

*Mrs. Huelskamp*  
*English IV*

I would like to welcome you to English IV. There are many exciting opportunities that will be available to you this year. I look forward to exploring along with all of you. Before we begin, I would like to share some information about what I expect, what we will do in class, and overview some of the ways we will explore literature this year.

**Contact Information**

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**Classroom Procedures**

**Composition Book**

Students are expected to bring their composition books to class every day. The comp book will function as a note taking device and a resource for literature, grammar, and writing

**Homework**

Students should expect homework on a daily basis. As far as possible, the student will be given time to work on the homework in class, however additional time at home may be needed to finish assignments.

**Turning in Homework**

1. Paper assignments are to be turned in during class.
2. Students may view scores on Canvas and Power School.
3. Unless otherwise notified, homework is always due the following day. The school late work policy will be followed, as well as the cheating policy.

**Literature**

Literature work will be assigned from the *Elements of Literature* textbook and Canvas. Additional literature work will include novels, projects, and on-line activities.

**Grammar**

Grammar will consist of No Red Ink, classroom practice, and tests.

**Writing**

Writing assignments will be given every day. Students will use the writing process and develop a greater familiarity with the six-trait model.

**Grade Weighting**

Grammar – 10%  
Literature – 45%  
Writing – 45%

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## Curriculum

### 1<sup>st</sup> Quarter

- No Red Ink
- **AngloSaxons: 449 – 1066**
  - *Beowulf*
- **Middle Ages: 1066 – 1485**
  - *The Canterbury Tales*
  - King Arthur
- **The Renaissance: 1485 – 1660**
  - Renaissance Poetry
  - *Hamlet*
  - *Macbeth*

### 2<sup>nd</sup> Quarter

- No Red Ink
- **The Restoration and the 18<sup>th</sup> Century: 1660 – 1800**
  - “A Modest Proposal”
  - *Gulliver’s Travels*
- **The Romantic Period**
  - Romantic Poetry
  - *Frankenstein*

### 3<sup>rd</sup> Quarter

- No Red Ink
- **Victorian Period: 1832 – 1901**
  - *Alice’s Adventures in Wonderland*
  - Sherlock Holmes

### 4<sup>th</sup> Quarter

- No Red Ink
  - **The Modern World: 1900 - Present**
    - *The Hobbit*
    - *1984*
    - *Brave New World*
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## Expectations

My expectations of student behavior center around one word: **Respect**.

Respect for school—students should show the school respect. Show pride in your school by keeping it clean and use school property with care.

Respect for teachers and staff—students should show adults in the building respect. Students should be respectful in attitude, words, and behavior when interacting with the teacher or other adults.

Respect for other students—students should show each other respect. Show respect with your words. No negative talk, put downs, or bullying behavior will be tolerated. Be respectful with your physical space. Finally, be respectful with time. When given time in class to do homework, use it wisely. Talking or being a disruption during work time distracts other students from working.

Respect for self—students should show self-respect. Showing respect in yourself can be seen in trying your best on all work, turning it in on time, and completing all assignments. This can also be seen in how you conduct yourself. Treating others with disrespect also brings you down. Show pride in yourself by holding yourself to a higher standard.

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Students should read the handbook and be aware of the policies and consequences listed. School detentions will be given as per the handbook.

### **Consequences:**

Students that demonstrate disrespect in any of its forms within the classroom will face the following consequences:

- Verbal warning
- Teacher/student conference
- Detention
- Parent/Student/Teacher Conference
- Office referral

The consequence given will depend on the severity of the infraction.

Detentions must be served the day following the infraction, unless otherwise scheduled by the instructor. Failure to appear for a detention will result in two detentions. Further failure to appear will result in an office referral. Students need to be on time and come with a writing utensil. The student will reflect on his or her actions during the detention through a written essay. If a student does not meet the detention requirements within the allotted detention time, he or she will be expected to serve additional time as scheduled with the instructor until the detention requirements are met.

## Academic Ethics

My goal is to help each student to reach their full potential as scholars and productive members of society. I want students to develop skills in reading, analyzing, writing, speaking, and critical thinking. Equally important to me is that students develop the skills of hard work, perseverance, and integrity.

In order to develop skills, both academically and as an individual, it is important to complete all work honestly and to the best of your ability. Academic dishonesty, i.e. turning in work that is not your own, will not be tolerated. **Assignments that violate academic ethics will be given a zero.**

### **Cheating**

If you turn in work that you have copied from another student, in full or in part, this is cheating. You are expected to complete your own work.

### **Plagiarism**

Plagiarism is using another person's published work as your own. This includes pre-written essays, quotes and statistics that are not cited, "reworded" material, and summaries taken from a published work without proper citation.

### **Artificial Intelligence (AI)**

With the rise in AI technologies, it becomes more tempting to try and use these resources to do your work for you. This will not be acceptable in this class. You are not to use AI, in whole or in part, to create your written responses, essays, or presentations. Turning in writing as your own that you have not created violates academic ethics.

In order for you to develop critical thinking skills, you must practice the skills. As your academic coach, it is my job to push you to work hard academically in order to improve. This is just like your coaches in athletics. They push you physically and mentally in order to make you a better athlete. Similarly, in this classroom, I want you to become a better student. In order for this to occur, you must do the work yourself.

Even more importantly, I want you to develop the skills of grit and integrity. I expect you to put in the work, even when it is difficult. I also expect you to practice and demonstrate integrity by turning in work that is your own and demonstrates your honest effort to practice the skills that we are developing.

Student \_\_\_\_\_

Parent \_\_\_\_\_

Date \_\_\_\_\_