



# PLAN FOR STUDENT SUCCESS

## INTERMEDIATE ENGLISH LANGUAGE ARTS 1-2

ESL ENGLISH | TWO-SEMESTER COURSE | 2018-2019 SCHOOL YEAR

**Teacher:** Ms. Rosser  
**Department:** ESL English  
**Email:** Rosser@phoenixunion.org

**School:** North High School  
**Prerequisite(s):** None  
**Grade Level:** 9-12

	1st Period of Block		2nd Period of Block	
	1st Semester	2nd Semester	1st Semester	2nd Semester
<b>No. of Credits:</b>	0.5	0.5	0.5	0.5
<b>Type of Credit:</b>	English	English	Elective	Elective
<b>Course Code:</b>	0100410	0100420	0100370	0100380

Welcome to my class! I look forward to a great year, and I hope you do too. If you do your best, have good attendance, and come to class on time, I am sure you will do very well. To help you do well, here are some things that you need to know:

### **Course Description:**

This two-period block course is designed for limited-English proficient students with AZELLA composite scores of Intermediate the first time. Students develop reading, writing, listening, speaking and academic vocabulary skills in English as identified by the Arizona College and Career Readiness Standards and the state ELP Listening and Speaking Standards and Language Strand Standard 2. Reading comprehension strategies and control of the six traits of writing are taught through the use of thematic literature collections. Active listening and speaking is emphasized and practiced in formal and informal situations. Each semester students will earn one-half unit of regular required English credit and one-half unit of elective credit. Students must also be enrolled in Intermediate Academic English Reading 1-2 and Intermediate Academic English Writing and Grammar 1-2.

### **Upon Successful Completion of this class, you will be able to:**

1. Listen actively to the ideas of others in order to acquire new knowledge.
2. Express orally your own thinking and ideas.
3. Analyze text for expression, enjoyment, information, and understanding.
4. Express your thinking and ideas in a variety of writing genres.
  - Identify and apply conventions of standard English to spoken and written communications.
  - Integrate elements of effective writing to develop engaging and focused text.
  - Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.
5. Acquire English language vocabulary and use it in relevant contexts.

### **Materials Required:**

The required textbook for this class is The Edge by Cengage Learning. This required textbook is in your ELA classroom, and can be checked out permission from your ELA teacher. There is also an online text and workbook used in class and at home for homework from time to time.

In addition to the textbook, you will also need the following materials every day in class:

- Student Planner (provided by school)
- Writing Utensils (pen, pencil, eraser, highlighter)
- 3 ring binder with dividers (no bigger than 2 inch binder)

- Loose leaf college ruled paper

I also expect students to make sure their ID is **VISIBLE** at all times. I will follow the school ID policy when students are not wearing their ID.

**Grading System:**

This year, in order to give students a clearer understanding of their learning, all ESL English classes are moving to standards-based grading. Consequently, you will be graded based on your mastery of each standard assessed in the classes. In reading, there are 4 standards. Each standard is composed of various skills.

Your grade will be calculated as follows:

Category	Value
Reading (Literature/Informational Text)	30%
Writing	30%
Language	10%
Listening	15%
Speaking	15%
Total	100%

Final Semester Grade	Value
Semester Coursework	80%
Final Exam (District CRT)	20%
Total	100%

Your semester coursework will be worth 80% of your final semester grade and the final exam will be worth 20% of your final semester grade. The final exam is composed of two (2) parts: the District English 1-2 CRT and the District ELA 1-2 CRT. We will use a **rubric**-based grading scale as follows:

Category	Rubric	Grade
Advanced	4	A
Proficient	3	B
Basic	2	C
Below Basic	1	D
Missing or Absent	0	F

**Title I Program:**

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal Vanessa Casillas or Assistant Principal for Instruction Samantha Middagh for additional information at (602) 764-6539.

**Make-up Policy:**

Students are responsible for completing any missing assignments. Prior to talking to their teacher students need to:

- \*check with peers
- \*check Synergy

Retake Policy: One of the greater benefits of standards-based grading is that students have multiple opportunities to truly display their master of content knowledge and skills.

Student must make a formal request with the teacher for a retake. Teacher can approve the request if evidence supports the student has made efforts to prepare for the assignment/assessment.

Students can self advocate for help by:

\*Signing up for tutoring during their daily advisory period (MAP)

\*Make appointments with teachers for before/afterschool

Missed assignments that are not made-up will be entered as **Missing** in the gradebook, which will pull down your grade. Assignments that are not made-up from absences will be entered as **Absent** in the gradebook, which will pull down your grade. These assignments are calculated as 0s (zeros) in StudentVue/ParentVue.

Assignments will be assigned from time to time as homework (to be completed at home). These assignments are due as assigned.

Students who participate in activities/sports which require eligibility will be closely monitored. I will follow the District Policy. If you are declared ineligible, you must come in to complete required work after school and, if necessary, to have your release to play/participate signed by me.

### **Attendance Policy:**

“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22)

Being late to class interrupts learning. You need to be in your seat with your materials before the tardy bell rings. The school tardy policy will be followed. (Student Planner)

### **Behavior/Procedures:**

You may do those things that **promote** your learning and the learning of others. You **cannot** violate the right of another person. Please remember that you and your classmates have a right to a safe environment in which you can learn.

Consequences of misbehavior or falling behind in your class work include: parent phone calls/conferences, after school detention and administrative referrals. The following procedures will help you be successful:

1. Be to class on time and ready to learn
2. Be prepared for class
3. Participate and get involved with school activities, sports and clubs.
4. Reach out to teachers or any adult on campus if you need help.

Finally, if you have any questions or concerns, I am here to help. If you need to contact me please leave a message at (602) 764-6723 or by email at [jrosser@phoenixunion.org](mailto:jrosser@phoenixunion.org), and I will get back with you as soon as possible. We are going to have a terrific year together, improve your skills, learn a lot and have fun together.

Sincerely,

*Ms. Rosser*

ESL English Teacher  
North High School





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August 7, 2018

Dear Parent(s)/Guardian(s):

After reading the Plan for Student Success, please sign the form below and return by Monday , August 13, 2018. By signing below, students and parents:

- ✓ Accept and agree to the guidelines outlined in this Plan for Success.
- ✓ Understand that the instructor reserves the right to change this Plan for Success and/or course curriculum at any time.
- ✓ Agree to access StudentVue/ParentVue online to monitor the student’s attendance and grades. (Contact the Registration office for usernames and passwords.)

**Student:** I have read the above information and I understand what is expected of me. I agree that I am capable and willing to fulfill the expectations of this course.

Student Name (printed)	Student Signature	Date
Cell number	Email	

**Parent/Guardian:** I have read the above information and I understand what is expected of my student. I agree that I am willing to help him/her fulfill the expectations of this course.

Parent/Guardian Name (printed)	Parent/Guardian Signature	Date
Cell/Work number	Email	
Cell/Work number	Email	

In the space below, please write about any specific things that we should know about your son/daughter, so we can help him/her in achieving success.

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