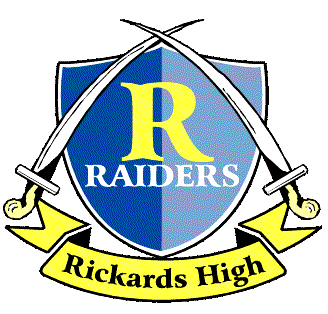
  **James S. Rickards High School**  

**3013 JIM LEE ROAD**

**TALLAHASSEE, FL 32301**

**Room 23-108**

[www.leonschools.net/rickards](http://www.leonschools.net/rickards)

**COURSE SYLLABUS**

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| **English IV Honors** | | |
| **COURSE INSTRUCTOR** | | **NAME** | **Ms. Susan Kelley** | |
| **EMAIL ADDRESS** | [**kelleys@leonschools.net**](mailto:kelleys@leonschools.net) | |
| **TELEPHONE CONTACT** | **(850)414-5500 School** | |
| **COURSE DESCRIPTION** | | Description This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. General Notes English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.  Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.  The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.  Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.  **Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.  **English Language Development ELD Standards Special Notes Section:**  Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf)  Taken directly from <https://www.cpalms.org/PreviewCourse/Preview/17746>  **Florida schools now follow the B.E.S.T. Standards.** | | |
| **COURSE RESOURCES** | | **TEXT** | ***Florida StudySync*** Grade 12 and ***McGraw-Hill Education***  ***ACT&SAT Test Prep*** | |
| **MATERIALS** | ***Required Materials***   * Paper, pen and/or pencil * Tablet/laptop with compatible system   ***Suggested Materials***   * Highlighters * USB/Flash Drive * Public Library Card | |
| **COURSE/SCHOOL BEHAVIORAL EXPECTATIONS** | | **All Rickards High School teachers expect students to adhere to the Leon County Schools’ Attendance Policy and Student Code of Conduct, the Rickards dress code, and conditions of academic integrity, which include cheating and plagiarism. These policies can be found on the Leon County Schools and Rickards website.**  **Classroom Rules**: Arrive on time and be ready to work.  Respect each other and staff.  No food or drink allowed.  If and when you wish to speak, raise your hand.  All school rules will be followed**.**  **Expectations**: Treat others as you would like to be treated. | | |
| **DISCIPLINE POLICY** | | In order to maintain a safe and orderly learning environment, I will utilize the following interventions for “minor infractions” prior to writing a disciplinary referral:   * 1st Minor Infraction- **Contact Parent/Guardian, verbal warning, and classroom referral** * 2nd Minor Infraction- **Timeout and classroom referral** * 3rd Minor Infraction- **Lunch** **detention and classroom referral**   ***After 3rd Minor Infraction***, the student will receive an **administrative referral**.  **\*Major verbal/physical behavior infractions** will result in an **automatic administrative referral.** | | |
| **GRADING POLICY** | | |  |  | | --- | --- | | **POINTS PER ASSIGNMENT** | **TYPE OF ASSIGNMENT** | | **15%** | Practice/ Homework | | **40%** | Classwork/ Formative Assessments | | **45%** | Tests/Projects/Summative Assessments |   Student classroom performance can be accessed through **FOCUS**. Grade reporting service is updated by the teacher biweekly on **FOCUS**. To use this convenient feature, the student number and a password are required. See your student’s guidance counselor for this information. | | |
| **GRADING SCALE** | | **In accordance with Leon County School Board policy, 9-week grades are assigned as described below.**   |  |  |  | | --- | --- | --- | | **LETTER GRADE** | **NUMERICAL GRADE** | **MEANING OF GRADE** | | **A** | **90 – 100** | *Student displays mastery of course content.* | | **B** | **80 – 89** | *Student has a good understanding of course content. There is room for student improvement.* | | **C** | **70 – 79** | *Student is successful with most assignments. Gaps may exist in the understanding of difficult topics. Tutorials and/or attention to good study habits may be necessary.* | | **D** | **60 – 69** | *Student is having difficulty with course content; assistance is necessary for student improvement.* | | **F** | **0 – 59** | *Student has major difficulty with course content. Immediate intervention is necessary.* | | | |
| **HOMEWORK** | | Homework will be any work not finished in class and   * Final drafts of writing assignments * Projects * Study guides * Vocabulary * Reading   These assignments **weigh 15% of a student’s overall 9-week’s grade** unless otherwise noted.  Sometimes long-term assignments and studying may be required rather than “nightly” homework.  It is the responsibility of the student to remain organized and prepared to handle this responsibility. | | |
| **MAKE-UP WORK PROCEDURE** | | **Leon County School Board Policy allows students to make up work within a reasonable amount of time after returning to school following an excused absence. The teacher will make the decision based on the student’s circumstances and then communicated to both parent(s)/guardians and the student.**  **\*\*Please Note\*\*** It is the student’s responsibility to obtain any make-up assignment(s) upon return from an excused absence. With a documented excuse, a student may complete his/her make-up assignment(s) without penalty. **For an absence**, t**he student will receive one day for each day absent to complete make-up assignment(s).**  **50% in the grade book is a missing assignment or another chance to redo the assignment.** | | |
| **LATE WORK POLICY** | | **Students need to complete work in class when it is assigned.** | | |
| **ASSIGNMENT RE-DO POLICY/PROCEDURE** | | * Students should see the teacher to arrange assignment or assessment retakes. Determinations about a student’s eligibility to re-do or retake assignments will be on a case-by-case basis. * As a general rule, students may re-do any two classwork assignments (formative assessments) and any one summative assessment on which they made lower than an 80% during a grading period; however, retakes need to be completed in a timely manner and should be scheduled **far** in advance of the end of a grading period. | | |
| **EXTRA HELP** | | **2pm-4pm Monday through Thursday in room 23-108** | | |

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| **DISCLAIMER** | Everything in the syllabus is subject to change. If a change occurs, I will inform you as soon as I know the details. |

My parent or guardian and I have read Ms. Kelley’s 2023-2024 English IV Honors syllabus.

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Parent or Guardian Name Printed

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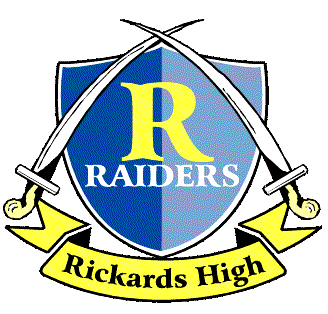
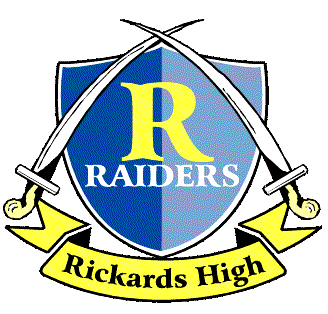
Parent or Guardian Signature

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Student Name Printed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature

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| **TELEPHONE CONTACT** | **(850)414-5500 School** | |
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Parent or Guardian Name Printed

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Parent or Guardian Signature

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Student Name Printed

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Student Signature