

# English 12 Course Expectations

## Coronado High School

2026-2027

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## Course Description

This one-year course (*Post-Secondary Composition and Universal Themes in Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

## Course Objectives

1. To produce and critique complex texts that include analysis, synthesis, hypothesis formulation, and argument as well as the structural features of documents common to the workplace, the collegiate setting, and/or real-life writing situations likely to be experienced after high school. [W.11-12.1-10]
2. To produce a variety of complex written, spoken, multi-genre, and multimedia works, making conscious choices about precise language, form, style, and/or visual representation. [RL.11-12.1; RI.11-12.1; W.11-12.1-9; SL.11-12.5, 6; L.11-12.1, 6]
3. To investigate and analyze universal themes and literary movements represented in a variety of complex literary, nonfiction, and expository texts and media of exceptional craft and thought whose range provides opportunities to develop and define an understanding of commonalities and differences among human cultures. [RL.11-12.2-7, 9; RI.11-12.2-9]
4. To craft and evaluate intricate arguments in support of analysis of a universal topic or complicated text. [RL.11-12.1; RI.11-12.1; W.11-12.1; SL.11-12.3, 6; L.11-12.1-3]
5. To examine and discuss different perspectives of a topic, idea, or theme, the ways in which cultures communicate and the conflicts that may arise as a means of understanding and communicating current day conflicts and views as well as propose possible solutions. [RL.11-12.5, 7; RI.11-12.4-6; W.11-12.4, 6, 8, 9; SL.11-12.1-3]
6. To practice inquiry and research to inform writing, speaking, and visual expression for personal understanding and growth, as well as to prepare for post-secondary education. [RL.11-12.1, 7; RI.11-12.1, 7; W.11-12.1, 2, 7-10; SL.11-12.1; L.11-12.6]
7. To develop as a reader, speaker, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading and discussion. [RL.11-12.1-7; RI.11-12.1-7, 10; W.11-12.4-6, 8-10; SL.11-12.1-6; L.11-12.1-6]

The following focuses will prepare students for College and Career Readiness Standards through the units of study:

Writing: Narrative, Expository/Informational, Argument, Personal Reflection, and Creative/Imaginative

Reading: In class novels/excerpts, outside novels, Short Stories, Poetry, and Informational Texts

Vocabulary: Literary Terms, Literature-based Vocabulary, Vocabulary for Achievement, Grammar, Style, and Structure

Research: Processes, Proper Citation, and Formatting (MLA 9th Edition)

Speaking and Listening: Discussion, Seminars, Presentations, Music, Film, and Debate

## Course Literature/Major Works

Teachers at each grade level review the course materials annually in order to ensure accuracy in maintaining the scope and goals of each course according to the Nevada Academic Content Standards. Literature is carefully selected in order to ensure students are exposed to complex texts, allowing students to make critical connections to the larger world. The selected works, contemporary or classical in nature, are individually identified based on their literary merit and their ability to guide and encourage meaningful student discourse, critical thinking, and analysis.

## Course Outline

**Quarter 1 – WARRIORS AND LEADERS** What makes a hero? (Reading - from *Beowulf*, Writing - Argumentative Essay)

**Quarter 2 – THE TRAP OF TIME** How much does the past determine the future? (Reading - from *Macbeth*, Writing - Literary Analysis Essay)

**Quarter 3 – DISCOVERING THE SELF** How do we define ourselves? (Reading - from *Frankenstein*, Writing - Narrative Essay)

**Quarter 4 – EXILE AND BELONGING** What does it mean to call a place home? (Reading - *The Things They Carried*, Writing - Research Report)

### Novels/Texts:

Students will read various novels and other texts throughout the course of the year. For students wishing to purchase books themselves, they will be notified which version to purchase two weeks before the start of that unit. While all of the anchor texts in the curriculum of Coronado High School are taken from the approved list adopted by the Clark County School District, there are selections that contain content that can be mature in nature.

## Course Information

### 1. Testing & Testing Make-up Policy

If there is an extenuating circumstance that affects students' ability to complete assessments in a timely manner, they should contact their teacher to discuss making up those assessments. Students who fail to contact their teacher will be expected to complete the assessments at the designated time.

### 2. Assignment Make-up Policy:

The teacher may assign various assessments daily. These may include reading, writing, vocabulary, grammar, or reinforcement and enhancement activities. **Deadlines are expected to be respected. If you have extenuating circumstances, please contact your teacher prior to the due date** (See Missing Work and Reassessments on the next page). Units are one week in length.

### Teacher Interaction/Help:

Teacher office hours vary by teacher. Most teachers' office hours are before and after school. Please check with your teacher beforehand to determine their availability.

### Cell Phone Policy:

To promote a focused and respectful learning environment, all students are required to place their cell phones in the designated cell phone pouch at the beginning of each class. Phones must remain in the pouch for the duration of the class period unless specific permission is granted by the instructor for educational use.

Failure to comply with this policy may result in a warning, confiscation of the device, or further disciplinary action in accordance with school policy. This policy is in place to support your learning, minimize distractions, and encourage active engagement in class activities.

### AI Use & Academic Integrity Policy:

To maintain academic integrity and promote original thinking, the use of Artificial Intelligence (AI) tools (such as ChatGPT, GrammarlyGO, or other content generators) is prohibited for completing assignments unless explicitly allowed by the teacher. All submitted work will be checked for AI-generated content. Any assignment with an **AI similarity score of 25% or higher** will be subject to the following consequences:

- **Formative Assignments:** A score of **0** will be given with **no opportunity for redo**.
- **Summative Assignments:** A score of **0** will be given. A **retake option** will be available **only if the student has not already used their one allowed retake** for that summative assessment.

### Clark County School District Required Grading Scale:

A: 90–100% Excellent

B: 80–89.99% Above Average

C: 70–79.99% Average

D: 60–69.99% Below Average

F: 50–59.99% Emergent

\*All quarter/semester grades will receive a minimum of 50%

### Individual Assignments/Assessments:

- Individual Assignments/Assessments scores in the gradebook will reflect the students actual progress towards the mastery of the standards.
- For example, an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% on the grading scale prior to posting final quarter/semester grades.

### Semester Exams:

- Semester exams are only required for high school credit-bearing courses.
- Semester exam scores below a 50% will be adjusted to the minimum score on the District grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%).

## School Wide Grading Categories

Summative Assessments will account for 80% of overall quarter grade

- Tests, quizzes, major assignments and/or projects.

Formative Assessments will account for 20% of overall quarter grade

- Meaningful practice of skills required to master.
- Covers objectives of each unit.
- Tied to extension of learning beyond the classroom.

Semester grades will be calculated as follows:

Quarter 1/3 – 40%

Quarter 2/4 – 40%

Semester Exam - 20%

### Missing Work:

- Missing work procedures will be consistent school-wide.
- In alignment with CCSD Guidelines Used in Conjunction with Regulation 5113, Attendance Enforcement.
- Students are expected to adhere to deadlines for assignments/assessments.
- If a student does not submit the missing formative or summative work and/or assessment by the common established school deadline of five school days from the **posted due date**, and the teacher is unsuccessful in eliciting evidence of the student's learning, there is no further action from the educator, keeping the "M" in the Grade Book.
- Teachers will have the discretion to determine timelines where missing work will be accepted beyond the five school days from the posted due date when barriers/life events occur for students without a reduction in their score.
- The mark "M" is a score of 0 percent in the Grade Book, communicating the lowest possible grade.
  - The "L" late flag is added to the assignment to monitor student behavior separate from the academic grade once the missing assignment is turned in and the earned score is entered.
- Teachers will proactively notify students and, when appropriate, parents/guardians of missing assignments through Infinite Campus, Canvas, email, or other established school communication methods, providing notice and an opportunity to submit the work before the five-school-day deadline expires.

### Homework:

- Homework will be used for practice or an extension of learning.
- Homework expectations will be in accordance with Policy 6143 and Regulation 6143.
- Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work not as an academic grade.

**Citizenship:**

- Academic behaviors will be evaluated using the citizenship grading rubric.
  - Secondary Learner Behavior Matrix and Rubric
- Plagiarism/cheating will be considered “missing.”
  - Students will receive an “M” with a score of 0% until the original work has been submitted. A student's academic score may increase when original work is submitted for grading.
  - The student will receive a “U” on the citizenship grading rubric for the quarter.

**Reassessments:**

- Students can request and participate in ONE reassessment opportunity per each summative assessment regardless of original grade.
  - After receiving assessment results, students have up to five school days to communicate and schedule their reassessment with their classroom teacher.
  - Students must not be excluded from reassessment due to limited transportation nor commitments outside of school. Students must be given time during the school day if they cannot attend before or after school.
  - Students must complete a reassessment reflection to develop a plan for new learning.
- Teachers will have the discretion to determine timelines where reassessment will be completed beyond this timeline.
- Summative reassessments will not be given during the last week of the quarter. Teachers will have the latitude to allow reassessments during this time period, if they choose.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning.
- A student’s grade should accurately reflect new learning. The higher proficiency level of the student must be reflected in the gradebook.
- Reassessment opportunities will not be offered for final exams/semester exams.

**Communication to Students and Families:**

- Communication of grades via the Infinite Campus Grade Book will be done in accordance with Regulation 5122.
- Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- In addition to maintaining an up-to-date Grade Book, teachers will communicate with students and families using appropriate methods such as Infinite Campus messaging, email, phone calls, or conferences when there are significant concerns regarding academic progress, missing assignments, or a substantial decline in a student's grade. These communications are intended to promote timely intervention and support student success.

**English 12 Supplies**

- Access to school Google account at all times, including Google Drive
- Headphones/earbuds for multimedia and other class activities only when instructed.
- In class texts required, as necessary.

**Student AND parent/ guardian, please acknowledge receipt [HERE](#).**