

English 1 Orientation

Belton Middle School
Jennie Smith

*Adapted from Lexington Middle School
Lexington, SC

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
- 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
- Critical thinkers, eager to ask questions and listen to others
- 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

- ❖ 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



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.

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

Elements of Study

TEXTS

- ❖ Brown Girl Dreaming by Jacqueline Woodson
- ❖ the Odyssey--- Homer
- ❖ Romeo and Juliet--- William Shakespeare
- ❖ Copper Sun by Sharon Draper
- ❖ Selected short stories, poetry, informational/nonfiction texts

BIG IDEAS

- ❖ Courage
- ❖ Sacrifice
- ❖ Empathy

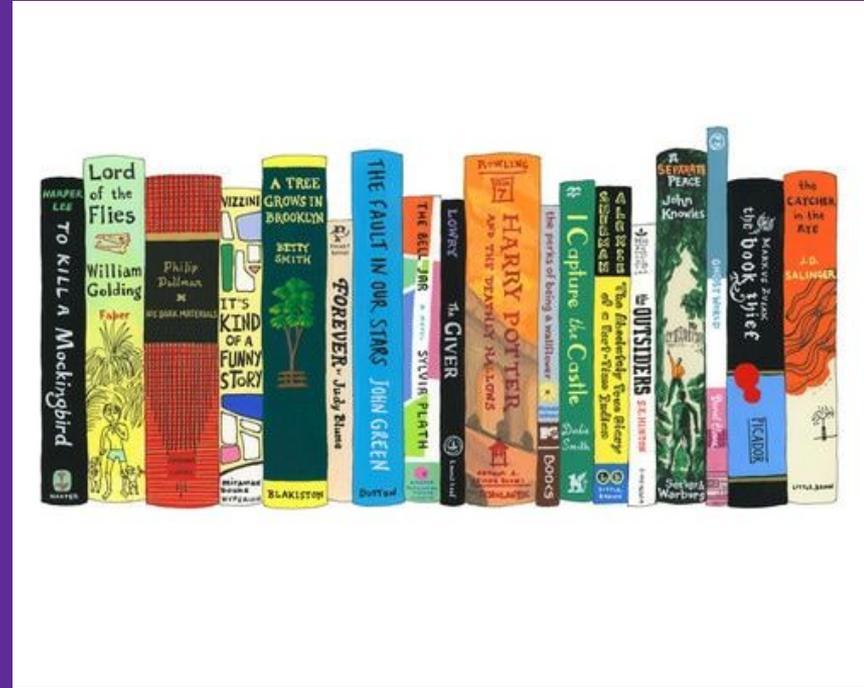
COMPOSITION

- ❖ Narratives
- ❖ Literary Analysis
- ❖ Expository writing
- ❖ Comparison of multiple texts
- ❖ Arguments
- ❖ Poetry

What is Different About High School Honors Credit?

- ❖ Minimum attendance requirements must be met (10 or fewer absences- excused and unexcused) in order to receive high school credit and excuses must be turned in within 10 days of absence.
- ❖ A heavier workload (more homework) should be anticipated.
- ❖ This class factors into the high school GPA and can affect the student's college admission applications.
- ❖ As this is an honors---level course, the grade is converted according to the 5.0 weighted grading scale.
- ❖ At the end of first nine weeks, grades are evaluated and students will be removed from English 1 if they are not meeting the standards.
- ❖ The South Carolina End of Course Examination is given to all students upon completion of English 1. This score comprises 20% of the student's final average in the course.

Summer Reading Requirements



**Make sure you
sign up for
Remind101 to
receive updates
and reminders!**

Sign up online-

<https://www.remind.com/join/eng1reads>

Sign up via text- text the
code @eng1reads to 81010

What do you have to do?



**Select and read a book of
your choice from the
Summer Reading Book List,
AND
complete the “Book of
Your Choice Reading Guide.”**

Book of Your Choice Reading Guide

This is structured to support you in locating and analyzing significant and meaningful quotations found in the text.

Requirements:

1. For each chapter, you should select at least one quote that you believe is significant and/or meaningful. Wherever possible, your meaningful quotations should reveal **courage**.
 - o Select a quote because :
 - i. it makes you ask an important question about the story
 - ii. you believe it reveals important information about a character
 - iii. it reveals a change in the plot
 - iv. you think it might be connected to the book's themeor for any other reasons you believe to be important.
2. Write each selected quote (at least one per chapter) on the left side of the template, along with the page number on which you found the quotation. On the right side, describe in detail what the quote makes you think about. Be thorough and thoughtful in describing what the quote makes you think about. Highlight these specific, courageous quotes in your template.

For Example

Meaningful Quote (*Include chapter AND page number*)	What I think...
<p>“How my brother can protect me from the twisted new king, even though he is like me, even though he’s the fastest thing I’ve ever seen, I don’t know. But I must believe, even if it seems a miracle. After all, I have seen so many impossible things. Another escape will be the least of them.”</p> <p>(Ch. 1/page 3) <u>The Glass Sword</u> by Victoria Aveyard</p>	<p>Acceptable Response: This quote shows Mare’s courage because despite the fact that she is getting ready to be held prisoner by someone that she not only hates, but who wants her dead, she is ready to face the situation head on. She knows that by doing this, she is having to trust her brother (and others) to rescue her before she is tortured or even killed.</p> <p>Unacceptable Response: It shows she’s brave because she knows she’s going to die.</p>

For Example

Meaningful Quote (*Include chapter AND page number*)	What I think...
<p data-bbox="48 478 884 648">"For some reason, the sight made her very sad, so she turned around sharply and kept her back turned until she was sure that he was out of sight."</p> <p data-bbox="48 699 838 779">("The Road Home"/page 128) 13 <u>Little Blue Envelopes</u> by Maureen Johnson</p>	<p data-bbox="923 478 1856 823">Acceptable Response: Not only does Ginny show courage in following her dead aunt's directions and heading to a foreign country, but now she is leaving what little "normalcy" she has found and is heading off again. It does make me wonder if she will ever come back to see Richard though. Will one of the remaining envelopes send her back? And where will she be sent next?</p> <p data-bbox="923 877 1669 1041">Unacceptable Response:</p> <ul data-bbox="954 921 1669 1041" style="list-style-type: none">- Why is she leaving?- Where will Aunt Peg send her next?- Will she come back and see Richard?

How will it be graded?

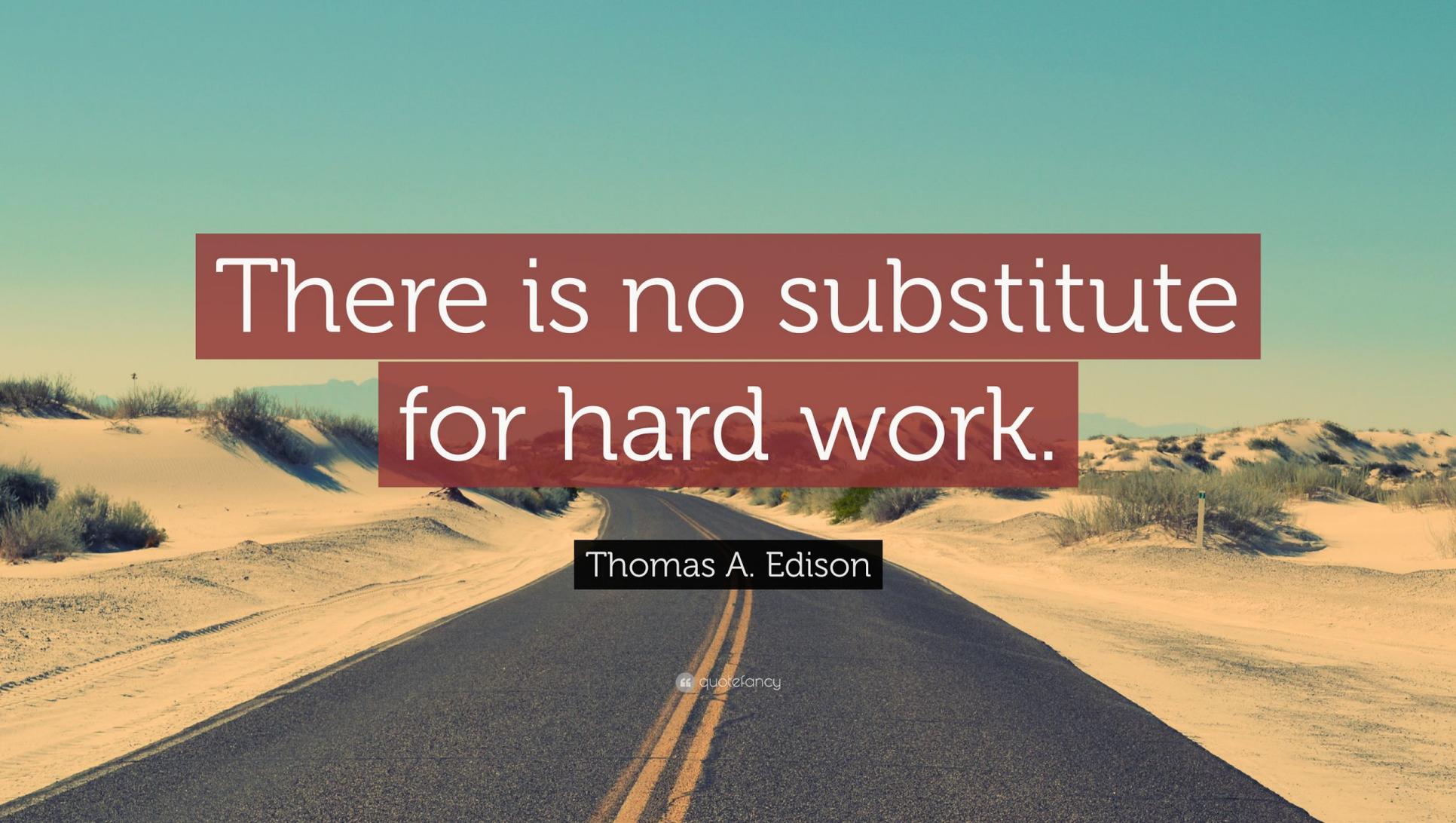
CATEGORY	4	3	2	1
General Setup and Neatness	Work is handwritten or typed neatly. No obvious errors (scribbling out answers, etc.) are evident. Student's pride in their work is evident.	Work is handwritten or typed neatly. 2-3 errors (scribbling out answers, etc.) are evident. in student work which distract the appearance of the final product.	Work is handwritten or typed neatly. 4-6 errors (scribbling out answers, etc.) are evident. in student work which distract the appearance of the final product.	Work is handwritten or typed neatly. 7 or more errors (scribbling out answers, etc.) are evident. in student work which distract the appearance of the final product.
Meaningful Quotes	1 significant quote from each chapter is completed in the chart with correct punctuation, spelling, and set up.	2-3 significant quotes from each chapter are missing or are not completed correctly in the chart with correct punctuation, spelling, and set up.	4-6 significant quotes from each chapter are missing or are not completed correctly in the chart with correct punctuation, spelling, and set up.	7 or more significant quotes from each chapter are missing or are not completed correctly in the chart with correct punctuation, spelling, and set up.
Quote Analysis	The writer has a deeper meaning to the quote and connects it to many characters, bigger themes, and concepts. Details are specificity included.	The writer shows understanding of the deeper meaning and makes connections but lacks details and specificity.	The writer shows some understandings to adapter meaning but makes no connection to bigger themes or concepts.	The writer has no understanding of deeper meaning and made no connections to character, themes, or concepts.

When is this due?



On the first day of class!

For every day it is late, that will be 10 points off the grade earned.



There is no substitute
for hard work.

Thomas A. Edison



Contact information:
jesmith@asd2.org