

Course Name	Instructor	Instructor E-mail & Availability
Language! Live	Nancy Atwood, M.Sp.Ed.	najatwood@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
We will have Google Classroom And Language! Live Class Wall	3rd and 4th periods in room 351	

Course Description
The Language! Live course is a blend of online and teacher-directed instruction to empower struggling learners to become fluent and comprehending readers and clear communicators in writing, speaking, and listening.
Standards

Oral Expression and Listening –

- Effectively operating in small and large groups to accomplish a goal requires active listening.

Reading for All Purposes –

- Literary and historical influences determine the meaning of traditional and contemporary literary texts. Literary and historical influences determine the meaning of traditional and contemporary literary texts. By the end of the year, read and comprehend literary nonfiction at the high end of the grades' text complexity band independently and proficiently. By the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of the grades' text complexity band independently and proficiently. Develop new ideas and concepts within informational and persuasive manuscripts. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.

Writing and Composition –

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes. Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme. Organizational writing patterns inform or persuade an audience. Apply standard English conventions to effectively communicate with written language. Use technology to produce, publish, and update individual or shared writing products.

Research and Reasoning –

- Draw evidence from literary or informational texts to support analysis, reflection, and research. Evaluate the accuracy of the information in a text.

Quarter 1

Based on the entry points for each student, there are ten lessons per unit. The program is designed for completion of one unit per three weeks. There are 12 units in each level, and two levels.

It is the intention of our team to academically press students, communicate high expectations, and a high level of rigor throughout the year.

Units 1-3 –

- Identify story elements
- Academic Vocabulary: Describe, Explain
- Plot development
- Basic sentence structure
- Writing descriptive sentences
- Parts of a paragraph
- Nouns, verbs, pronouns, action and linking verbs, verb tenses, prepositional phrases
- Consecutive adjectives and comma usage

Quarter 2

Units 4-7 –

- Structure used to organize text
- Main idea/central idea
- Academic Vocabulary – Identify, Paraphrase, Distinguish
- Analyze the effect a person has on events
- Shifts in literary points of view
- Punctuation
- Use inferences to write a journal entry
- Write a time-order paragraph with transition words
- Fragment vs. complete sentences
- Coordinating conjunctions in compound subject, predicate, and object

Quarter 3

Units 8-10

- Theme
- Summary
- Academic Vocabulary – Prove, Integrate, Trace, Differentiate, Assess
- Interpret visual text features
- Use personal experience in support of an author's claim
- Write compound/complex sentences
- Edit/revise sentences to strengthen writing
- Write a persuasive argument in defense of a criminal
- Write a short story with all necessary story elements
- Apostrophes
- Noun/adjective/adverb clauses
- Gerunds

Quarter 4

Units 11-12

- Determine meaning of words and phrases used in text
- Compare and contrast ideas across texts and cultures
- Academic Vocabulary – Compare, Contrast, Cite Evidence, Demonstrate, Connect, Illustrate, Synthesize, Assess, Clarify, Develop and Argument, Prove, Support
- Identify how chapters build on one another
- Character development
- How character point of view creates suspense
- Write an argumentative letter in response to policy changes
- Write a character analysis essay using text evidence
- Multiple functions of words

Required Supplies

Pens

Pencils

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery

2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc.

Aurora Central High School is not responsible for lost, stolen or damaged electronic devices. This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

Homework – Students will be assigned videos and movies to watch from home that will be used as background knowledge. Practice assignments will be assigned when more practice is needed to master a skill.

Make-up Work – During catch-up days at the end of units, students will be afforded some time for making-up work; however, they can also do this as homework.

Tardies – Missed instruction will be made-up.

Bathroom Breaks – Students will alert the teacher to set the timer for five minutes and return prior to the timer expiring. (This helps for students to be in the classroom as much as possible and decreases students wandering the hallways.)

Technological Devices – Only Chromebooks will be used in the classroom. Some homework may be accessed on personal technology.

Google Classroom – All written work will be housed in Google Classroom, including feedback, edits, and revisions.

Checking Out Books – Books and audiobooks can be checked out if the family agrees to sign an agreement to replace the items if they're lost or damaged.

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____