Southeast Bulloch High School

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11th Grade English

Room 235

Planning period/Contact period: Second block 10:15-11:45

Tutoring: Thursdays 3:30-4:30

**VISION: We will become a school system that prepares our students to be contributing members of society, based upon their interests, abilities, and the opportunity to pursue the colleges and careers of their choice.**

**MISSION: The mission of Bulloch County Schools is to prepare our students for success and to enhance community value.**

**I. Course Description**

This course, based on the Georgia Standards of Excellence, is designed to provide students with a challenging yet practical curriculum that will develop communication skills needed for success in college. The main goals of the course are:

* to develop and expand vocabulary study in preparation for the SAT and/or the ACT
* to develop critical thinking skills and students’ roles as active learners
* to improve comprehension and analysis of both fiction and nonfiction
* to develop study, research, and test-taking skills in preparation for EOCT and the SAT
* to develop writing skills, especially in revision and expansion of persuasive and expository writing
* to develop oral communication skills for discussions, presentations, and debates

**II. Procedures**

Students read independently and write daily. Research is routinely practiced and oral presentations are frequently assigned. Other assignments include Socratic seminars, group discussions, note-taking, distributed practice, student presentations, individual and group work, and vocabulary quizzes.

**III. Progress Reports**

Progress reports are issued at 4 ½ weeks and 13 ½ weeks; report cards are issued at 9 and 18 weeks. In addition, students and parents are encouraged to keep track of their grades on Parent/Student Portal. Grades are updated once per week, though writing assignments or tests with essays may take longer to actually grade and record.

**IV. Required Texts**

We will rely on the textbook, *Pearson Literature (Common Core): Georgia*, as well as *Edith Hamilton’s Mythology*. These texts will be employed as instructed by the teacher. Students should try to remain current on which text(s) are being used.

* Each day students must bring the textbook announced for use that day and a 3-ring binder with college-ruled notebook paper in it divided into three sections—Literature Notes, Writing, Terms.
* 3 X 5 ruled note cards
* highlighters and Post-it notes for close reading purposes
* 2 pencils and black ink pens
* A flash drive (or access to Dropbox or Google Drive)

**V. My Beliefs About ELA as a Discipline**

Heidegger said, “Language speaks the man.” Language is essential to being and understanding. Without the ability to comprehend and use language, people would be left to grunts and gestures. The ability to use words, syntax, paragraph-, and text construction indicates one’s level of thinking and organization. In a word, if you want to be smart, study language.

**VI. Classroom Procedures**

* Students are expected to enter the classroom **in an orderly manner**, take their seats, and

begin the warmup. (This behavior includes entering class when you are tardy.) If students are not in their desks, with their materials, ready to work, they will be counted tardy.

* During class, students are expected to be attentive, quiet (unless the teacher has encouraged discussion), and engaged with the lesson.
* Students are expected to comply with the rules found in their handbooks at all times.
* Students are expected to never endanger or threaten the property or well-being of other students, faculty, administrators, or staff.
* Do not damage materials in the classroom.
* Do not touch my personal things without my permission.
* The bell does not dismiss you. I dismiss you.
* Drinks are allowed, so long as the containers they are in will not break.
* No electronic devices are allowed unless given permission by your teacher. (See handbook. If I see you use electronic devices without my permission, I will take them up and give them to Ms. Clifton.)
* You may not leave class without Mr. Green’s hall pass.
* After an excused absence, refer to the missed work notebook.

**VII. Consequences of Not Following Procedure**

**1st & 2nd time—At the first and second infraction, you will receive a warning.**

**3rd time—At the third infraction, your parent(s) or guardian(s) will be notified.**

**4th time—At the fourth time, you will be referred to the administration.**

**VIII. Advice for Success**

**My best advice is to pay attention and be active. Ask questions often. Such questions may be as simple as what the next assignment is or what you should be working on. They may also, more importantly, include questions about the subject at hand, such as how the work fits into the writer’s canon, into the historical era, any larger philosophical questions, movements, or drives, etc. These kinds of questions show you to be an active learner.**

**The Beatitudes for my class:**

**--Be active. Your learning falls on you. I will do my best, but for you to learn, you should do your best too.**

**--Be independent. Take ownership of your learning and your activity. Make yourself accountable to the tasks and the learning at hand. Be thorough and complete in your learning.**

**--Be courteous. Everyone is valuable. Treat them as such.**

**--Be open-minded. Remember that everyone in the class has valuable perspectives and contributions. They can be valuable to you and your learning.**

**--Be analytical. Try to be aware of both how things work around you and what is at stake in their message. What are these things trying to say; how are they able to say it; and why are they saying it? These questions should be in your mind at all times.**

**Beyond these, I should remind you that cramming is never a good study habit. To learn effectively, you should develop a pattern of behavior that demands you review the material often. Try to summarize what you have learned. Repeat these things to yourself. “Why?” and “What if?” are useful questions.**

**Grading**

Grades should reflect the student’s academic progress. Teachers are expected to keep complete and accurate records of all student work. Teachers are expected to keep grades updated every Monday. Parent conferences are mandatory when the student continually produces work less than he or she is capable of doing. It is mandatory to let parents know in advance when a student is receiving a failing grade on his or her report card. My gradebook will be confidential and will do my best to ensure that I have not let any student know his or her peers’ grades on any assignment.

**Make-up Work and Missed Tests**

**Please read this section carefully; makeup work is the student’s responsibility.**

Students should strive to be present every day; however, in the case of an EXCUSED absence, students have FIVE days to make up work. Upon returning to the class, students should:

* check the folders on the wall by the door to find out what was missed
* pull any handouts from the folder
* make arrangements to make up tests and quizzes before or after school (you do this before or after class). The test WILL be in a different format than the test that was missed.

Until work is made up, it will be recorded as a zero (which becomes permanent on the fifth day). If students make arrangements to make up work and do not show up, they will receive zeros for the missed work.

All make-up work is to be done before the school day begins or after it ends. My planning period, our class time, and lunch time are NOT options. Students must take announced tests (those planned and posted in advance) on the day scheduled, even if the student is absent the day before the test.

Students who are present on the day that a paper/project is assigned are responsible for turning in the paper/project on the specified due date, even if they are absent in the time between the assignment and due date. If a student has an EXCUSED absence on the day that an assignment is due, the assignment must be turned in on the day that the student returns to school.

***Absences and failure to makeup work are extremely damaging to students' grades, and they frequently lead to course failure. This course is required for graduation.***

**Academic Misconduct**  
I will not accept cheating in any form. Cheating includes plagiarism, collusion, or recording answers prior to an activity or examination. Basically stated, plagiarism is borrowing any work, i.e. words, ideas, sentence structures, of others in your writing without acknowledging you have done so. Collusion includes allowing other people to write sections of your work.

I strongly encourage you not to make any work or activity look suspicious. Doing so puts both you and me in the difficult position of making a judgement about the likelihood of your cheating. If you have been determined to be cheating, you will receive a “0” percent on all work involved.

**Grade weighting**All coursework and examinations: 80% EOC: 20%

(60%  Major     40%  Minor)

**Weeks One - Eighteen: ongoing assignments**

Warm Ups-Including: MUGs (mechanics, usage, and grammar) sentences, journal writing,

vocabulary study and quizzes

SSR (sustained silent reading)

Writing mini-lessons and assignments

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| **Unit 1: American Roots**  (Approximately 4 ½ Weeks)  **Featured Text: *The Crucible***  Native American Myths  Sermons, Political Documents, Speeches  Early American Poetry | **Unit 2: Romanticism and Transcendentalism**  (Approximately 4 ½ Weeks)  **Featured Texts: *Short stories and essays***  Excerpts from *The Scarlet Letter*  Historical Documents, Speeches  **9 Weeks Exam** |
| **Unit 3: Realism and Naturalism** (Approximately 4 ½ Weeks)  **Featured Text: *The Great Gatsby***  Poetry  Political Documents & Speeches  Modern Short Stories | **Unit 4 Contemporary**  (Approximately 4 ½ Weeks)  **Featured Texts: *Freakanomics***  Poetry  Contemporary Short Stories  **EOCT** |