



# JOHN F. KENNEDY HIGH SCHOOL

## COURSE SYLLABUS



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**Mrs. Young-Gunning (Office Hours 7:45am to 8:15am)**

**Room: D4**

**Phone Number: 916-395-5090 ext 506404**

**2018/2019**

- **English 9-12:** The students will be challenged to become better critical thinkers; develop vocabulary and language skills; use prior knowledge; develop research skills; use graphic organizers; participate in hands-on projects; respond to literature; write well thought out essays; and delve into the written world through poetry, short essays and fiction. Students in their 12<sup>th</sup> grade year will participate in a Senior project in which they may choose from participating in an end of year gallery showcase or work on their own outside of school. All guidelines for this project will be given to them in their Senior English class.
- **Math I/Math II:** The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.
- **Physical Science:** The systematic study of the physical world, as related to chemistry, physics and space science. The topics studied in the course include the study of matter, energy and waves, forces of motion and the universe. This course introduces students to key concepts and theories that will provide a foundation for further study in other sciences.
- **World History:** Students will study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives
- **Government/Economics:** Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods.
- **Fine Arts:** The visual arts program offers students comprehensive art experiences with detailed explorations in the classics such as painting, drawing, ceramics, sculpture, and crafts. Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas:
  - by making art (art production);
  - by responding to and making judgments about the properties and qualities that exist in visual forms (art criticism);
  - by acquiring knowledge about the contributions artists and art make to culture and society (art history);
  - by understanding the nature, meaning, and value of art (aesthetics).

## ➤ Material Needed

- 3 ring binder with dividers
- College ruled paper/notebooks for each class
- Pens, pencils, erasers, rulers

## ➤ Course Requirements and Expectations

- Students are expected to participate fully in class discussions, reading activities, group work, hands-on projects and independent practice. If a student is unable to finish an activity in class, it will be expected to be completed before the next school day. The students must come to class with text books, paper, pencils, binders, and a backpack/bag. Students will be responsible for all their assignments, unfinished classwork and important fliers, handouts and documents.
- All classwork must be made up if you are absent, excused or not. It is the student's responsibility to ask their teachers for any missed assignments.
- All work must be submitted on 3 ringed, college ruled paper, or type written. Any work handed in ripped, stained or punctured will be deducted in points.
- Students must write their Name (first and last), Date, Period and Subject in the upper right hand corner of each and every assignment.
- Students work must be neat and clean. Please check and double check your work prior to handing it in for mistakes and grammatical errors.
- All students will be held accountable for upholding the school's **Academic Dishonesty and Plagiarism Policies**. Students who cheat on homework, tests or essays will receive no credit for that part of the assignment. **Cheating** is defined as (1) unauthorized copying from another student on any assignments; (2) allowing other to copy your work or in any other way assisting another student to cheat during homework, classwork, quizzes, tests or final exams. Plagiarism is defined as copying or borrowing extensively from another student's work or failure to properly give credit for an author's ideas or words.
- Students are held to the highest behavior standards. The class rules are posted in the classroom for the students to follow:
  - Be safe, be respectful, be responsible
  - Follow teacher and staff directions immediately
  - Use appropriate language and manners
  - Keep hands, feet and objects to yourself
- In class it is not acceptable to use inappropriate language, teasing or disrespecting someone because of race, religion, gender, gender expression, economical background, body image or sexual orientation.
- Students are to follow school dress codes as present in the Parent/Student handbook. Any student seen in violation of the dress code will be found by the teacher as a disruption to the class and will be asked to report the Vice Principal for consultation.
- Any student may be given a referral to the office for acting out in class, causing disruptions and fighting. A student may also be requested to participate in a parent/teacher conference. Often times the students will be asked to take a walk with staff or take some time away outside instead of a referral.

- **Homework:** Only unfinished classwork will be seen as homework. All assignments given in class will be allotted enough time for the student to complete within each class period.
- **Tests/Quizzes:** Quizzes and tests will be based on reading, vocabulary development, class activities, independent practice, direct instruction and group discussions. If the student is absent during a quiz/test, they will make it up.
- **Essays:** The students will be writing expository, persuasive, research, compare/contrast and analytical essays throughout many of their courses. As well, students will practice oral presentations in front of the class.
- **Semester Exams:** These exams will reflect the knowledge the student has obtained through their classwork, discussions, daily lessons, activities, independent work, readings, research and homework. The students should organize and save all activities, notes, independent practice, essays and journals to help prepare for their exams. Students will have a locker inside the classroom in which they can store all of their work and belongings.

➤ **Grades:**

➤ 100% - 89%	A	Compositions	25%
➤ 88% - 79%	B	Quizzes/Tests	25%
➤ 78% - 69%	C	Daily Lessons	25%
➤ 68% - 59%	D	Participation	25%
➤ 58% - below	F		

➤ **(Detach this piece and send back to school. Keep the syllabus at home with you).**

**Parents/Guardians:**

Throughout the course of this school year, I will challenge your student in maintaining high academic and behavior standards. This syllabus is designed to keep you informed of your student's high school career, what is expected of them and their responsibilities.

**Please sign and date below signifying that you have read and agree to the classroom and school policies.**

Feel free to contact me via school email [robin-gunning@scusd.edu](mailto:robin-gunning@scusd.edu) or call me at 433-5200 ext. 1404 and will return your inquiry within 24 hours.

Parent/Guardian Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Email address I can reach parent/guardian \_\_\_\_\_

Phone number I can reach parent/guardian \_\_\_\_\_