

LMS EVENING WITH HONORS

Algebra 1 Honors - Mr. Tim Blaum and Mrs. Kristie Shelly
English 1 Honors - Ms. Anna Long and Mrs. Michelle Norris

**A few words about
Algebra I Honors --
Mrs. Shelly and
Mr. Blaum**

English I Honors

- For the first time, your student will be taking high school classes.
- Due to the rigor, it will be new and different and very challenging, especially in the beginning.
- The expectations are high, and we believe it is our job and yours to push your student to a new level of success.
- The growth we will see this year from your student will be tremendous. We believe it will all be worth it in the end.

Why is this going to be challenging for students?

- **Most students come into English I HN from an Accelerated 7th Grade ELA class which has been taught 7th Grade SCCCR standards.**
- **In English I, they will be taught using 9th grade standards.**
- **Thus, they have skipped an entire grade level of standards.**

Why is this going to be challenging for students?

- **English I is a high school credit-bearing class.**
- **The final grade is calculated into the high school GPA with Honors weight (weighted between College Prep courses and AP/IB/Dual Credit courses)**
- **Eighty percent of the final grade is calculated from scores on classroom assignments and assessments, and 20% is calculated from your student's score on the End of Course Examination (an online, state-mandated examination administered in late May).**

How did our students feel this past August?

“When I first learned I was to take English I, I thought it would be like all the other ELA classes I’ve taken previously. I anticipated it would be a breeze, but it wasn’t. I learned the expectation levels are high... Work needs to be turned in on time. Your success depends on focusing in class... Make sure you do all the reading assignments and do not procrastinate.” ~Megan

How did our students feel this past August?

“Back in August ... I thought English I would be very difficult to keep up with A couple of weeks into school, I had lost the thought that English I would be too difficult. Within that small window of time, I realized that English I was easier than I thought but still gave me a challenge. I learned that if I want to pass this class, I would have to stay organized and stay focused.”

~ Lawson

How did our students feel this past August?

I expected English 1 to be a big step up from 7th grade because I would get high school credit for the class; but I knew that I was prepared. ~ Olivia

How do our students feel now?

“Now, that I’ve taken the class, I can say that it is actually pretty fun! It far exceeded my expectations.” ~ Andrew

How do our students feel now?

“My number one favorite writing assignment of the year by far was the *To Kill a Mockingbird* literary essay on courage. It inspired me to dig deeper to find a true meaning or hidden symbol within a novel. I feel like writing that paper definitely prepared me for what assignments will be like in high school.” ~ Alaina

What have they learned?

“English I impacted me as a student because it demonstrated to me how to prepare for an assessment. I have learned that to prepare for a test or quiz you should thoroughly review the material, making as many notes and annotations as you can.” ~ Nasir

What have they learned?

“Conferences with my teacher about my writing assignments really helped me...I learned that I was going to need to spend some time outside of class working on my writing in order to truly excel in those assignments.” ~Caroline

What have they learned?

“This class has caused me to realize the importance of literature in life. It will make you realize the importance of literary devices used in everyday activities, conversation, etc.” ~ Megan

What have they learned?

“Not only did this course provide me with a good foundation for ELA, it has helped me succeed in my other classes as well.”

~ Abigail

What does it mean to be an honors student?

- **Organized—having a sense of time management and an awareness of the need to prioritize**
- **Committed to learning and curious about a wide variety of topics**
- **Confident they can do the work, even if they are uneasy at first about a class, an assignment, or a teacher**
- **Critical thinkers, eager to ask questions and listen to others**

What does it mean to be an honors student?

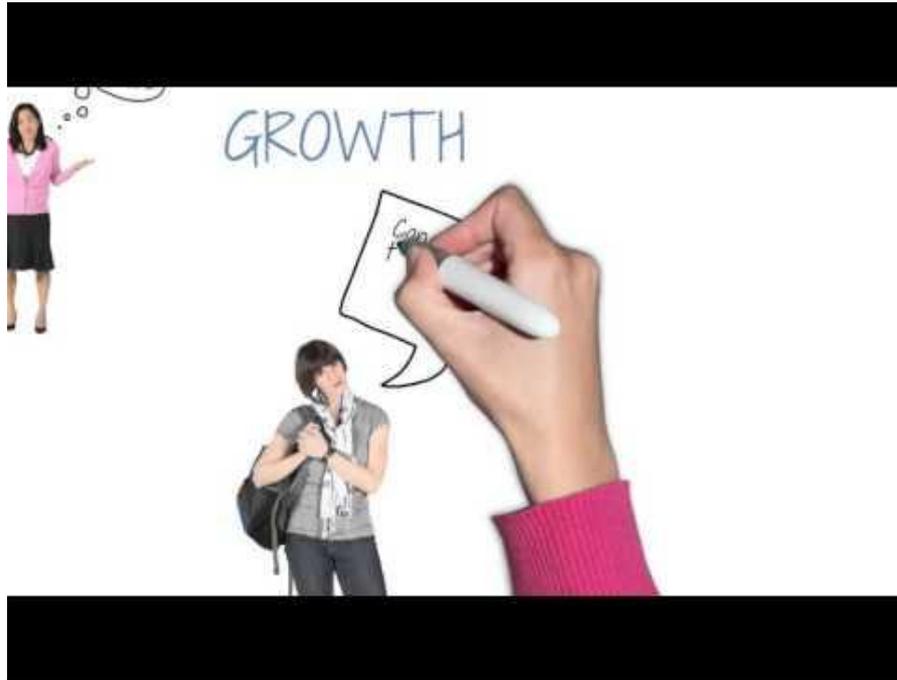
- **Willing to do the work, even if it is challenging**
- **Willing to seek help (from teachers, peers, tutors)**
- **Willing to acknowledge and tolerate risk**
- **Willing to accept and respond to constructive criticism**
- **Problem solvers**

Most importantly, though...

“What determines whether individuals are gifted or not is not what they *are* but what they *do*.”

Subotnik, Olszewski-Kubilius, & Worrell “A Proposed Direction Forward for Gifted Education Based on Psychological Science.” Oct. 2012 Gifted Quarterly. 180. Print.

Growth Mindset vs. Fixed Mindset



<https://youtu.be/Xv2ar6AKvGc>

Growth Mindset

- **Carol Dweck (2006) described a belief system that asserts that intelligence is a malleable quality and can be developed-- a *growth mindset*.**
- **In contrast, a fixed mindset is a belief system that suggests that a person has a predetermined amount of intelligence, skills, or talents.**

Adapted from Ricci, Mary Cay. *Mindsets in the Classroom*. Waco, Texas: Prufrock Press. 2013. Print.

Growth Mindset

- Learners with a *growth mindset* believe they can learn just about anything. It might take some *struggle* and some *failure*, but they understand that with *effort* and *perseverance*, they can succeed.
- Educators with a *growth mindset* believe that with *effort* and *hard work* from the learner, all students can demonstrate significant growth, and therefore, all students deserve opportunities for *challenge*.

Why Does This Matter?

- **Students who are more successful in English I are those who ask questions, attend help sessions, seek help from outside sources, etc. ~ Growth Mindset**
 - *I don't understand this yet, but I am going to do whatever I can to rectify this.*
- **The caliber of students who take English I often are accustomed to exerting minimal effort in order to be successful in school.**
 - *I didn't make a good grade. It's not my fault....My teacher must not like me....This class is too hard....I'm not being taught well.*

English I HN Curriculum

- Texts will include *The Odyssey* by Homer, *Romeo and Juliet* by William Shakespeare, *To Kill a Mockingbird* by Harper Lee, various short stories, poetry, informational text articles, etc.
- Writing will include investigative narratives, literary essays, arguments, informational papers from research, comparison of texts, text dependent analyses (TDA's), etc.

English I Expectations

Reading

- **Students should come to class with a book for independent reading.**
 - **We will make suggestions to students if they are not reading something challenging enough.**
 - **We prefer that students not read using their iPads -- the temptation to do other things is too great and free e-books are generally not quality reading material.**

English I Expectations

Homework

- **Students should expect to have it!**
 - **This may come in the form of finishing up a writing assignment, reading and annotating a text, working on skills on IXL, etc.**
- **We want students to do it!**
 - **If we assign it, it is likely something that will be used during the next lesson.**

English I Expectations

- **Late Work -- We realize sometimes unexpected things come up that prevent one from meeting a deadline and we are willing to work with students in those circumstances**
- **In accordance with the district's grading practices, in a high school credit-bearing course, only one late assignment per semester is allowed (and students must request a late contract).**
 - **Any additional work that is submitted late cannot receive a grade higher than an 80.**

English I Expectations

- **The district’s grading practices allow for only one “choice” summative retake per semester in a high school credit-bearing course.**
 - **The student will need to request from the teacher the Evidence of Learning for that summative and complete it prior to the retake.**
 - **The student will then make arrangements with his/her teacher for when the summative will be retaken.**
 - **Students must complete the retake before the next summative is given.**

English I Expectations

- **Student Responsibility and Accountability**
 - **Check email daily (personal and class)**
 - **Check Schoology for updates, messages, assignments**
 - **Especially if absent**
 - **Schoology is a great resource for studying.**

English I Expectations

- **Student Absences --Minimum attendance requirements must be met (10 or fewer absences) in order to receive high school credit.**
- **It's important for students to be in class; if they must miss, it is their responsibility to find out what was missed.**

English I Expectations

- All Lexington One students in English I Honors are required to do a summer reading assignment.
- The summer reading assignment should be complete when your student returns to school.
- The district-mandated deadline for this assignment is Monday, August 28, 2017.
- The assignment has been explained at length to your student. In fact, their lessons the last few weeks of school in 7th grade ELA were a sort of “trial run” for the assignment.
- All information is found on the school webpage.

And finally...

- **We look forward to meeting you and your student in August.**
- **Together we will have a terrific year!**