#  **EXPECTATIONS FOR MR. ADAMS’S ENGLISH I CLASS**

**English I Curriculum**

**Honors Course Expectations**

**Curriculum**

* The course curriculum is specifically designed as an honors course that is more rigorous, experiential, investigative and/or accelerated than a standard course.

**Definition of Honors Courses:**

* Honors courses should be developed and conducted to demand more challenging involvement than standard courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

**Purpose of Honors Courses:**

* Honors courses should be designed for students who have demonstrated an advanced level of interest and achievement in a given subject area. The rationale for honors courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher-level courses for students who aspire to an advanced level of learning. Furthermore, students and parents should be informed that honors courses are more demanding and have requirements beyond those of standard courses. Honors courses should be an integral component of a program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests.

**Instruction**

* Honors courses exemplify the following characteristics:
* Require a higher level of cognition and quality of work than a standard course
* Enable students to become actively involved in classroom learning experiences
* Involve students in exploratory, experimental, and open-ended learning experience
* Honors courses should provide opportunities for the following:
* Problem-seeking and problem-solving
* Participation in scholarly and creative processes
* Use of imagination
* Critical analysis and application
* Personalized learning experiences
* Learning to express/defend ideas
* Learning to accept constructive criticism
* Becoming a reflective thinker
* Becoming an initiator of learning

## Preparations

1. Have needed materials for class. These are the materials you need for class: **three ring binder, four tabbed dividers, spiral notebook (at least 70 sheets—COLLEGE RULED, NO COW BOOKS), loose-leaf paper, blue/black pen, highlighter, pencil, flashdrive.**
2. Be in your seat prepared to begin class when the bell rings.
3. Do not get up in the middle of class unless you have asked for permission to do so.
4. Do not bring outside food or drinks into the room, except water.
5. Don’t do anything that would hinder teaching or learning in the classroom.

## Class Routine

### When you are absent, **you are responsible for getting the assignments you missed** **while absent**. You and I will work out the amount of time you have to complete make up assignments.

1. Unannounced quizzes can be expected at any time. You are expected to make up pop quizzes the day you return to school after a **one-day** absence.
2. **No work will be accepted late**, unless you are told otherwise.
3. Everyone is required to take notes when assigned in class.
4. Due to the prevalence of cheating in high school, I want to clearly state my position. Cheating in any form will not be tolerated. This includes tests, homework, quizzes, etc. A zero will be recorded for the assignment and a call will be made to your parents.
5. I am available for tutoring each morning by appointment because some mornings I must attend required meetings before school.

## Assessment

Each student’s six weeks grade will be based on a point system where for each test or assignment, the number of points earned by the student will be divided by the total number of points that could be earned on that particular test or assignment. For example, a student earns **8** points on a vocabulary test that is worth a total of **10** points. The procedure for computing the student’s grade would be as follows. **8** divided by **10** equals a grade of **80**. Each student’s six weeks grade will also be done in the same fashion. For example, a student earns **820** points out of a possible **850** points for that six weeks; then **820** would be divided by **850** which equals a grade of **96** for the six weeks.

##### Writing/Project

Unless you are told otherwise, you will be assigned at least one writing assignment/project each six weeks. The type of assignments and due dates will be discussed in class. A rubric will be given for each writing/project assignment**. Each writing/project assignment will be worth 50-150 points.**

Book reports/Literature Projects

# Each student will also be required to do various types of book report/literature projects each semester. A rubric will be given for each project assignment. You will have book reports or tests for books we read as a class and/or those you read outside of class, **and each book report project or test will be worth 50-120 points. \*\*\*\*NOTE**—During the semester, you will also be doing specific projects related to literature that we will cover. These projects will be worth **50-150 points** of that six week’s grade.

### Reading Notebook

 Throughout the semester, you will be keeping a Reading Notebook where you will write entries about

 literary texts, informational texts, visual/audio texts, and writing assignments. You must use a

**spiral notebook (at least 70 sheets—COLLEGE RULED)** to contain your entries. **NO COW BOOKS!**

Entries will be at least **a paragraph** to **two pages** in length (depending on the assignment, and you must

complete entries as assigned. Reading notebook entries will be checked **daily and/or weekly;** therefore,

you must have all assigned entries completed each time it is checked. **All entries must include the**

**following information in the upper right hand corner: date, title, author, pages read, minutes read. Reading Notebook** **entries will be worth 10-50 points.**

 Tests/Quizzes

#  You will also have major and minor tests and quizzes throughout the semester after we have completed

# a unit of literature, grammar, or vocabulary. These quizzes/tests will be worth **10-100** points depending

# on the length and scope of the unit.

 Binder

 You will be required to keep a notebook that will be graded at the end of each six weeks. You will need

 a **1-1 1/2” sized binder** to keep your class notes, class work, homework, quizzes, tests, rubrics,

handouts, etc. **Your notebook must be organized into four sections: grammar,** **literature, vocabulary, and writing using clearly labeled dividers**. Notebooks will be worth **30-50 points** of each six week’s grade.

Progress Reports—PowerSchool

 Each six weeks students will be given a **mid-six weeks** progress report. Students must get these signed

by their parent(s) and return it for a **10 point** homework grade. \*\*\*\*\*\*If a student does not return the

progress report signed on the due date, the student will be making a call during class to report the grade

to his/her parent. Since all students and parents can now access PowerSchool to check grades, my expectation is that both students and parents will monitor grades each week**. Please call me**

**(704-290-1565) or email me (james.adams@ucps.k12.nc.us) at school if you have any questions concerning grades.**

Assignaday Calendar—**assignaday.4teachers.org**/**Calendar #283136**

 I keep an assignaday calendar that contains each day’s agenda for class. The agenda provides an

overview of each day’s class content and activities, homework assigned, as well as due dates for long-

term assignments and projects. I created this calendar so that students and parents can check it when a student is absent and for a student and/or parent to use in planning each week’s homework schedule.

Student Laptops and Google Drive

All students have been given a laptop for use during school and at home for school related assignments. I will be sharing a number of folders, assignments, etc. with students via Google Drive for students to use when completing assignments for my class. Students will also be turning in specific assignments and working on collaborative assignments using Google Drive. I will walk through the process of using Google Drive with students for each assignment and/or activity that will be completed using Google Drive. \*\*\*The Laptops are to be used for classroom activities only. **Misuse of the computers will result in a consequence given by me or the administration—see student handbook.**

**I,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student) have read and understood what will be expected of me this semester in Mr. Adams’s English class. I also realize that my attitude affects everything in my life, including my success at school; therefore, I will make every effort to come to class each day prepared and with a positive attitude toward learning.**

**I,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent or guardian) have read and understood what is expected of my son/daughter, and I will make every effort to support both my child and the teacher throughout the semester.**