

# **Mrs. Morrow's English III Syllabus**

## **I. Tennessee English/ Language Arts Curriculum Standards**

### *English III- Standard I- Writing*

#### ***Standard Number 1.0- Writing***

- **The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.**

### *English III- Standard II- Reading*

#### ***Standard Number 2.0- Reading***

- **The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of written text.**

### *English III- Standard III- Viewing and Representing*

#### ***Standard Number 3.0- View and Representing***

- **The student will use, read, and view media/ technology and analyze content and concepts accurately.**

### *English III- Standard IV- Speaking and Listening*

#### ***Standard Number 4.0- Speaking and Listening***

- **The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.**

*Note: Performance Indicators and Learning Expectations defined and identified for each curriculum standard will be used to assess student achievement.*

### ***English III- Writing Assessment***

- **The writing assessment will take place in February. Eleventh-grade English students will have 35 minutes to write a rough draft essay. For Shelby County Schools, the writing assessment will count as 15 % of the second semester grade.**
- **Prompts have two basic components: the writing situation and directions for writing. The writing situation orients the students to the writing subject. The directions for writing require the student to think about certain aspects of the topic before writing.**

**Morrow/ English III**  
**Syllabus (continued)**

**II. Student Responsibilities**

- A. Students should turn in all assignments on time to be eligible for full credit.
- B. Students should attempt to come to every class meeting because points and unannounced grades are awarded to those students who participate in classroom discussions, group activities and independent question and answer sessions. It is difficult to make-up class participation points.
- C. Students are responsible for their actions (things they say and do). Students should know that I am very observant.
- D. If there are any questions about what is appropriate for this English class, students should ask the teacher, or refer to the Classroom Rules and/or Classroom Procedures for further explanations of student responsibilities.

**III. Methods and Activities**

- A. Lecture
- B. Class Discussions/ Role-Play/ Cooperative Learning
- C. Oral Presentations
- D. Group and Individual Projects
- E. Tests and Quizzes
- F. A Variety of Reading & Writing Assignments
- G. Journal
- H. A Developmental Portfolio & Final Productive Portfolio

**IV. Absent Student Make-Up Work Policy**

- A. It is the student's responsibility to see what he/she missed during an absence and to make arrangements with teacher to make- up work.
- B. Every student should check the daily assignment binder (upon returning to class) when they are absent. Handouts may be placed in this binder for absent students, but it is still the student's responsibility to talk to the teacher to make sure he/she received everything missed. Students should also turn in absentee notice upon return to class.
- C. According to the Shelby County Policy, students have as many days as they were absent to make up missed work.
- D. If a student was present on the day information for a test was given and missed a day or two before the test but returned on test day, the student should expect to take the test. Teacher makes decision on alternative test.
- E. ISS students will receive their work from the ISS teacher unless the student has talked with the teacher beforehand to get the work. This work must be turned in as if the student was in class. **NO EXCEPTIONS!**
- F. OSS students should refer to the new policy regarding OSS make-up work

**Morrow/ English III**  
**Syllabus (continued)**

**V. Late Assignment Policy**

- A. Late work will be accepted the next day for 80% of the credit.
- B. The teacher has the final decision on what assignments will be accepted after the work is more than 2 days late.

**VI. Shelby County School's Grading Scale**

A=	93-100
B=	85-92
C=	75-84
D=	70-74
F =	Below 70

**VII. Evaluation Techniques and Major Assignments Due**

- A. **Journal**: Students will be required to write weekly journal entries.
- B. **Vocabulary**: Students will be given new vocabulary words weekly along with assignments to complete. Test every Friday unless otherwise stated.
- C. **Research Project**: This is a 3 to 5 pages typed research assignment. Students will choose a persuasive writing topic that must be teacher-approved. This project will consist of several writing steps so it is imperative that students are present during the 6 weeks it will take to complete this project. The final product must be typed and include a title page, sentence outline, 3 to 5 pages of text with parenthetical citations, typed in 12 font/Times New Roman, and a works cited page. Although library and computer lab days will be provided, students must be prepared to work outside of the classroom to complete this project.
- D. **Persuasive Writing**: Students will work on developing the necessary skills to be successful on the TCAP Writing Assessment Test that will be taken in February. Students will achieve this goal by having timed (practice) writing assignments in class and by reading and evaluating previous writing samples.
- E. **Portfolio**: A writing portfolio is a presentation of student writings. Although students will have required writing assignments to put in the portfolio, they will also be able to add some of their personal favorites. Students will demonstrate their ability to write in a variety of styles and organize their writings in a creative manner. This assignment is a work in progress in which students must utilize the school year to complete. The final product will be due in April. Requirements and a checklist will be given for both the developmental portfolio (due in December before winter break) and the final professionally bound Portfolio instructions will be given on a separate assignment sheet.

Mrs. T. Morrow-- English III (11<sup>th</sup> grade)

Millington Central High School

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## **Tentative Class Schedule for the 2008-2009 School Year:**

*This schedule is subject to change without prior notice.*

### **First Quarter**

#### **Week One: August 11<sup>th</sup>-15<sup>th</sup>**

- Confirm class schedules and seat assignments
- Teacher's expectations of student behavior and achievement
- Class syllabus & English III curriculum standards
- Classroom rules, procedures [need to be signed] & material/supply list
- School Policies [cell phone, dress code, tardy penalties, lunch schedule changes]
- Discuss Parent Letter and parent contact information sheet [need to be signed]
- Participate in "Get to Know You" activities
- Pre-tests [reading comprehension, fluency, grammar & writing skills]-begin Wed.
- Create a personality collage based on individual interests and characteristics

#### **Week Two: August 18<sup>th</sup>- 22<sup>nd</sup>**

- Complete pre-tests
- Complete personality collage [grade will be recorded on Tuesday]
- Reading Assignments and Journal Writing Activities
- Sentence Building Activity
- 1<sup>st</sup> list of vocabulary words & activities given [discuss list Monday/ test on Friday]
- Discuss how to make vocabulary flashcards [due on Wednesday]
- Synonym & Antonym Chart (using vocabulary words)
- Presentation of individual personality collage [begins Thursday]
- Novel check on Friday (*The Skin I'm In* by Sharon Flake)- [order novel?]
- Give out textbooks {textbook slips must be signed and returned}

#### **Week Three: August 25<sup>th</sup>- 29<sup>th</sup>**

- Novel Reading Assignments:
  1. Background Information on book & author
  2. Pre-Reading Activities
  3. Discuss Dialect
  4. Word Wall (new vocabulary from the novel)
  5. Chapter reading (aloud/silent/@home)
  6. Character Analysis Chart
  7. Key Reading Questions
- Vocabulary List #2, vocabulary activities, flashcards, & vocabulary test #2
- Synonyms & Antonyms
- Literature assignments [Beginnings to 1800's] (pgs. 1-18), outline the events
- Grammar Activities

