

# PLAN FOR STUDENT SUCCESS

## BASIC ENGLISH GRAMMAR 3-4 2016 - 2017 SCHOOL YEAR

**School:** Camelback High School

**Teacher:** Mrs. Moler

**Department:** ESL English

**Prerequisite(s):** None

**Grade Level:** 9–12

**Two-Semester Course**

	No. of Credits	Type of Credit	Course Code
1st Semester	0.5	Elective	0100310
2nd Semester	0.5	Elective	0100320

Welcome to our 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'm sure you will do very well. To help you do well, here are some things that you need to know.

### Course Description:

This one-period class is for limited-English proficient students with AZELLA composite scores of Basic. Students develop grammar skills in English as identified by the state ELP Language Strand Standard 1. Use of Standard English conventions is taught through significant themes and high-interest content in meaningful context. Each semester students will earn one-half unit of elective credit. Students must also be enrolled in Basic English Reading 3–4, Basic English Writing 3–4, and Basic Conversational English and Academic Vocabulary 3–4.

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

1. Use oral English for social interactions.
2. Use oral English to ask and respond to questions, share opinions, explain and retell information.
3. Participate in critical and creative thinking processes.
4. Improve your reading, grammar and writing skills.
5. Improve your scores on standardized tests and District assessments.

### Materials Required:

The required textbook for this class is *Grammar Explorer 2* by Cengage Learning. You will leave these books in the classroom. There is also an online workbook for *Grammar Explorer 2* that you will use in class and occasionally for homework.

You also need these things in class every day:

- (1) 100-page wide ruled composition book
- pens and/or pencils
- paper
- Students **must** wear their IDs so they are **VISIBLE** at school. I will follow the school ID policy when students do not wear their IDs. The first time your ID is not visible, I will give you a written warning and/or call your parent. You will serve lunch detention for the second and third. I will write a discipline referral the fourth time your ID is not visible.

### Grading System:

Each assignment has a point value and an assignment category. Your grade will be calculated based on the values of each assignment category as follows:

Category	Value
Assessments (Tests/Exams)	30%
Interactive Notebook	20%
Parts of Speech	10%
Phrase/Clause Construction	10%
Sentence Construction	20%
Question Construction	10%

Each quarter is worth 45% of your grade, while the final exam will be worth 10% of your semester grade. The grading scale for each week, the term and the semester is as follows:

90%	-	100%	=	A
80%	-	89%	=	B
70%	-	79%	=	C
60%	-	69%	=	D
59% and below			=	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, contact the Principal (Dana Cook) or Assistant Principal for Instruction (Adrian De Alba) for additional information at 602-764-7000.

### Make-up Policy:

After an absence, come to my classroom to see what is required to make up the work you missed. Some assignments cannot be made up, and I will give you a different assignment to complete. You will have three (3) school days to make up an assignment or test after you return to school **IF** the absence is excused. I will make appropriate accommodations and modifications for special needs students.

Sometimes I will assign homework (do the work at home). These assignments are due the next day.

If you participate in activities/sports that require eligibility, I will follow the District Policy. If you are declared ineligible, you must come in to complete required work **before or after school or during Advisory** 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 must be **in your seat with your materials before** the tardy bell rings. I will follow the school tardy policy. The first time you are tardy I will give you a written warning and/or call your parent. The second and third time you are tardy I will assign lunch detention. I will write a discipline referral if you are tardy a fourth time.

**Behavior:**

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

Consequences of misbehavior or falling behind in your class work include: parent phone calls/conferences, after school detention and administrative referrals.

Classroom Rules	Camelback's Rules for a RESPECTFUL Campus
Show respect for: <ol style="list-style-type: none"><li>1. Yourself</li><li>2. Other people</li><li>3. Property</li></ol>	<ol style="list-style-type: none"><li>1. Wear your ID so it is visible.</li><li>2. Remove hats in classrooms.</li><li>3. Do not bring food, drinks (except water), or gum into the classrooms or buildings.</li><li>4. Turn off and put away all electronic devices so I cannot see them or I will give them to security.</li></ol>

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) 764-7200 (before or after school hours) or by email at [smoler@PhoenixUnion.org](mailto:smoler@PhoenixUnion.org), and I will contact you as soon as possible. We're going to have a terrific year together, improve your skills, learn a lot and have fun together.

Sincerely,

Sharon E. Moler, ESL English Teacher  
Camelback High School

August 8, 2015

Dear Parent(s)/Guardian(s):

After reading the Plan for Student Success, sign the form below and return by Friday, August 19, 2016. By signing below, students and parents:

- ✓ Accept and agree to the guidelines outlined in this Plan for Success.
- ✓ Understand that the teacher may 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 at (602) 764-7012).

**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 capable and willing to help him/her fulfill the expectations of this course.

Parent/Guardian Name (printed)

Parent/Guardian Signature

Date

Cell number:

Email:

Work number:

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

Parent/Guardian Name (printed)

Parent/Guardian Signature

Date

Cell number:

Email:

Work number:

In the space below, write any specific things we should know about your son/daughter, so we can help him/her be successful.

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