing, essay revisions, multiple choice tests, short answer and essay questions, or projects.
**Semester Exam:** A comprehensive final exam, essay, or portfolio assessment will be given at the end of each semester. A study guide will be provided to help you prepare for this exam.

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<tr>
<th>Course Questions</th>
<th>Through these activities &amp; assessments:</th>
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<tr>
<td>✡ How does reading different types of literature from around the world help you to understand yourself and the world?</td>
<td>Course novels and texts, historical documents, print and non-print media, articles, and essays: Discussions, Socratic Seminars, written responses</td>
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<td>✡ What are the characteristic traits of different writing modes and how do you utilize them to achieve writing goals?</td>
<td>Narrative, expository, argumentative, and imaginative writing, multiple District Writing Assessments</td>
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<td>✡ How do you use reading comprehension strategies as tools for learning and understanding a variety of texts?</td>
<td>Annotating texts, active note taking, philosophical chairs, Socratic Seminars</td>
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<td>✡ How do you develop word-attack skills to understand words in context and to grow your vocabulary?</td>
<td>Close readings, class discussions, writing assignments, memorization and application</td>
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<td>✡ How can identification and analysis of literary elements help you to understand character, themes, images, time period, and culture?</td>
<td>Close readings, class discussions, writing assignments</td>
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<td>✡ How can identification and analysis of literary elements help you to understand an author's intent and the effectiveness of the selection?</td>
<td>Close readings, class discussions, writing assignments</td>
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<td>✡ How can you apply comprehension strategies to nonfiction text?</td>
<td>Annotating texts, close reading, discussion, writing assignments</td>
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<td>✡ How does the use of the writing process support my growth as a writer?</td>
<td>Independent writing workshop, on demand, and writing process work, portfolio self-evaluation, writing conferences</td>
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<td>✡ How can I participate in ethical academic research in order to learn about a topic and convey what I learned to others?</td>
<td>Research projects, written assignments, class presentations with media</td>
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**HRVHS MISSION:** Educate and support every student, every day, for success now and in the future.

**Academic Honesty:** Neither cheating nor plagiarism will be tolerated and will result in the failure of the assignment, quiz, or exam. Assignments must be original; work completed for another class, or similar to another student’s, will receive a zero. In addition, a phone call will be made to your parent or guardian and a referral sent to the Principal.

**Grading:** Grades are based on the total number of points you receive for the quality of work you produce and your ability to demonstrate proficiency or mastery of specific reading and writing skills. Extended writing assignments and projects are part of the required curriculum and must be completed in order to pass the course. Late classwork/homework will be accepted in the quarter it is assigned but penalized 10% per day for tardiness, up to 50%. Assessments will be accepted throughout the semester they are assigned, with a cutoff date one week prior to the end of the semester.

**Classroom Norms**

✴ Be on time and in your seat, ready to work when the bell rings. A third tardy will result in an appropriate classroom consequence.
Homework assignments are due at the beginning of the period; they are late if they are not turned in when asked for. Messy or unedited assignments will be returned to you for prompt re-submission and will be considered late.

Food and drinks are allowed if they do not distract you or others.

All electronics must be turned off and put in the classroom cell phone caddy. If I see it, I take it and a parent will need to pick it up at the office, a second infraction will result in a referral.

Technology failure is not an excuse for late work. Neat, handwritten work is okay.

Make-up work for excused absences: You have two days for each excused absence to turn in work or make up quizzes, assessments. It is your responsibility for obtaining, completing, and submitting missing assignments.
  - If an assignment was due on the date you were absent, it is due on the date you return.

Responses to disruptive classroom behavior: In general, your job is to learn and assist in the learning of others. If your behavior is interfering with either of these jobs, then I will ask you to stop. If you engage in disruptive behavior consistently, you will be required to attend a lunch conference with me to develop a behavior plan. Note: Any severe discipline problems or reoccurring disruptions will immediately result in an office referral.

Resources for additional writing support:
Go to the Writing Lab during zero or fourth period. Bring a copy of your assignment and any work you have completed (pre-writing, first draft, etc).

*Extra Credit is possible for writing lab support – see me*

I am happy – eager! - to meet with you before school, at lunch, or after school as arranged. Please make an appointment.

Communication:
I have high standards and expectations for all students. In return, students can expect, and will receive, support and guidance from me. Please feel free to contact me with any questions or concerns.

Email: haley.harkema@hoodriver.k12.or.us (preferred)
Phone: 386-4500 ext. 4575

Hood River Valley High School
Sophomore Language Arts
Ms. Harkema / Room B-11

I have read the course overview with my parent/child and understand the requirements, grading policies, cell phone policy, and possible texts choices for the class. I have the materials required for this course and will bring them each day.

Student’s Name: ____________________________________________________________
Student’s Signature: ________________________________________________________

Parent/Guardian Name: ______________________________________________________
Parent/Guardian Signature: __________________________________________________
At Hood River Valley High School we consistently encourage, support, and teach positive behavior to help students and staff feel valued, engaged, and successful. We believe in Eagle P.R.I.D.E. (Perseverance, Respect, Integrity, Diversity, Engagement).

That all students and staff should show **Perseverance** by never giving up, looking at errors as opportunities, establishing long term and short term goals, creating plans to achieve your goals, by showing up every day.

We will show **Respect** to one another by treating others as you would want to be treated, by taking care of your belongings and respecting those belong to others, by being open to new ideas even if you don’t agree.

Eagles will demonstrate **Integrity** by doing the right thing, showing that you are trustworthy, and being true to yourself.

At HRVHS we embrace **Diversity** for our entire community, everyone has a place here, we understand and are open to what cultures can teach us, and we avoid assumptions about one another.

And that students and staff alike show our **Engagement** for one another by being present, being involved, taking advantage of opportunities at HRVHS, and that we always look to grow and better ourselves and one another.

**It is good to be an Eagle!**