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Senior Institute Course Syllabus

Welcome to your senior year of high school and congratulations on being a part of the legendary Senior Institute class of Bellefonte High. As you are aware, this class is responsible for running a charity throughout the year. Through a combination of English and art, your class will impact our community by helping someone in need.

ENGLISH CLASS: PERIOD 10

During this year in English class, we will be focusing on the following communication skills: reading, writing, speaking, and listening. We will examine a variety of texts through literary theories to gain a better understanding of the world through multiple perspectives. We will also take a critical look at the media and how it influences society.

Good communication skills will give you the power to be successful after high school. Whether you plan to be a construction worker or a CEO, you must be able to express yourself. Use this course as a tool to prepare yourself for life!

MATERIALS

You will be required to have the following materials in class every day:

- Folder or binder for handouts/notes
- Chromebook
- Pen or pencil
- Reading Materials: Independent or assigned novel

Your class will have a designated area in the classroom to store your binder and books. Please see me if you have problems collecting any of these materials.

WRITING PIECES

This year will provide you with many opportunities to polish your writing skills. Be prepared to make the most of these assignments; you will be better prepared for postsecondary school.

Writing pieces may include:

Literary Analysis
Argument
Sensory Writing

Reflection Paper
Research Paper
Personal Memoir

SENIOR RESEARCH PAPER

We will complete a research paper during the second semester of the year. During this project, you will evaluate the credibility of sources, polish your MLA research skills, and create a formal presentation. All students must deliver a professional presentation to showcase their research at the conclusion of the paper.

DAILY INDEPENDENT READING

Throughout the year, we will focus on reading independently. We will start each class by reading our independent novels. During this time, you are encouraged to choose a school-appropriate book that genuinely interests you. This book can be borrowed from the library or a friend, or you might consider purchasing your own. Start thinking about which books you'll be most likely to read. Each quarter you will receive an independent reading grade that is contingent on your daily reading progress. Please have your parents/guardians sign the attached letter about independent reading.

ABSENCES

You are expected to be in class every day. It is your responsibility to gather any work you missed. You must obtain missed journal entries on the day you return to earn credit for them. You will have the opportunity to take quizzes and tests or receive credit for missed work **only** if your absence is excused, as stated in the Student Handbook.

LATE WORK POLICY

You may turn in late work on the day after the due date for 50% of the earned points. You will receive a one day extension per each excused absence.

RULES

Please refer to Bellefonte's Student Handbook for policies regarding discipline and makeup work, along with:

1. **Respect All Individuals**
2. **Demonstrate Excellence**
3. **Demonstrate Responsibility**
4. **Demonstrate Safety**

1. **Respect All Individuals**: While engaging in class discussions and group work, be sure to respect the ideas of your classmates. Use an appropriate tone with teachers and peers. Bullying will not be tolerated.

2. **Demonstrate Excellence**: Take ownership of your work and do not plagiarize. Display a positive attitude; your experience in this class will depend on your attitude.

3. **Demonstrate Responsibility**: Listen to directions the first time that they are given. At the sound of the bell, you should be in your seat with your materials and automatically start reading your independent novel. **Cell phones are not welcome in the classroom unless noted.**

4. **Demonstrate Safety**: Use classroom equipment properly. Keep your hands to yourself. Keep drinks and food out of the classroom.

ART CLASS: PERIOD 11

Projects will extend from the English curriculum and focus on visual interpretation of vocabulary, ideology, key concepts and details learned. Students will personalize artwork and make their daily lives relevant throughout it by not only involving their knowledge gained, but their perceptions learned.

PROJECTS:

Projects will include both 2D and 3D design, such as, painting and drawing, textile art, ceramics, printmaking and mixed-media sculpture. Rubrics will be filled out by students for self-reflection, and teacher.

- T-shirt Logos
- Reflective Collage
- Printmaking Heroes
- Wheel Project
- Collaborative Piece
- Beneficiary Projects to Sell

MATERIALS:

Most materials will be provided for students. However, two key items to be aware of..

- **Sketchbooks:** Students will need a sketchbook, as they will be expected to keep a visual journal. These sketches, written responses, notes to remember and cut collages may be used for their book making project and/or be used for broader, individualized projects later in the year. Sketchbook assignments are given for weekly due dates.
- **Recyclables:** Students will be asked on occasion to bring in various recyclables/found objects to use throughout the year either for the class project and/or individual projects.

PARTICIPATION:

- Each student will receive 2 points a day for their participation and work ethic in class. This includes working hard to make their art meaningful, purposeful, adding to the class critiques and clean-up duties at the end of the period. **Participation is crucial.**
- This class focuses on building a team through a cooperative and inclusive working environment. Everyone plays a key role in this.
- Appropriate language usage is expected. No swearing, No inappropriate conversations (gossiping, tearing others down), No glorifying illegal activities. NO exceptions. If insubordinate, you will be written up.

WRITING PIECES:

- Each art piece will deserve a writing component/reflection.
- Writing component will consist of outlined rubric of required content within:
 - Reflections/ Process
 - Artist Statements / Origin of inspiration
 - Critiques on peer work
 - Articulation of Visuals/Sensory Writing

GRADING:

- 20% Each Quarter: Projects/ Sketchbook homework/ Participation
- 10% Mid Term (Research Paper/ Project)
- 10% Final Term (Research Paper/Project)

Bellefonte Area High School
Classroom Materials Permission Form

Date: August 30, 2022
To: All English 12 Parents and Guardians
From: English 12 Teachers

Dear Parent/Guardian:

In English 12 this year, students will read novels and view clips from several books and films that were selected to supplement the curriculum of Senior English.

Students will read John Gardner's novel, *Grendel*, in conjunction with the epic poem, *Beowulf*. This text provides students with a different character perspective and examines the psychological impact of a monster that contemplates his reason for living. Content that could be controversial in this novel includes: violence and psychological manipulation. Students will also watch clips from the movie *Beowulf* (rated PG-13). Content that could be controversial includes violence.

Senior English includes a unit that will focus on comparing dystopian societies, while illuminating the portrayal of the literary criticisms - archetypal, cultural, feminist, historical, Marxist, and psychological criticisms - within the stories. This particular unit will also focus on strengthening students' specific needs through focused writing prompts and workshops while incorporating specifics that need addressed within the curriculum. Students will be reading George Orwell's literary classic, *1984*. Content that could be controversial includes: adult situations, violence, and alcohol use. Students will also be viewing *Hunger Games* (rated PG-13) in conjunction with their reading of *1984*. Content that could be controversial includes: violence and alcohol use.

The English 12 curriculum includes multiple perspectives and viewpoints from different cultures. We will read *The Glass Castle* and view clips from the film (rated PG-13). This memoir follows the life of Jeannette Walls and the adversity she faced throughout her childhood and teenage years. Content that could be controversial in both forms of the text includes: alcoholism, abuse, and extreme poverty.

During our media unit, students will view *Blackfish* (rated PG-13). This documentary focuses on the killer whales that were kept in captivity at SeaWorld parks across the country. The unit discusses how different media outlets twist the news to fit their agenda. Content that could be controversial includes: animal abuse and captivity.

Clips from the films *Edward Scissorhands* (rated PG-13) and *Rear Window* (PG) will be shown to help students analyze texts through the literary criticisms.

Please indicate your permission on the lines below:

_____ Yes, I give permission for my son/daughter to read/view the selected texts/films and participate in class activities associated with these texts.

_____ No, I do not give permission for my son/daughter to read/view the selected texts/films and participate in class activities associated with the text. I understand that my child will receive an alternate text to read and complete class activities.

Student's Name (printed): _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____

OVER PLEASE ----->

Independent Reading

Dear Parents/Guardians,

A main goal of Senior English is to establish a reading habit in the busy lives of seniors in high school. We are hoping we can work together to recapture the pleasure and passion of readers. Our hope for all of our students is a compulsion to read - for pleasure - for knowledge - for passion - for a story that will keep them into the pages of a book past our assigned time for reading.

Research has shown time and time again that students are more likely to read and become invested in a book if they are given the freedom to choose the book. We will allow students the freedom to choose any book they would like. We won't know the details of every book students read and refer to this year, and we won't remember the details of all the books we recommend to students. Some books might delve into topics that we often times find taboo or difficult to discuss. Many of the best books challenge our beliefs by helping us see through different eyes, thus opening our minds to be more empathic, compassionate, and accepting.

We can all agree that senior year can be busy. Students are involved in a lot of extracurricular activities. They have jobs. They have stress. And they have memories to make. Our hope is that reading does not add to the burden, but creates a time for each student to decompress and allow the stress of their day to become absorbed in the pages in front of them.

Because we respect your role as parents/guardians and the traditions you hold sacred, if you want us to more closely monitor your child's choices this semester, by all means, please let us know and we'll work out a plan that we can both contribute to. If you sign this, it means you understand books won't be banned in our classrooms and your child will be allowed to choose what he/she reads. If you have any questions, please feel free to reach out.

Thanks for your support,

Kelley Kreiger and Jessica Lloyd, Senior English Teachers

P.S. Our classroom library can always use more books. Please send books you no longer need to our library, especially ones you've loved, if you can bear to part with them.

***I have read and agree to the contents of this letter.

Student's Printed Name

Student's Signature

Parent's Signature

Date