

English III Syllabus

Ms. Fike Room 4206 fikes@gcsnc.com 336-674-4300

Ms. Fike's Teaching Philosophy: I believe the purpose of teaching is to create life-long learners who are successful in academics, talents, and communication. Teaching should produce students who will become positive influences, leaders, and workers.

Teacher Role: My role is to facilitate student learning. I work to differentiate material, manage the classroom, and encourage student interactions. My role is to provide students with the support and enrichment they need to be successful in a safe, warm, and positive environment.

Student Role: The student's role is to lead discussions, actively listen, and consume knowledge in the classroom. I like to see students take away the understanding of how education can enhance their future, and how it connects to their everyday lives. A student's role is to use the provided support and environment to benefit their learning.

Materials Required for Class

- Bring your textbook (my Perspectives English Language Arts Volume 1 or 2) EVERY DAY!
- Bring your laptops (charged overnight) along with your charger EVERY DAY!
- 1 inch 3 ring binder used specifically for your English class
- Loose-leaf notebook paper
- Pencils
- (Optional) Colored Pencils-so you can take notes and annotate with different colors
- (Optional) Highlighter
- **Mrs. Fike's classroom Wish List (optional): Tissue Boxes, Index Cards, Post-In Notes**

GRADING SCALE

A=100-90 B=89-80 C=79-70 D=69-60 F=59 and below

Your average will be calculated according to the following scale:

Level I (40%): Tests, essays, projects, etc.

Level II (30%): Quizzes, mini projects, performance tasks, etc.

Level III (30%): Classwork, homework, etc.

**The final exam will be 20% of your total grade for the year. It is a county-made exam, and it is required to be taken. **

PLAGIARISM POLICY

Students are expected to abide by the Southeast Guilford High School cheating policy. The same expectations will be held for plagiarism as well. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own including student work and online information without citation.

ANY INSTANCES OF CHEATING AND/OR PLAGIARISM WILL RESULT IN AN AUTOMATIC ZERO WITH NO OPTION TO MAKE-UP THE WORK.

ENGLISH DEPARTMENT LATE WORK POLICY

- Late homework assignments may be taken only **ONE DAY** late yet may earn no grade higher than a 70. After the 2nd day, the assignment will receive a zero.
- A late **MAJOR** assignment (such as an essay or a project) will be penalized 10 points each day that the assignment is late (excluding weekends).
- Students who are absent have **THREE** days to make up any missing work upon returning to school.
- **It is the student's responsibility to inquire about missing work!!**

TUTORIALS

Students should attend tutorials for extra assistance and/or to make up missing work. My regularly scheduled tutorials are Tuesday mornings (8:30-9:15 am) and Tuesday afternoons (4:30-5:15 pm). You must notify me a day in advance before staying for a tutorial.

CELL PHONE POLICY

No cell phones will be allowed for use in the class. When the bell rings your phone should be in your pocket, purse, or bookbag. If Ms. Fike sees a cell phone she will have you place your phone in a brown paper bag that will then be stapled shut. This ensures that your phone is still physically with you, but you cannot access the phone during class time.

SEHS GRADE RECOVERY POLICY

A grade recovery option will be available to students who are failing the course at the end of 1st quarter (Fall semester) and 3rd quarter (Spring semester). Grade recovery provides failing students the opportunity to demonstrate proficiency on 1st/3rd quarter course standards to improve their quarter grade to a 60. The work assigned will be tailored to ensure that students can demonstrate proficiency on standards they have not yet mastered. Grade recovery is a 10-day window (5 days before end of quarter and 5 days after the end of the quarter) for students to complete the assigned work, attend tutorials, and any other teacher required remediation. If students do not participate in grade recovery in 1st or 3rd quarter, their earned numerical grade will remain. Students should work to show proficiency in 2nd and 4th quarters of their courses to improve their final grade as there will not be a grade recovery option at the end of each semester.

SEHS ATTENDANCE POLICY 2022-23

Southeast High School believes that student attendance is a predictor for student engagement and success in the school. With that understanding, Southeast High follows the GCS Board Policy concerning student attendance (Regulation 4400-R). This policy requires students to demonstrate mastery of their learning after each missed day (excused, unexcused, quarantine).

When a student misses instruction, they will be provided a meaningful opportunity to learn missed content via missing graded work, tests, instruction, etc. Upon returning from an absence, make-up learning must be completed within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days. A student's failure to complete the makeup learning after the teacher has made adequate effort to coordinate the makeup process with the student and a reasonable time has passed, the student's zero will remain.

After 3 absences: Teacher contact with parent. School sends attendance letter.

After 6 absences: Teacher contact with parent, social worker and counselor. School sends attendance letter.

After 8 absences: Attendance Committee meets with family and student to provide attendance contract.

After 10 Absences: School sends attendance letter. Attendance Committee reviews contracts.

TENTATIVE COURSE OUTLINE:

This year GCS high school English Language Arts courses have adopted a new curriculum through SAVVAS Realize called myPerspectives. The textbook is accessible online and there is also a consumable textbook. This means you can write in the book for your assignments.

English III is mainly focused on American literature. Students will demonstrate reading, writing, speaking and listening skills using an extensive variety of classical and contemporary short stories, poems, dramas, and novels. Videos of some works will be used to enhance learning. *If there is an objection to the content of this course or any of the video versions of these texts, please contact the teacher to develop an alternate plan. A conscious effort is made to incorporate literature from a variety of cultural groups. Several of these works deal with controversial issues; however, they treat the issues realistically in the historical context intended.*

Unit 1: Ordinary Lives, Extraordinary Tales-The American Short Story: What do stories reveal about the human condition? How do stressful situations often reveal the best and worst in people? **Priority Standards:** RL.11.12.3, RL.11-12.5, W.11-12.3

Possible Texts Read: “Everyday Use”, “The Leap”, “An Occurrence at Owl Creek Bridge”, “The Jilting of Granny Weatherall”

Unit 2: Facing Our Fears-Victims and Victors: How do we respond when challenged by fear? Do people usually learn from their fear? Is fear always a harmful emotion? **Priority Standards:** RL.11-12.2, RL.11-12.3, W.11-12.1

Possible Texts Read: *The Crucible*

Unit 3: Researching to Deepen Understanding: Why is research valuable? How does one synthesize information from a variety of sources? How does an author create meaning in a text, and what makes that meaning valid? **Priority Standards:** RL.11-12.9, RI.11-12.7, W.11-12.1

Possible Major Assignment: Research Paper

Unit 4: Writing Freedom-Words That Shaped a Nation: What is the meaning of freedom? Why do we interpret language differently today, than at the time of the founding of America? What are the most effective tools for establishing and preserving freedom? **Priority Standards:** RI.11-12.1, RI.11-12.3, RI11-12.9, W.11-12.2

Possible Texts Read: “Declaration of Independence”, Preamble to the *Constitution*, *Gettysburg Address*

Unit 5: American Dream What is the American Dream and to what extent is it achievable for all Americans? In what ways does the American Dream mean different things for different Americans? **Priority Standards:** RL.11-12.5, RL.11-12.2, W.11-12.3

Possible Texts Read: *The Great Gatsby*

ADDITIONAL INFORMATION

It is my job to create a classroom environment that is conducive to learning by being safe, fun, and beneficial for all students. If at any time a student has a concern, please contact me immediately! Parents may contact me before or after school at 336.674.4300 ext 1689. The best method to contact me is through email at fikes@gcsnc.com or Canvas messenger.

For items not addressed specifically in this syllabus, all GCS and SEGHS policies and procedures apply.