



Course Name	Instructor	Instructor E-mail & Availability
English 11 ELD	Mrs. Stephanie Bolivar	sbbolivar@aps.k12.co.us sbbolivar@aurorak12.org Periods 3 and 5, after school by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
Google Classroom	Monday-Friday Periods 1,2,4,6,7 Room 335	English 9 and 10/Sheltered English

Course Description	
<p>English 11 ELD is a course for intermediate and English language learners in grade eleven. As part of this class, students will enhance their fluency in English speaking, listening, reading and writing. Students will develop both persuasive and narrative writing skills by looking at models and revising, will develop skills to read and discuss expository, persuasive and narrative texts, will learn to listen for important information and will participate in small-group speaking and listening activities daily. Students will participate in weekly vocabulary building activities and take part in formal speaking opportunities including both informal and formal debates.</p>	
Standards	
Standard 1: Oral Expression and Listening	Standard 3: Writing
Standard 2: Reading	Standard 4: Research and Reasoning
Learning Outcomes by Quarter	
<p>Quarter 1 : Students will:</p> <ul style="list-style-type: none"> identify, analyze, and synthesize rhetorical strategies that writers and speakers use to convey meaning. interact with texts to reflect on power, beauty, and effectiveness of an author's use of rhetorical devices. 	
<p>Quarter 2 Students will:</p> <ul style="list-style-type: none"> articulate a position through a concise and focused claim and advance it using evidence, examples, and counterarguments. choose, develop, and refine appeals for their desired effect on the audience. evaluate and revise their own text as needed to clearly articulate claims, counter claims, evidence and warrants. 	

Quarter 3

Students will:

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- use critical reading strategies to analyze literary features in a text to understand how an author crafts meaning and develops theme.
- convey deep understanding of a text by using academic notes to craft formal writing.

Quarter 4

Students will:

- analyze how an author's use of literary theory reveals the values of the text.
- employ a chosen literary theory/theories to synthesize an analysis of a complex text.

Required Supplies

Pen or pencil, two packages college ruled loose leaf paper.

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, etc. 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 in 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

1. Bring appropriate materials to class every day.
2. Respect other students, the teacher, and the learning environment. This includes:
 - Being silent and listening when the teacher or another student is talking
 - Being present and on time. (Notifying the teacher in advance if you know you will be absent.)
 - Using phones and other electronics only when given permission by the teacher.
 - Treating other students kindly and equitably.
 - Using classroom-appropriate language and manners.
 - Leaving the classroom only when given permission by the teacher.
 - Taking care of classroom materials and furniture; keeping the space clean and organized.

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: _____