

**Cosby High School**

# **English II**

## **2019-2020 Syllabus**

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### **Part 1: Course Information**

#### **Instructor Information**

**Instructor:** Jennifer Shults  
**School Telephone:** 423-487-5602  
**E-mail:** shultsj1@cocke.k12.tn.us

#### **Course Description**

**ENGLISH 10 Credit: 1** English II is a course that integrates the Tennessee standards of language, communication, writing, research, logic, informational text, media, and literature in order to prepare students to be successful in college level courses. This course will include extensive reading and critical analysis of a variety of genres, including several significant literary works. The Tennessee Ready assessment will be given at the completion of English II and the score will count as 15% of the student's final grade. This course meets the requirements of the Tennessee University and College System as a standard English credit. All students are required to pass English II in order to be eligible for a high school diploma. \*This class will also incorporate a reading intervention system. This will be a yearlong class. We will work at a slower pace and use different interventions/strategies to help improve the students' reading levels.

#### **Prerequisite**

- English I

#### **General Education/High School Pathway Area**

- English II is the second of four required credits in Language Arts for graduation.

#### **Textbook & Course Materials**

##### **Required Text**

- *Prentice Hall Literature: Grade 10*  
Common Core Edition  
ISBN: 10:013-319059-5
- Rewards Book/RTI

**Texts & Other Readings (Class Sets)***Pride and Prejudice**Animal Farm**Julius Caesar**Lord of the Flies**Final Salute**Night**Survival in Auschwitz***Course Requirements**

Three-Ring Binder (2" and this is **NOT** to be used for multiple classes)

Notebook Paper

Dividers (15)

Blue/Black Pen

Red Pen

Pencils (#2/Mechanical)

Highlighters

**Course Structure**

The course structure is based upon small amounts of instructional lectures, student-led and maintained class discussion and participation, weekly and nightly homework assignments, weekly testing over vocabulary, grammar and literature, major projects with novels, research and research papers/projects, mid-term and final.

**Online Resources**

Purdue OWL

No Fear Shakespeare

MIST (EOC Prep.)

ACT Prep. Websites

College Board

TNTEL

## Part 2: Student Learning Outcomes

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of a text relate to each other and the whole.

- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own clearly and persuasively.
- Integrate and evaluate information presented in diverse media formats, such as visual, quantitative and oral formats.
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- Present information, findings and supportive evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
- Integrate relevant and credible information from multiple print and digital source while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection and research.
- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all homework, classwork, tests, essays, test corrections, mid-term, final and class discussion participation and preparation.

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### **Part 3: Topic Outline/Schedule**

*Semester 1*

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Quarter	Unit	Req. Major Readings/ Novels	Supplemental Works/ Resources	Research/ Composition	Vocabulary/ Essential Terms
<b>1<sup>st</sup> nine weeks</b>	Grammar	<i>The Leap, Contents of a Dead Man's Pocket, Julius Caesar, A Quilt of a Country</i>  <i>Rewards/RTI interventions</i>	ACT Vocabulary, Daily ACT Question, <i>Superman and Me, The Conductress (I Know Why the Caged Bird Sings), Enemy of the People, Anton Checkov: Selected Stories</i>	Argument	ACT Vocabulary Allegory Alliteration Ambiguity Aphorism Atmosphere Autobiography Biases Closed Reading Cohesion
				<b>Grammar</b>	
<b>TSASs</b>				Punctuation and Sentence Combining with Daily Oral Language Activity	
		<i>Pride and Prejudice</i>  <i>Rewards/RTI interventions</i>	ACT Vocabulary, Daily ACT Question	Informative/ Expository	Connotation Counterclaim Denotation Diction Ethos Foreshadow Hyperbole Idealism Individualism Irony Logos Mood Naturalism
				<b>Grammar</b>	
				Grammar with writing and Daily Oral Language Activity	
<b>2<sup>nd</sup> nine weeks</b>		<i>Anthem, Pride, Glory, In Flanders Field, Conscientious Objector, Lord of the Flies</i>  <i>Rewards/RTI interventions</i>	ACT Vocabulary, Daily ACT Question, <i>A Day That Will Live in Infamy, Surrender to Japan, Speech to Hitler Youth, Book Burning, Finest Hour, Old Soldiers Never Die</i>	Research Project/Paper/ Inter Citation/ MLA Documentation	Onomatopoeia Parable Pathos Primary Source Purpose Realism Refrain Regionalism Rhetoric Romanticism Satire Symbolism Tone Transcendentalism
				<b>Grammar</b>	
				Mechanics in Context with Daily Oral Language Activity	
<b>3<sup>rd</sup> nine weeks</b>		<i>Survival in Auschwitz/Night</i>  <i>Rewards/RTI Interventions</i>	ACT Vocabulary, Daily ACT Question,	Research Project/Paper/ Inter Citation/MLA Documentation	Alienation American-Modernism Analogy Assonance Blank Verse Closed Reading Dialect Disillusionment
				<b>Grammar</b>	

				Daily Oral Language Activities	Domain-Specific Epigraph Flashback Great Depression Haiku Iamb
<b>4th nine weeks</b>		<i>Animal Farm/Nation Rewards/RTI Interventions</i>	ACT Vocabulary, Daily ACT Question, <i>Peace for Our Time, I Have Faith in the Righteousness of Our Cause, Ask Not What Your Country</i>	Literary Analysis	Imagism Industrialization Interior Monologue Local Color Metaphor Parallelism Personification Premise
					Realism Regionalism Simile Syntax
		<i>Final Salute/Flags of Our Fathers</i>	ACT Vocabulary, Daily ACT Question, <i>Mr. Gorbachev, Tear Down That Wall, We are Truly Sorry, Yes, We Can!, Bush's 9/11 Speech,</i>	Theme Analysis	Stream of Consciousness
	<b>Final and</b>	<b>EOC Review, Preparation,</b>	<b>and Practice</b>		

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## Part 4: Grading Policy

### Graded Course Activities

**Assignments** for details about each assignment listed below. Basis for grading is for each semester

<b>Points</b>	<b>Description</b>
100	Weekly Vocabulary Tests and Essay Tests
100	Major Projects, Notebook Checks, Research Papers
10/10 per week	Class Participation and Preparedness
100	Homework, Classwork and Quizzes
100	EOC
100	Mid-Term and Final

### Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Online grades will be posted weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this

course.

## **Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	93-100	Excellent
B	85-92	Good
C	75-84	Average
D	70-74	Below Average
F	69 and below	Poor

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#### Part 5: Course Policies

##### Attend Class

Students are expected to attend all class sessions as listed on the course calendar. Three tardies equal an absence. Be on time and be prepared.

##### Participate

Students are expected to participate in all class discussions, and be prepared for each class session. Class participation is determined by the following: attitude, preparedness, listening, classroom interaction and behavior.

##### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Ms. Shults know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing Ms. Shults when difficulties arise during the semester so that she can help you find a solution. This is being responsible for your own learning and success.

##### Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from Ms. Shults *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

##### Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.



# Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
  - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
  - Best practice is for students to leave devices at home or in their lockers on the day of testing.
  - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
  - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
  - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
  - I will focus and put forth effort on the test .
- Being honest and not cheating
  - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level

disciplinary action as deemed appropriate by the administration.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.