

# Mount Vernon High School Home of the Majors

*"Majors achieve and thrive together with purpose and pride."*



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# Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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<b>P.R.I.D.E.</b>	<b>IB Learner Profile</b>	<b>WITHIN OUR SCHOOL</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors walk with a purpose and; with the goal of arriving to class on-time.</li> <li>• Majors aim to</li> <li>• Majors are available to engage in all aspects of the learning process.</li> <li>• Majors advocate appropriately when they need assistance (academic, behavior, social/emotional).</li> <li>• Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> <li>• Communicators</li> <li>• Principled</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Majors use appropriate tone of voice, word choice/language and body language.</li> <li>• Majors are mindful of their environments and conversations.</li> <li>• Majors respect the boundaries and personal space of others.</li> <li>• Majors greet each other and return greetings to others.</li> <li>• Majors follow the expectations set forth by teachers in their classrooms &amp; the SR&amp;R.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Communicators</li> <li>• Open mindedness</li> <li>• Principled</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are truthful and courageous enough to communicate with staff/peers.</li> <li>• Majors are responsible and accountable for their actions and success.</li> <li>• Majors are mindful of others and respect diverse perspectives.</li> <li>• Majors are aware of their behaviors and how their behaviors can impact others.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are committed and present in the moment.</li> <li>• Majors follow through with assigned tasks.</li> <li>• Majors complete tasks to the best of their abilities.</li> <li>• Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Inquirers</li> <li>• Communicators</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors show maximum effort in all that they do.</li> <li>• Majors strive to create balance between school and home and minimize distractions.</li> <li>• Majors self-reflect as they grow and develop into life-long learners.</li> <li>• Majors are able to self-regulate their actions in order to accomplish goals.</li> <li>• Majors are team players and are always willing to lend a hand.</li> </ul>



# Kathleen Kinsolving



**Educator since 1995**

**BFA from New York University**

**Published Author**

**Hobbies:**

**Hiking**

**Singing**

**Film**

**Writing Poetry**



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# English 9

designed to improve student understanding and skill-level in grammar, vocabulary, listening, writing, media literacy, speaking, researching, and reading.

1. What can literature teach us about human nature?
2. How can we promote global-mindedness through the study of literature?
3. How can we gain an appreciation of literature through study of the writer's craft?
4. How is what we learn applicable in our own lives

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## ELD 4

English learners develop their English language proficiency and English literacy skills through a balanced literacy approach incorporating guided reading, focus lessons, targeted writing instruction, and stations. Students engage in reading, writing, speaking, and listening tasks that develop academic language across disciplines at the word, sentence, and discourse level. This course is aligned with the WIDA English language development (ELD) standards.

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## Recommended Supplies for Class

**Fully charged laptop: please  
charge at home the night before  
Paper, pens, pencils  
Book to read (for finishing early)**

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# Procedures and Routines for the Classroom

**Be on time and prepared**

**Complete and turn in assignments**

**Starting this year, phones must be silenced and put away during all instructional periods. Majors are prohibited from using phones, tablets, and other mobile devices in restrooms and locker rooms unless there is a medical emergency or necessity.**

**Beginning of school: community building**

**Assessments**

**Curriculum: warm-up, text study, closure**

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# Grading and Assessment

## *Rolling Gradebook*

MVHS teachers utilize a rolling (cumulative) gradebook and a 4.0 scale to record and calculate grades. A rolling gradebook allows for progress towards a final mark that captures the total picture of student grades, regardless of length of quarter or number of assignments in each quarter. MVHS believes it is important to utilize a gradebook type that provides maximum flexibility and ensures equitable grading practices to meet the academic and social-emotional needs of all students.

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### ***Grade Weighting: English 9***

Student grades will be calculated within the following categories:

**50%: Summative Assessments (Mid term exams, Portfolio, Persuasive essay, oral presentations, final project)**

**30%: Formative Assessments (Class discussions, weekly quizzes and reading comprehension checks, benchmarks)**

**20 %: Classwork/Homework (daily warmups/practice exercises, group work, quick checks, quick writes)**

***\* If a student turns in an assignment and earns an F (63% or lower), the grade will be recorded in SiS as an F and will equal 0.7. If a student does not turn in an assignment, it will be coded as NTI (Not Turned In) in SiS and will equal 0. Work marked as NTI can be submitted until the end of the unit.***

### ***Final Exam***

**\*\* All courses will give a final exam or, preferably, a culminating activity, which may count as a maximum of 10% of the final grade. Senior final exams will be given on scheduled senior exam days; likewise, underclassmen final exams will be administered on underclassmen exam days at the end of the year.**

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## Grade Weighting: ELD 4

- Rubrics will be used for the grading of most major projects; rubrics will be given to the class along with the assignment. Grades are calculated on a point system and are weighted accordingly:

- 50% Summative Assessments and 50% Formative Assessments.

- Summative assignments will include, but are not limited to the following formats:

Essays	Socratic Seminars	Presentations
Tests	Projects	Speeches

- Formative assessments will include, but are not limited to the following formats:

Quizzes	30%
Classwork	10%
Homework	10%

- If a student turns in an assignment and earns an F (63% or lower), the grade will be recorded in SiS as an F and will equal 0.7. If a student does not turn in an assignment, it will be coded as NTI (Not Turned In) in SiS and will equal 0. Work marked as NTI can be submitted until the end of the unit.

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# Attendance

## Absences, Check Outs, and Late Arrivals

Attendance Line: 703-619-3131

For More information:

<https://mountvernonhs.fcps.edu/about/attendance>

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# Contact Information

[kskinsolving@fcps.edu](mailto:kskinsolving@fcps.edu)

**703-619-3130**

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