**SPRUCE CREEK HIGH SCHOOL**

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**Dear Parent/Guardian**:

Greetings and welcome to the 2019-2020 school year! Allow me to extend my congratulations to you and your child for making it through the first three years of our International Baccalaureate program. If your son/daughter maintains his/her level of dedication to all aspects of the program and a good frame of mind, it should be mere months before they will be rewarded with an IB diploma. As you can see from the syllabus and course outline, IB English IV is designed to be a challenging course that builds upon the knowledge acquired in previous years to eventually culminate in a passing score on the IB HL English Literature exam in May 2020. While literature, poetry, and non-fiction readings are the central feature of the course, numerous writings, creative activities, and oral performances/presentations are integrated throughout the year. As with all areas of the IB program, this course seeks to develop well-rounded students who are lifelong learners.

*PLEASE NOTE that this course also allows students the option to take the Advanced Placement English: Language and Composition exam AND/OR to retake the Advanced Placement English: Literature and Composition exam in order to gain college credit. Please email me or discuss these options with your child at some point before February 1 in order to determine what would be in your child’s best interests.*

To facilitate your awareness of the aims, objectives, assessment methods, and structure of this course, please visit and monitor our class website where all this information can be found in expanded form (the address is below). I believe that the classroom should provide an encouraging environment in which all students can learn. I also believe in maintaining a constructive learning environment free from distractions. If your child is disciplined for inappropriate actions or behaviors, please feel free to contact me to discuss the incident so that we can work together towards a resolution that benefits everyone.

You are a major part of your child’s success in education. I encourage you to speak openly and often about their studies at school, and please communicate with me whenever you have a question, concern, or comment about what we are doing in English class. Please contact me at any time. Once again, I look forward to helping your child succeed in English this school year.

Sincerely,

Patrick Gufford

[pwguffor@volusia.k12.fl.us](mailto:pwguffor@volusia.k12.fl.us)

[www.guffordsenglishclasses.weebly.com](http://www.guffordsenglishclasses.weebly.com)

**Spruce Creek High School English Department Honor Code**

**PARENTS/STUDENTS: PLEASE READ, FILL IN ALL BLANKS,**

**AND RETURN THIS PAGE TO CLASS**

Every student has the right to learn and pursue his/her academic interests. Students also have the right to pursue their education free from the ills caused by any form of intellectual dishonesty. Some courses of study are highly demanding, and students are expected to pursue their individual studies with honesty and integrity.

All forms of cheating are violations of this Honor Code. Cheating includes the actual giving or receiving of any unauthorized aid or assistance on any form of any piece of academic work. Students will receive zero credit for any assignment, quiz, or test on which they have cheated.

Plagiarism, literary theft, is the worst form of cheating. Plagiarism includes the copying of or representation of another's work as one's own. Not only is the act dishonorable, but it is also unlawful. If evidence of plagiarism is found in any student's writing, that student will receive zero credit for that assignment, and a recommendation may be made that he/she be moved out of an Advanced Placement or International Baccalaureate class if applicable (see syllabus for more definitions of plagiarism).

In addition to plagiarism, the following are also considered cheating: stealing tests; looking on another person's paper or allowing someone to look on yours; text messaging or using cameras/phones to relay information; copying homework; sharing specific answers; using Spark Notes or another similar source to feign having read the material; telling a student in a later class periods the items on a test or the answers to a test.

**I understand this Honor Code as well as the consequences incurred if I dishonor it.**

Date \_\_\_\_\_\_\_\_\_\_\_\_

Student's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student's Name (Printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student's most useful phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent's Name (Printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s most useful phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Volusia County Grading Guidelines for Secondary Schools**

There are *two types of assessment* identified by the IB program:

• *Formative assessment* informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

• *Summative assessment* gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this.

As defined by Volusia county:

*Formative Assessments* 1) occur during the learning process; 2) provide feedback during the learning process to improve learning and possibly to differentiate instruction to diverse needs; 3) enable the teacher to determine if students are prepared for future summative assessments.

*Summative Assessments* 1) occur after the learning process; 2) provide the information teachers need to assign a grade; 3) allow students to prove what they have learned. There will be more than 3 summative assessments per grading period. No single summative may be worth more than 20% of a student’s quarter grade.

For IB English IV:

Formative Assessments count 40% of the total grade. Summative Assessments count 60% of the total grade. I will not be rounding quarter grades up. Grades are available on Pinnacle. Pinnacle divides grades between 40% formative and 60% summative. Inside those percentages, I will be using a Total Point System in which assignments of greater significance will have a greater value. For example, usually summative tests and projects will often count for up to 100 or more points while minor summative assessments might count for 25 points or less.

**Note**: Some quizzes and writing assessments will be unannounced. Assignments are subject to change at the teacher’s discretion.

**Our summative assessment day for 2019-2020 is THURSDAY, so please monitor your child’s readiness each weekend and attendance to begin each week.**