

Ms. Healy * English 2 A * Syllabus * 2021-22

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Office Hours: Before/After School Daily EXCEPT Wednesdays & Fridays, Lunch (Tuesdays & Thursdays), OR by app't.

Remind app: @fdde9ab Google Classroom: [yj7uv25](#) Sophomores GC: [ctmyhgd](#) JSHS GC: [yrunpor](#)

Philosophy

English is primarily the study of **communication**. Enhancing communication skills is vital for both academic and post-graduate/career success. In this course we will apply those skills in the four areas of English: Reading, Writing, Listening, and Speaking with the ultimate goal in mind to meet the JSHS Vision Statement: "The John Swett Unified School District is a welcoming and diverse learning community committed to engaging and empowering students of all backgrounds, closing opportunity gaps and building successful students." I intend to prepare students for future Advanced English courses, careers, and college to the best of my ability.

Course Description

"English 2A is a class for students who love to read and discuss literature. It is designed to improve your skills in and understanding of the English language. English 2A requires students to read many challenging texts and, in response to them, students are expected to write complex and sophisticated essays and have similar discussions. This is a challenging course and should not be taken lightly. In addition to helping students grow as writers, readers, speakers, and thinkers, it prepares students for the challenges they will meet in English 3A and AP English. English 2A is designed also to prepare students for college English at the University of California, the California State University, or at other four year schools. It fulfills the "b" requirement of the University of California." (Source: The JSHS Course Description, revised August 2020.)

Organization

Time and materials studied will be structured around the standards & objectives described in the Common Core State Standards adopted by the California Department of Education. Standards designed to enhance students' readiness for college and careers include: reading literary texts; reading informational texts; writing and literacy; listening and speaking; English language (aka Vocabulary and Grammar); and enhanced by the use of technology.

AVID-based Instructional Techniques/Activities

Writing: focused note-taking system, learning logs, quick writes and reflections, process writing, peer evaluation, authentic writing, writing to learn, essay writing (analytical & persuasive), research writing (informational), presenting a formal speech

Inquiry: skilled questioning techniques, Costa's levels of thinking, Socratic seminars, tutorials, investigations, questions that guide research

Collaboration: Socratic seminars, tutorials, philosophical chairs, group activities and projects, peer editing groups, service learning projects.

Organization: binders and organizational tools, calendars, planners, and agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals.

Reading: deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, reciprocal teaching.

Teaching Materials & Over-Riding Theme

In order to meet standards related to reviewing the elements of literary analysis and writing strategies we will use the text *Prentice Hall Literature Platinum Level*. Mondays will be devoted to college and career preparation using the above resources and materials from a variety of professional organizations alternated with exercises preparing for standardized testing like the CAASPP, PSAT, and SAT. Tuesdays will be devoted to literacy focusing on vocabulary development, standard written language, exam preparation, and writing.



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In order to expand upon standards intended to improve reading and writing skills we will study literature focused on answering the question: **How do I make ethical choices in a chaotic and hostile world?** First semester focuses on selected poetry, short stories and drama readings from *Prentice Hall Literature Platinum Level*, to first follow up on and discuss the summer reading *To Kill a Mockingbird* by Harper Lee. In addition, we will be completing units reading individual works: *Julius Caesar* by William Shakespeare, *The Kite Runner* by Khaled Hosseini, *Persepolis* by Marjane Satrapi, *All Quiet on the Western Front* by Erich Maria Remarque, *Lord of the Flies* by William Golding, *Things Fall Apart* by Chinua Achebe, and *Animal Farm* by George Orwell {This list is subject to minor changes and additions.} Students are welcome to use copies provided by JSUSD, but are urged to consider buying their own copies of any edition the works listed above (excluding the Perrine textbook.)

Expectations

High school is designed to help prepare students to future experiences and success in college and their careers. Typically courses in English emphasize reading as the primary form of homework, few routine/homework assignments, and more lengthy essays upon which more emphasis is placed. Plan on one hour of homework per night (primarily reading or essay writing practice.) Students should make regular use of the school's web sites (Aeries & Blackboard) and the class calendar to pace their work, complete assignments and succeed.

Daily, on time attendance is **critical** (i.e. in the room, in your assigned seat before the bell rings to signal the beginning of class). Please review the school policies for guidelines on school expectations and penalties for absences and tardies with your instructors. Students should be ready to work with assigned book(s), paper, writing instruments and a binder or folder wherein they keep all materials for the current grading period. All students are required to bring a composition book wherein they will record class exercises & activities. These will be checked off periodically and collected once a semester. (Ms. Healy has a limited supply to sell for \$1 each.)

Behavior expectations in my classroom are guided by the rules of common courtesy and mutual **respect**. The use of electronic devices is allowed solely at designated times ("Tech Breaks") in Ms. Healy's classroom. AP students should also review the contract for additional expectations. The key factor in guiding classroom behavior should be based upon the JSHS "Schoolwide Learner Outcomes" (SLOs):

- Socially Responsible and Ethical Citizens
- Well: Physically, Mentally, and Emotionally
- Effective Communicators
- Thoughtful Problem Solvers
- Technologically Skilled: College and Career-Ready

Most importantly: *Degrading racial, ethnic, homophobic, sexist, or religiously and culturally intolerant language or behavior is not acceptable in this classroom.*

Grading

Grades reflect student progress and learning towards meeting the state and district standards above measured by student performance. Weightings below are based upon traditional grading scales and are intended to give students an idea on how to focus their efforts. (Grading scale: A = Excellent/Superior (90-100%); B = Good/Strong (80-89%); C = Average/Adequate (70-79%); D = Passing/Weak (60-69%); F = Inadequate (< 60%). I do **not** use rounding.)

Grading Based on Common Core Areas of Focus for English Language Arts

- Reading:** class work, homework, note taking, graphic organizers, projects, etc. (25%)
- Speaking/Listening:** presentations, projects, Socratic Seminar, participation (Friday Form) (25%)
- Writing:** quick writes, essay outlines, formal & personal essays (25%)
- Tests, Quizzes, Exams:** vocabulary, end of unit/novel exam, reading quizzes (25%)

Late work is accepted **solely** with a "No Questions Asked" slip attached, must be submitted no later than five days after the original due date, and will receive reduced credit. Long-term assignments are due on assigned date regardless of attendance status. No late work is accepted after the final regular day of each quarter.

