Instructor: Kristi Bryant  
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Office Phone Number: 557-3200  
Plan Periods: 6th and 7th Blocks  
Office: in SAT office (located in the library)

**Burke High School Mission Statement**
*Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.*

**Course Description**
Poetry Study is an elective course in which students will read, write, discuss, and share poetry. Upon completion of this course, students will be more knowledgeable of poetic terminology, poetry techniques, and notable poets and those poets’ work. Students will also gain self-awareness and self-confidence through writing and sharing their own poetry.

**Content Standards**
- Reading
- Writing
- Speaking/Listening
- Multiple Literacies

**Course Expectations**
- Read assigned poems and support materials.
- Participate in daily in-class activities.
- Write and revise drafts of original poems.
- Research and utilize sources when writing about poets.
- Write essays and create presentations in response to course materials.

**Class Expectations**
- Students should be in their assigned seats and ready to work when the bell rings.
- Students will come to class prepared to learn with materials needed for class.
- Absences: If absent, the student is solely responsible for consulting the absences binder to see what has been missed and requesting makeup work.
- Late work: Students are expected to complete missing work, and late work will be accepted as long as there is still opportunity to learn from it.

**Assessment**
- Course grades will be determined by activities that support all course standards.

**OPS Secondary Grading Practices**
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)
There are three types of coursework

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 – 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 1.00</td>
</tr>
</tbody>
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**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).

5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

**Class Craft**

This class will be utilizing Classcraft.com as an online extension of the class. More information about Class Craft can be found on the course LibGuide (see below).

**Course LibGuide**

Assignment due dates and class materials will be posted on the class LibGuide. To access the LibGuide for this class, go to https://libguides.ops.org/burkebryantps. You can also access the LibGuide through my website.

**Questions or Concerns?**

Please don’t hesitate to contact me with any questions or concerns. The easiest way to contact me is through email (Kristi.Bryant@ops.org) although I will check my voice mail and respond to messages during my planning periods or after school. I look forward to a great year!