



Women's Academy of Excellence

Building Leaders, Building a Nation

456 White Plains Road, Bronx, NY, 10473 * Tel: 718-542-0740 *Fax 718-542-0841* www.thewae.org
Dr. Florilinda L. Sol Cruz, Principal

Ms. Maudi Rodriguez, Asst. Principal

Course Syllabus School Year 2025-2026

I. Course Information	
Course Code	
Course Title	English Literature
Meeting days and Period	
Room	30
Regents Date (if applicable)	
Course Description	Students read a variety of texts from the <i>HMH</i> textbook, short stories, excerpts, poems, and novels to help develop their analytical skills. Students determine the central ideas of texts and explain how writing strategies influence the texts. These writing strategies include conflict, characterization, figurative language, and tone. In addition, students learn to craft arguments that include clear thesis statements and well-supported claims. The skills developed in this course are essential to building a foundation for success on the AP Literature and Composition exam

II. Course objectives Aligned to NYSED Next Generation Learning Standards	
1.	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. 11-12R1: Cite strong and thorough textual evidence to support analysis of what the

	text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
2.	9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a style and tone appropriate to the writing task. 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence. 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases. 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented. 11-12W1f: Maintain a style and tone appropriate to the writing task.
3.	9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.

4.	9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. 11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
5.	9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
6.	All of the Enduring Understanding for AP Literature and Composition
7.	WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

III. Teacher Information	
Name	Therisa Campbell
Email Address	tcampbell13@schools.nyc.gov
Phone Number	718-542-0740
Small Group Instruction Policy or Guidance (if any)	Upon request only

IV. Course Coverage¹

Unit # & Title	Topics	Intended Learning Outcomes	Performance Assessment Task/ End of Unit Assessment	Inclusive Dates
Short Fiction I	Sherlock Holmes The Enduring Echoes: Unearthing the Past and its Impact on Crime, Justice, and Identity in the Sherlock Holmes Mysteries "The Disappearance of Lady Frances Carfax" "The Adventure of the Norwood Builder" "The Adventure of the Yellow Face" "The Five Orange Pips" "The Sign of Four"	Analyze how past events, long-held secrets, and historical injustices serve as foundational causes for crimes and conflicts in the selected Sherlock Holmes mysteries. Explain how Holmes's deductive reasoning and meticulous observation enable him to uncover hidden histories and their profound influence on the present-day cases. Evaluate the ways in which characters' identities are shaped, obscured, or revealed by their pasts, and how these revelations impact the resolution of the mysteries. Discuss the complex interplay between justice and morality as depicted in cases where crimes are rooted in historical grievances or deeply personal motivations. Identify and explain specific literary techniques (e.g., plot structure, characterization of Holmes and Watson, red herrings, foreshadowing) that Arthur Conan Doyle uses to build suspense and develop the theme of the past's enduring impact.	ELA Regents Part 1: Text Analysis Central Idea and Development: Based on the excerpt, identify a central idea the author develops regarding the impact of past events on the current mystery. Explain how the author uses one specific literary element (e.g., characterization, foreshadowing, conflict, setting) to develop this central idea. Use specific evidence from the excerpt to support your answer. Part 2: Argumentative Essay Prompt: In the Sherlock Holmes mysteries, Arthur Conan Doyle frequently demonstrates how crimes and their resolutions are deeply rooted in events, secrets, or injustices from the past. Task: Write a well-organized argumentative essay in which you analyze how Arthur Conan Doyle uses two or more literary elements (such as plot structure, characterization, foreshadowing, setting,	

¹ Units text, performance and assessments task are subject to change

			or symbolism) across at least two of the selected Sherlock Holmes stories/novella (from the list above) to develop the central idea that unearthing past events is crucial to understanding and resolving present-day crimes and their impact on individual identity and the pursuit of justice. AP Literature and Composition Free Response Question (FRQ 2) For "The Disappearance of Lady Frances Carfax": Read the following excerpt from Arthur Conan Doyle's "The Disappearance of Lady Frances Carfax." In this passage, Holmes and Watson are investigating a critical piece of evidence or a revealing conversation. In this excerpt, analyze how Arthur Conan Doyle uses characterization and selection of detail to establish the sinister nature of the plot and reveal the precarious position of Lady Frances Carfax. For "The Adventure of the Norwood Builder": Read the following excerpt from Arthur Conan Doyle's "The Adventure of the Norwood Builder." In	
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			this passage, Holmes is either interrogating John Hector McFarlane or examining the crime scene with his unique observational skills. In this excerpt, analyze how Arthur Conan Doyle uses narrative point of view and irony to create suspense and to challenge the reader's initial assumptions about guilt. For "The Adventure of the Yellow Face": Read the following excerpt from Arthur Conan Doyle's "The Adventure of the Yellow Face." In this passage, Effie Munro is confessing her secret to her husband, or Holmes is reflecting on the true identity of the figure in the cottage. In this excerpt, analyze how Arthur Conan Doyle uses symbolism (particularly the "yellow face") and foreshadowing to explore themes of hidden identity, prejudice, and marital trust. For "The Five Orange Pips": Read the following excerpt from Arthur Conan Doyle's "The Five Orange Pips." In this passage, John Openshaw recounts the	
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			mysterious deaths in his family, or Holmes delivers his final, urgent warning. In this excerpt, analyze how Arthur Conan Doyle uses plot structure (specifically the use of flashback or retrospective narration) and setting (the ominous implication of global reach) to establish a sense of inescapable doom and the lasting terror of a dark past.	
Poetry I	Saadi Yousef: At Kerak Citadel Longing Inspired by the Law of Gravity By Fadwa Touqan From <i>Bears at a Funeral</i> by Salah Faik From <i>When Winged Bulls Fly</i> by Salah Faik Gitanjali by Rabindranath Tagore THE REBEL by Kazi Nazrul Islam	Analyze and interpret how poets from diverse geopolitical contexts (e.g., Middle East, Indian subcontinent) articulate experiences of oppression, exile, and struggle in their work. Identify and explain the various forms of resistance and resilience—be they overt defiance, spiritual fortitude, or the preservation of cultural identity—as expressed through poetic language and imagery. Examine the role of poetry as a tool for social commentary, political awakening, and the expression of collective memory and longing for liberation. Compare and contrast the stylistic choices, thematic nuances, and emotional registers employed by different	AP Literature and Composition FRQ 1 Saadi Yousef: "At Kerak Citadel" Read the following poem carefully. Then, in a well-developed essay, analyze how Saadi Yousef uses literary elements and techniques, such as imagery, symbolism, and historical allusion, to convey the enduring impact of conflict and the complex relationship between memory and place. Fadwa Touqan: "Longing Inspired by the Law of Gravity" Read the following poem carefully. Then, in a well-developed essay,	

	Sonnet 30 by Edmund Spenser Sonnet 75 by Edmund Spenser Voices of Resistance and Resilience: Poetics of the Oppressed	poets to convey messages of endurance and hope in the face of adversity. Connect the poetic themes to broader historical and cultural movements, recognizing the significance of individual voices within larger narratives of struggle and self-determination.	analyze how Fadwa Touqan uses literary elements and techniques, such as metaphor, personification, and shifts in tone, to explore the psychological weight of longing and the experience of separation and confinement Salah Faik: "From Bears at a Funeral" Read the following poem carefully. Then, in a well-developed essay, analyze how Salah Faik uses literary elements and techniques, such as symbolism, incongruous imagery, and understatement, to comment on the absurdity and profound sadness of loss and displacement Salah Faik: "From When Winged Bulls Fly" Read the following poem carefully. Then, in a well-developed essay, analyze how Salah Faik uses literary elements and techniques, such as mythological allusion, paradoxical imagery, and tone, to convey a sense of resilient hope and the yearning for impossible liberation in	
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			the face of harsh realities. Rabindranath Tagore: <i>Gitanjali</i> (A Representative Poem) <i>For this prompt, assume a specific poem from Gitanjali (e.g., Song XXXV, "Where the mind is without fear," or a poem focusing on devotion and surrender) would be provided on the actual exam. The prompt is generalized to fit the collection's themes.</i> ELA Regents ELA Regents (Text Analysis Response): <i>This task mirrors the Text Analysis Response by requiring students to analyze a text (or multiple texts) for central ideas and literary elements, using textual evidence to support your claims.</i>	
Longer Fiction or Drama I	<i>Clap When You Land</i> by Elizabeth Acevedo The Impact of Secrecy and Unrevealed Truths on Identity and Family Dynamics	Analyze how the secret of the father's dual life impacts the individual identities of Yahaira and Camino. Evaluate how the revelation of the unrevealed truth reshapes and challenges existing family dynamics within both the American and Dominican contexts.	AP Literature and Composition Free Response Question (FRQ 3) Elizabeth Acevedo's novel "Clap When You Land" intricately portrays the aftermath of a devastating secret—a father's dual life—and its profound repercussions on the lives of his two	

		Identify and explain specific literary elements (e.g., dual narrative, characterization, figurative language, symbolism) that Acevedo uses to portray the emotional and psychological effects of secrecy and betrayal. Discuss the complexities of grief, trust, and forgiveness as themes developed through the characters' responses to the revealed truths. Articulate how Acevedo's narrative choices contribute to the novel's exploration of identity formation and familial bonds in the face of profound secrets.	daughters, Yahaira and Camino. The novel explores how the sudden revelation of this truth forces both girls to confront fractured perceptions of themselves and their families. Prompt: In Elizabeth Acevedo's "Clap When You Land," the intricate narrative structure, dual perspectives, and evocative poetic language converge to illuminate the profound and often destabilizing impact of long-held secrets on the formation of identity and the reconfiguration of familial bonds. ELA Regents Part 1: Text Analysis Central Idea and Development: Based on the excerpt, identify a central idea the author develops. Explain how the author uses one specific literary element (e.g., characterization, point of view, figurative language) to develop this central idea. Use specific evidence from the excerpt to support your answer. Part 2: Argumentative Essay Prompt: Elizabeth Acevedo's "Clap When You Land"	
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			explores the profound and often destabilizing impact of long-held secrets on individual identity and family relationships. Task: Write a well-organized argumentative essay in which you analyze how Elizabeth Acevedo uses two or more literary elements (such as characterization, narrative point of view, setting, imagery, or figurative language) to develop the central idea that unrevealed truths profoundly shape and challenge an individual's identity and family relationships.	
Short Fiction II	Kate Chopin Desiree's baby A respectable Woman A story of an Hour Charlotte Perkins Gilman "The Giant Wistaria The Yellow Wallpaper If I Were a Man ZZ Packer	Analyze how authors use literary devices (e.g., imagery, metaphor, foreshadowing) to develop themes related to gender, race, class, and individual freedom. Compare and contrast the experiences of characters across different stories, identifying similarities and differences in their struggles against societal constraints. Examine how specific historical and cultural contexts influence the characters' actions and the author's message. Deconstruct the various forms of constraint (e.g., social norms, legal limitations, psychological barriers) depicted in the stories.	ELA Regent Part 1: Text Analysis Central Idea and Development: Based on the excerpt, identify a central idea the author develops. Explain how the author uses one specific literary element (e.g., characterization, point of view, figurative language) to develop this central idea. Use specific evidence from the excerpt to support your answer. Part 2: Argumentative Essay Directions: Read the prompt carefully. Write a well-organized argumentative essay that uses evidence from	

	“Drinking Coffee Elsewhere” “Brownies” “Doris is Coming” Chimamanda Ngozi Adichie “A Private Experience” “Chuka” “The American Embassy Voices of Constraint and Liberation: Exploring Identity and Social Expectations in Short Fiction	Identify and explain the ways in which characters seek or achieve liberation, or fail to do so.	at least three of the short stories studied in this unit. Prompt: To what extent do individuals achieve liberation when confronting societal constraints, and what are the various forms this liberation can take? AP Literature and Composition (FRQ 2) “The Yellow Wallpaper” by Charlotte Perkins Gilman The following passage is from Charlotte Perkins Gilman's short story "The Yellow Wallpaper." Read the passage carefully. Then, in a well-written essay, analyze how Gilman uses literary elements and techniques to develop the narrator's deteriorating psychological state and her evolving relationship with her confinement. "The Giant Wistaria" by Charlotte Perkins Gilman In Charlotte Perkins Gilman's "The Giant Wistaria," the decaying house and its surrounding natural elements hold a	
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			significant presence in the narrative. Analyze how Gilman uses setting and symbolism to develop the story's themes concerning hidden histories, patriarchal control, and the haunting consequences of societal repression. "If I Were a Man" by Charlotte Perkins Gilman In Charlotte Perkins Gilman's "If I Were a Man," the protagonist, Mollie Mathewson, experiences a profound shift in perspective. Analyze how Gilman uses point of view and irony to illustrate the story's commentary on gender roles, societal expectations, and the limitations placed upon women in the early 20th century. "Désirée's Baby" by Kate Chopin In Kate Chopin's "Désirée's Baby," a young woman's identity and life are irrevocably altered by a single, racially charged accusation. Analyze how Chopin uses narrative perspective and symbolism to develop the story's central themes concerning race, identity, and the	
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			destructive nature of prejudice. "A Respectable Woman" by Kate Chopin In Kate Chopin's "A Respectable Woman," Mrs. Baroda experiences an internal conflict regarding her feelings for Gouvernail. Analyze how Chopin uses characterization and irony to reveal the complexities of Mrs. Baroda's inner life and the societal expectations that shape her decisions. "The Story of an Hour" by Kate Chopin In Kate Chopin's "The Story of an Hour," Louise Mallard reacts to the news of her husband's death in an unexpected way. Analyze how Chopin uses setting, imagery, and the protagonist's internal monologue to explore themes of freedom, marriage, and female autonomy. "Drinking Coffee Elsewhere" by ZZ Packer In ZZ Packer's "Drinking Coffee Elsewhere," the protagonist, Dina, navigates a new and unfamiliar social environment at Yale. Analyze how Packer	
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			uses characterization and dialogue to explore Dina's sense of alienation and her evolving understanding of identity in relation to class and racial expectations. "Brownies" by ZZ Packer Prompt: In ZZ Packer's "Brownies," a group of African American Brownie scouts encounters a troop of white girls at a summer camp. Analyze how Packer uses point of view and irony to reveal the complexities of racial prejudice and the nuanced ways children perceive and internalize societal biases. "Doris is Coming" by ZZ Packer In ZZ Packer's "Doris is Coming," the narrative focuses on Doris's internal reflections amidst the preparations for a social gathering. Analyze how Packer uses characterization and setting to develop Doris's struggle with her past choices and the societal expectations placed upon her regarding motherhood and success.	
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			"A Private Experience" by Chimamanda Ngozi Adichie In Chimamanda Ngozi Adichie's "A Private Experience," two women from opposing religious groups are forced into a confined space during a riot. Analyze how Adichie uses setting, dialogue, and point of view to explore the complexities of human connection, shared vulnerability, and the breaking down of prejudice in moments of crisis. "Chuka" Chimamanda Ngozi Adichie In Chimamanda Ngozi Adichie's short story "Chuka," the author presents a male character navigating specific societal or familial expectations. Analyze how Adichie uses characterization and relationships (e.g., familial, romantic, or social) to reveal the pressures and complexities faced by male figures in the context of Nigerian society. "The American Embassy" by Chimamanda Ngozi Adichie	
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			In Chimamanda Ngozi Adichie's "The American Embassy," a mother recounts her experience seeking asylum amidst personal tragedy. Analyze how Adichie uses first-person narration, imagery, and the framing device of the embassy interview to convey the protagonist's grief, her moral dilemmas, and the broader political landscape.	
Poetry II	"If" by Rudyard Kipling "Sonnet 18: Shall I Compare Thee to a Summer's Day" William Shakespeare "Do Not Live Half a Life" by Gibran Khali "Still I Rise" by Maya Angelou "My Papa's Waltz" by Theodore Roethke "On Being Brought from Africa to America" by	Analyze how characters or speakers in poetry make choices that impact their lives and sense of self. Evaluate the influence of personal experiences and broader societal contexts on the development of identity within poetic texts. Identify and explain various forms of resilience as portrayed in the poems. Apply knowledge of literary devices (e.g., metaphor, simile, imagery, symbolism) to interpret poetic meaning and theme. Articulate universal themes about the human condition derived from a comparative study of the poems. Develop critical thinking and analytical skills through close reading and discussion of complex poetic texts.	ELA Regents ELA Regents (Text Analysis Response): <i>This task mirrors the Text Analysis Response by requiring students to analyze a text (or multiple texts) for central ideas and literary elements, using textual evidence to support your claims.</i> AP Literature and Composition (FRQ 1) "If" by Rudyard Kipling In Rudyard Kipling's "If," the speaker outlines a series of conditional behaviors that lead to an ideal character. Analyze how Kipling uses rhetorical structure (such as anaphora and conditional clauses)	

	Phillis Wheatly "The Applicant" by Sylvia Plath "The Road Not Taken" by Robert Frost The Human Journey: Choices, Identity, and Resilience		and figurative language to define the speaker's concept of a resilient and complete individual. "Sonnet 18: Shall I Compare Thee to a Summer's Day" by William Shakespeare In William Shakespeare's "Sonnet 18," the speaker attempts to immortalize the beloved through poetry. Analyze how Shakespeare uses figurative comparisons (metaphor, simile) and the traditional sonnet form to assert the enduring nature of beauty and the power of art in shaping identity and memory. "Do Not Live Half a Life" by Gibran Khalil Gibran In Gibran Khalil Gibran's "Do Not Live Half a Life," the speaker issues a passionate call for a full and engaged existence. Analyze how Gibran employs parallel structure, imperative verbs, and vivid antithetical imagery to challenge the reader's choices and encourage a more authentic and complete identity. "Still I Rise" by Maya Angelou In Maya Angelou's "Still I Rise," the speaker confronts oppression and asserts her strength and dignity. Analyze	
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			how Angelou uses rhetorical questions, powerful imagery, and repeated refrains to convey a profound message of resilience and self-affirmation in the face of adversity. "My Papa's Waltz" by Theodore Roethke In Theodore Roethke's "My Papa's Waltz," the speaker recalls a childhood dance with his father. Analyze how Roethke uses diction, imagery, and sound devices (such as rhythm and rhyme) to explore the complex and ambiguous nature of the relationship, revealing nuances about identity and early experiences. "On Being Brought from Africa to America" by Phillis Wheatley In Phillis Wheatley's "On Being Brought from Africa to America," the speaker reflects on her journey to America and her religious conversion. Analyze how Wheatley uses religious allusion and a shifting tone to explore themes of identity, salvation, and the complex relationship between suffering and spiritual enlightenment. "The Applicant" by Sylvia Plath In Sylvia Plath's "The Applicant," the speaker	
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			satirizes societal expectations through a job interview scenario. Analyze how Plath uses dark humor, extended metaphors (especially for the "perfect" spouse), and direct address to critique conventional roles and challenge the construction of identity in a consumerist society. "The Road Not Taken" by Robert Frost In Robert Frost's "The Road Not Taken," the speaker reflects on a past decision about diverging paths. Analyze how Frost uses symbolism (the roads), descriptive imagery, and the speaker's contemplative tone to explore the complexities of choices, their perceived impact on identity, and the nature of human reflection.	
Longer Fiction or Drama II	<i>Things Fall Apart</i> by Chinua Achebe The Destructive Impact of Colonialism on Traditional Igbo Society and Individual Identity	Analyze the key characteristics of traditional Igbo society and culture as depicted in <i>Things Fall Apart</i> prior to the arrival of the missionaries. Explain how the introduction of European colonialism and Christianity challenges and disrupts the social, political, and religious structures of the Umuofia clan. Evaluate the various ways in which individual	ELA Regent Part 1: Text Analysis Central Idea and Development: Based on the excerpt, identify a central idea the author develops. Explain how the author uses one specific literary element (e.g., characterization, conflict, setting, symbolism) to develop this central idea. Use specific evidence from the excerpt to support your answer.	

		characters, particularly Okonkwo, respond to the changes brought by colonialism, and how these responses shape their identities. Identify and explain specific literary elements (e.g., characterization, symbolism, conflict, narrative perspective) that Achebe uses to portray the destructive impact of colonialism. Discuss the themes of cultural clash, identity crisis, and the fragility of tradition as presented in the novel. Articulate how Achebe's narrative choices contribute to his overall message about the legacy of colonialism.	AP Literature and Composition Free Response Question (FRQ 3) Chinua Achebe's novel "Things Fall Apart" serves as a powerful critique of colonialism, illustrating its profound and often tragic consequences for the indigenous societies it encounters. The narrative meticulously details the intricate social, religious, and cultural fabric of the Umuofia clan, only to demonstrate how this equilibrium is shattered by the arrival of European missionaries and the subsequent imposition of British administration. Prompt: In Chinua Achebe's "Things Fall Apart," the author employs a range of literary techniques, including but not limited to narrative point of view, characterization, cultural symbolism, and the depiction of conflict, to illuminate the central argument that colonialism functions as a destructive force, eroding both the collective identity of a traditional society and the individual identities of its members.	
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Research Paper	Fall Semester: As an initial assignment for the twelfth grade, you are mandated to compose a group research paper. Your group will research a civics topic and make a group presentation of your research. This assignment will span three marking periods—from September 2025 to January 2026. Spring Semester: To culminate the 12th grade, you are mandated to compose an independent research paper. Your research will culminate in a presentation of your research. This assignment will span three marking periods—from January 2026 to June 2026. Below are the criterias for success. For each research paper, the following task must be completed to earn credit. ■ Annotated Bibliography ■ An Outline ■ Two rough drafts ■ One final Draft ■ One group presentation in the fall semester ■ One individual presentation in the spring semester
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V. Grading Policy

Summative Assessment	30%
These are assessments designed by teachers to evaluate student learning at the end of an instructional unit. These are high stakes exams and/or greater involved assignments that will be used to guide how teachers will modify future activities in later units. For classes that culminate in a Regents examination, Summative Assessments will consist of regents based questions that will mirror the format of that Regents Examination.	The summative assessments include: a. End of Unit Assessments b. Weekly Tests c. Midterm Exams (November/May) d. Final Exams (January/June)
Formative Assessment	55%
These are ongoing assessments that are designed to monitor student learning in order to provide consistent feedback. These assessments may be used by teachers to modify their teaching in an effort to improve student learning. The goal of the assessment is to assist you in identifying your strengths and challenges, and allow your teacher to target areas where you may need assistance, and likewise help the teachers to recognize where you may be struggling and address the problems immediately.	This criteria includes: Classwork/ Quizzes = 20% Homework = 15% Projects / Labs* = 20% *Labs for science courses
Citizenship	15%

This component is designed to support you in being productive students who are engaged in learning and respectful of your learning environment. The <i>WAE</i> believes that productive citizenship will have a great impact on your academic performance. This criteria includes the following: a) Display of positive and diplomatic behavior b) Compliance with the “No Cell phone Policy” of the school. c) Compliance with the uniform policy d) Active engagement during class. Students' progress in all areas are monitored and addressed in accordance with the rubric that is designed to reflect progress.	
Total Possible Points:	100%

VI. MAKE UP WORK	
Unless otherwise indicated by the subject teacher, the following policy applies:	
1	If your absence is approved in advance, and if the work is assigned by the teacher in advance, all make-up work including an assigned test, is due upon your return to school. Teachers may use their discretion, and may make exceptions, in the case of a student who did not plan an absence in advance, and the absence is beyond the student's control, and the nature of the absence prevents a student from submitting work on the day she returns to school.
2	If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have 2 days to complete the missing work. If the student is absent for 4 or more days, she will have two days to complete the missing work. Special consideration will be given in the case of extended absences due to injury or chronic illness.
3	All make-up work will be accepted if it is accompanied with a valid excuse note signed by a parent/guardian/or doctor.
4	No make-up work will be provided for Do Now.

VII. LATE WORK	
Unless otherwise provided by the teacher, the following policy for late work hereby applies:	
1	If your work is submitted within three days beyond the due date of any graded assignment may earn a maximum score of 80%; providing it is completed correctly. Additional points will be deducted from the assignment if information is incorrect, incomplete, or if the work submitted does not meet the requirement as specified by the content rubric.
2	Students will earn a maximum of 65% for correctly completed work that is more than three days late but submitted a week before the end of the marking period.
3	The same late work policy applies for projects and large assessments (unless an alternate policy is provided by the subject teacher). Late work will be accepted with a 5% deduction per school day, with a minimum score of 65% for complete work
4	Late work will be graded based on accuracy in addition to the penalty for late submission. Students are expected to make sure that work submitted will met the requirement as specified by the rubric.

NOTE: The updated academic policy hereby supersedes and renders null and void any previously approved grading policy.

VIII. CLASSROOM POLICIES	
1	Attendance – Regular attendance is required. The expected attendance rate is no less than 90%. Documentation is needed for any absences.
2	Submission of Assessment Tasks - <i>Should be on time; late submittal of coursework's will not be accepted, or where there is a valid justification, its acceptance is upon the faculty discretion subject to reasonable grade penalties.</i>
3	Formative and Summative Assessment
4	Cellphone Policy
5	Lateness & Do Now Policy
6	Dress Code/ Uniform Policy
7	Plagiarism & Academic Honesty
8	Grave misconduct - <i>Any form of disrespect to your teacher or to others will not be tolerated and is meted corresponding Sanction as per Chancellor Regulation</i>

IX. HOMEWORK POLICY	
Some homework will be online using Google Classroom and other online platforms. There will be paper assignments or reading. All assignments will be posted on Google Classroom. All homework is due on the assigned due date. Students who are absent have three days to make up for late work; however, it is the student's responsibility to get the missed assignment from the Google Classroom.	

X. RESOURCES AND MATERIALS	
1	One composition notebooks
2	Highlighter
3	Pen or pencil
4	One heavy duty plastic folder

XI. BELL SCHEDULE	
1	8:20 am to 9:07 am
2	9:09 am to 9:54 am
3	9:56 am to 10:41 am
4	10:43 am to 11:28 am
5	11:30 am to 12:15pm
6	12:18 pm to 1:05 pm LUNCH PERIOD/ SMALL GROUP INSTRUCTION²
7	1:07 pm to 1:51 pm
8	1:53 pm to 2:38 pm

² By invitation only