

COURSE EXPECTATIONS

Senior English 2018-19
Mrs. Marybeth Tavares
mtavares@northstonington.k12.ct.us
Room 125

Course Overview:

Senior English is a course designed to build on students' language arts skills and foster success in both the Senior Project and life after graduation. A focus will be placed on the Senior Project, and students will be provided with class time and teacher support to meet all the markers and expectations. Post-graduate planning and preparation will also be incorporated. Finally, students will be reading a variety of text this year. These texts will enhance the type of reflective thinking and writing students will be learning and developing. Additional time will be given to vocabulary, SAT preparation, and grammar.

Although all 12th grade Common Core standards will be addressed, emphasis will be placed upon:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Possible Readings (various short stories, memoirs, poems, films, and song lyrics will also be introduced):

Everything, Everything *It's Kind of a Funny Story* *One Flew over the Cuckoo's Nest*
This is Where it Ends *A Long Way Down* *Titus Andronicus*
The Kite Runner *Persepolis* *The Glass Castle* *A Hole in my Life*

Material Required:

2-3 inch binder pens/pencils highlighter

Classroom Expectations:

You are expected to be honest, considerate, tolerant, and willing learners.

You are expected to come to every class, on time, prepared, and to participate actively and enthusiastically in all class activities, discussions and group work. Participating also means being well prepared for class, listening attentively to one another as well as to me, and behaving

Grading/Classroom Policy:

- Grading will be completed on a point system. Your final grade will be based off the points you earned out of the total points for the quarter/semester/year. You will know how many points each assignment will be upon receipt.
- **NOTE: Senior Project journals, research paper, portfolio and presentation will count for 20% of your quarter grades.**
- I will assign and collect homework most days. I will accept late homework and late assignments for partial credit – at my discretion. If there are extreme circumstances that present themselves, please talk to me ASAP! As a warning: I will not chase after you if you fail to hand in your work. You are now in high school and your grade is YOUR responsibility.
- Quizzes and tests will be taken on the day that they are assigned, for there will be advanced warning. A student will only be excused from taking an assessment on the day it is planned if he/she has had a lengthy absence. If absent on the day of the assessment, the student may be asked to take it the next day or after school. If it is not taken within a reasonable time (normally one class week), the grade will become a zero.
- Class participation is essential. Students should be able to exhibit oral knowledge of homework and reading.
- Extra Credit Projects are not policy and will not be given to boost grade averages.

Homework Grades Explanation:

Check plus, plus is a 100% Check plus is a 90% Check is an 80% Check minus is a 70%
 Sloppy, incomplete, or careless work will not receive credit.

Wheeler High School Academic Expectations met by this course:

- Analysis
- Literacy
- Communication
- Collaboration

Teacher Availability for Extra Help:

After school extra help will be given by appointment. Students will be encouraged to use study halls or break time for extra-help if they cannot stay after school. I am looking forward to a great year. Feel free to contact me at the school by e-mail with any questions or comments.

- Mrs. Tavares

Senior English

Please complete the information on this page. Then sign and return.

Student Section:

I, _____, have read this class syllabus and promise to adhere to it.

Student Comments:

Student's Signature _____

Guardian Section:

I, _____, the parent/guardian of _____ have read the class syllabus and understand all classroom policies. I will encourage my child to do the best he/she can this school year.

Parent/ Guardian Signature _____

Phone Number _____

E-Mail _____

Best Time to be reached _____

Comments: