

English Syllabus

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Classroom 205



Brookfield Central
School

Course Description

Welcome to Brookfield High School English! During this course, you will continue to grow as a lifelong learner. You will engage with a variety of genres and text types, including short stories, poems, novels, news/journalism, research, and literary nonfiction. You will develop your ability to think deeply and make connections to the wider world. We will integrate multiple subject areas, primarily social studies/history and science. Through reading, writing, and research, you will build comprehension, language, and writing skills. You will collaborate with your peers, engage in evidence-based discussions, and present your ideas in a variety of formats. You will set goals and reflect on your learning. You will complete homework as assigned.

Supplies 				
Fully charged Chromebook w/charger	Pencils	Highlighters	Page Dividers	Index Cards
Headphones	Yellow Pocket Folder	Yellow 1-Subject Notebook	Looseleaf Paper	Sticky Notes

Course Grading



Grading Scale

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 50% = F

NOTE: Grades below 65% will earn failure for the course.

Types of Assignments

- **35% Formative Assessments:** This category includes Quizzes, Peer Response, Homework, Group Work, In-Class Work; these are things that FORM student learning.
- **50% Summative Assessments:** This category includes Essays and other longer, finished Writing and Research Projects, Presentations, Tests. These are things that SUM UP or SUMMARIZE student learning.
- **15% Class Engagement:** Classroom Participation, Preparedness, and Discussion

High School Handbook

- Please review the BCS Handbook in detail.

Remember
this



Be confident!



Be curious!



Be persistent!



Be engaged!



 Inclusion	 Attendance & Tardies
Our class will be one where everyone belongs and everyone learns. This means that all of our interactions will be respectful of diversity: culture, nationality, race, ethnicity, disability, economic status, religion, gender identity, and sexuality. Our learning environment will be one of trust and safety. I encourage you to get to know and learn from each other. We are all different, and these differences will make this class better. There will be other teachers and guest speakers consistently in our room and positive behavior and interaction is expected at all times.	We will follow the school attendance policy. If you miss class, it is your responsibility to find out what you missed by emailing rcopland@brookfieldcsd.org or by arranging a meeting with me at an appropriate time. If a student is late for class due to being detained by the teacher of the previous class, the student should present a signed late pass from that teacher. Continued tardiness will lead to a conference with a parent or administrator.

Academic Integrity

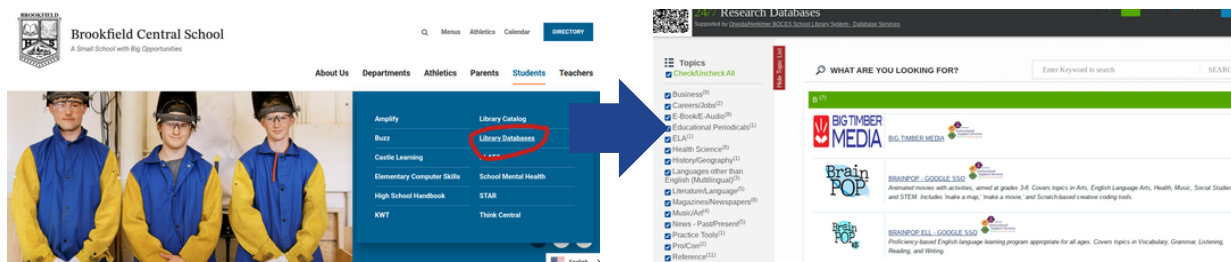
All work in this class is expected to be your own, completed by you for this class, unless clear directives are given to work with a partner or group. If you receive help from an article, book, website, another person, etc., you must properly indicate that on the assignment; we will practice this skill throughout the year. This method is called citing your sources. When you take credit for someone else's work, it is plagiarism/academic dishonesty, even if you feel it is accidental. If you are ever unsure about whether you have correctly given credit to a source, please ask me or the librarian for help.



Plagiarized assignments will earn a zero and one chance to revise/resubmit with a 1 week re-submission deadline.

Library Usage

We will be using many resources in addition to the physical library, especially online databases your school has funded for your usage. It is important that you take the time to explore these resources on your own in addition to the time we spend in class.



"I was gratified to be able to answer promptly, and I did. I said I didn't know."

— Mark Twain



BCS Mission Statement

The Brookfield Central School District community provides diversity of academic and co-curricular programs/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes, and personal growth for our students and community so that they may reach their fullest potential in an every-changing society.

General Classroom Discipline



Generally, if misbehavior occurs, escalation will be as follows:

- student will be warned of misbehavior
- phone call home with student present if possible
- principal lunch detention + parent-teacher-student conference
- assigned after school detention: occurs Tues/Thurs with bussing provided
- in-school suspension as assigned/assessed by principal

Role of Parent/Caregiver for Student Success

To achieve the cooperative, wholesome relationship between home and school that is essential to each student's successful development and achievement, it shall be the responsibility of parents/caregivers to:

- Become aware of the challenging demands of the NYS Learning Standards
- Recognize that the education of their child(ren) is a joint responsibility of parents and the school community
- Send their child to school ready to participate and learn
- Send their child to school as required by the NYS Educational Law
- Insist on prompt and regular attendance
- Make sure that all absences are properly excused
- Provide for their child's health, personal cleanliness, and suitable grooming and dress (as explained by the school's dress code)
- Guide their child from the earliest years to develop acceptable behavior, to exercise self-control, and to be accountable for their actions
- Encourage reading as an essential activity to maximize academic achievement

Parent/Caregiver Additional Expectations

Beyond the district role expectations, it is expected that parents/caregivers will check the online gradebook/keep up with progress reports and direct questions/reflections/feedback by emailing Ms. Copland. You are welcome to request a parent-teacher or parent-teacher-student conference or phone call. Please also support your child in completing homework and maintaining a positive attitude for learning.

Movies/Texts

All texts will be either recommended texts from NYSED or age appropriate texts that fit the Learning Standards for that particular unit. We may choose to analyze similarities and differences between books and the films that portray them or are on the subject matter. Some of the media we watch may exceed parental rating guidelines and need to be approved by a guardian in order for students to partake in viewing.

Lord of the Flies 1963 (NR) & 1990 (R for content and gore), Beasts of the Southern Wild 2012 (PG-13), Hugo 2011 (PG), Last of the Mohicans 1992 (R for historically relevant violence), Freedom Writers 2007 (PG-13), Unbroken 2014 (PG-13), Of Mice and Men 1992 (PG-13), Romeo and Juliet 2013 (PG-13), Tree of Life 2013 (PG-13), The Crucible 1996 (PG-13), She's the Man 2006 (PG-13), 10 Things I Hate About You 1999 (PG-13), Hamlet, Looking for Alaska 2019 (TV-14), Into the Wild 2007 (R for brief, non-sexual nudity and language), Great Gatsby 2013 (PG-13), MacBeth 2015 (R for violence), Les Misérables 2012 (PG-13), The Most Dangerous Game 1932 (NR/PG-13) 2022 (NR), 13th 2016 (NR), The Outsiders 1983 (PG-13), Westside Story 2021 (PG-13), The Lottery 1996 (PG)



By signing below, I acknowledge that both I and my child have read and support the syllabus and classroom procedures; my child may view the films listed above with the exception of the crossed out titles; other titles that exceed parental rating guidelines will have separate permission slips if applicable

X _____

X _____

Classroom Procedures & Expectations

 Typical Class Period	 Class Materials
• Bellringer (in bellringer notebook, clearly dated for ease of assessment and organization until we are fully using Google Classroom) • First 5 Exercise • Review Previous Day/Bellringer Discussion • Lecture/Classroom Activities • Group/Individual Work • Exit Work • Upon entering, look at the board and follow the instructions you see. • Be in your seat, working on the given task when the bell rings.	• Coming to class prepared is part of your classroom engagement grade. We will use Google Classroom daily. • Bring all materials listed on the first page of this syllabus. This includes a charged Chromebook and charging cable. • If we are reading a text, make sure you have it with you. Also have an independent reading book with you. • You may check out books from the classroom library, which is a work-in-progress! • You'll be given time to read silently if you finish work early.
 Incentives: Celebrating You	 Hall Pass
• We will celebrate your classroom accomplishments through monthly incentives • This method will require organization and accountability on both of our parts, so please give your input and support to make this idea successful!	• Use the restroom between classes. • No more than two people will be allowed out of the room at a time. • Use the sign out / sign in sheet any time you leave the room. • Take a hall pass when you leave the classroom for any reason.
Extra Credit Policy 	End of Class 
• Extra credit is an opportunity for enrichment, not substitution. This policy means that all required assignments must be complete and turned in prior to the acceptance of extra credit work. If you are interested in extra credit, please contact me.	• The assigned Time Keeper will signal the last 5 minute of class for Exit Work and packing up. • Leave your space clean. • Do not pack up early or gather by the door. • You will be dismissed when the bell rings.


When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.

— Maya Angelou