

## English II Honors with Ms Brown

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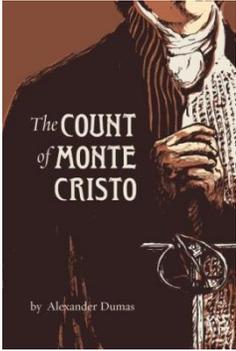
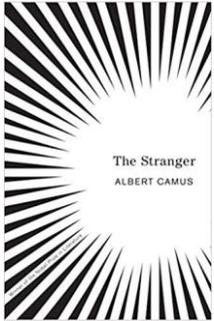
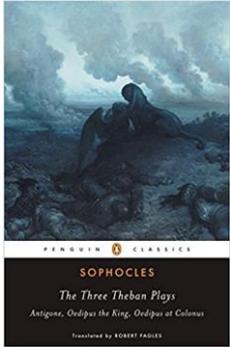
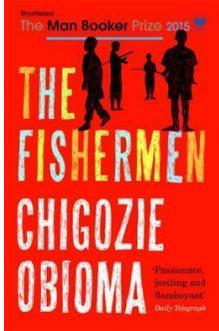
Room 221

Period 1 – Semester 2

Period 5/6 – Semester 2

English II focuses on the SC College and Career Ready ELA Standards; these standards include strands in Inquiry, Reading Literary Text, Reading Informational Text, Writing, and Communication. Students will read a variety of fiction and non-fiction texts including novels, short stories, poems, plays, articles, essays, criticism, news, documents, etc. for the purpose of creating a solid foundational understanding of the methods of English study. Students will build upon previous knowledge and develop new strategies to enhance their reading, writing, and analytical skills. Writing primarily focuses on expository and argumentative essay types and techniques. A significant part of the curriculum is also devoted to student-driven inquiry and communication skills.

### *Major Texts for English II Honors with Ms Brown*

<p><i>The Count of Monte Cristo,</i> Alexandre Dumas</p> 	<p><i>The Stranger,</i> Albert Camus</p> 	<p><i>Oedipus Rex and Antigone,</i> Sophocles</p> 	<p><i>The Fishermen,</i> Chigozie Obioma</p> 	<p>Independent Reading Selection</p> <p>(more details to come)</p>
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Supplies Suggested: an agenda/calendar for assignments (students are expected to manage their own assignment calendars; I do not send out reminders to complete coursework); one (1) three-ring binder; one (1) composition notebook; plenty of lined, loose-leaf paper; black or blue pens and/or pencils; any different colored pen(s) for editing; any colored highlighters for notes and annotations; post-it notes (any brand, size, or color) for annotating.

We use a *lot* of paper in this course. As such, it is highly suggested that students create an organizational system that allows them to quickly and easily find handouts that we reference throughout the course. I usually make one copy per student. If that copy is lost, it is the student's responsibility to procure an additional copy.

I do my best to provide most of the above for all students if needed; I always accept donations of additional supplies and gently used contemporary novels and YAL.

## **Class Expectations**

Students will be expected to:

- Be prompt and ready to learn when class begins.
- Be prepared by having materials and acknowledging due dates.
- Be a polite and positive participant.
- Be productive by turning in work on time and giving their best effort.
- Be a problem solver by correcting problems quickly and peacefully before they escalate.
- Be a part of the community by adhering to the JICHS Student Code of Conduct.

## **Grading Weight Distribution**

All work for course – 80% of semester grade, weighted thusly:

Daily work and homework – 30% weight

Quizzes and minor assessments – 20% weight

Major writing assignments and major assessments – 50% weight

Final Exam – 20% of semester grade

## **Resubmission of Assignments**

As your performance in this course will be assessed based on your progress toward meeting proficiency or mastery of the South Carolina College and Career Readiness Standards for this course, students are allowed (and greatly encouraged) to make substantial edits, changes, and re-workings of major assignments and resubmit the work to be re-assessed. This should occur on a reasonable timeline. Resubmitted work must demonstrate clear and thoughtful reworking; making superficial changes (e.g. changing one or two sentences and correcting minor SPAG errors) is not enough for a work to qualify for a re-assessment.

## **Email Communication**

I communicate with students and parents almost exclusively through email because of the ease of its use, and it creates an automatic record of our conversations (making it easier to refer back to on-going issues or concerns). As a JICHS scholar, you have been issued an email address. I expect you to check your email. Please do not email me and then ask me in class the next day if I got your email; the vast majority of the time I respond to email within hours (sometimes minutes) of your initial email. Please be aware that I respond much more quickly to student emails than parent emails, though usually parent emails receive a response within 48 business hours.

## **Extra Credit**

There are many, many opportunities to succeed in this course; however, there are no extra credit opportunities. I am not flexible on this topic. Please do not ask me about extra credit.

## **Google Classroom**

It is required that you join the Google Classroom for this class. All class-wide notices and most, if not all, assignments will be posted to Google Classroom. Most, if not all, major assignments must be turned in through Google Classroom. You can access our Google Classroom page through the Google Classroom app or by going to <http://classroom.google.com> while logged into your email account. Use the class code below to join this class.

ENGL II Honors – Period 1 (Semester 2) — Class Code: igkc1a

ENGL II Honors – Period 5/6 (Semester 2) — Class Code: eg4pg3t

## Standards-Based Grading

Standards-based grading measures your mastery of the essential standards for a class or how well you understand the material in class. 8-point rubrics will be used for major assessments, and 4-point rubrics will be used for skills practice assignments. Daily work, homework, and quizzes will be assessed on the 4-point scale. Major writing assignments, projects, and tests will be assessed on the 8-point scale. Some assignments have additional weighting due to their increased investment of time and effort. The rubric scales will be converted to a letter grade using the South Carolina Uniform Grading Scale shown below:

<b>A:</b> 7.48 – 8.00 <b>94-100</b>	<b>B-:</b> 6.36 – 6.59 <b>80-82</b>	<b>D+:</b> 5.32 – 5.55 <b>67-69</b>
<b>A-:</b> 7.16 – 7.47 <b>90-93</b>	<b>C+:</b> 6.12 – 6.35 <b>77-79</b>	<b>D:</b> 5.00 – 5.31 <b>63-66</b>
<b>B+:</b> 6.92 – 7.15 <b>87-89</b>	<b>C:</b> 5.80 – 6.11 <b>73-76</b>	<b>D-:</b> 4.76 – 4.99 <b>60-62</b>
<b>B:</b> 6.60 – 6.91 <b>83-86</b>	<b>C-:</b> 5.56 – 5.79 <b>70-72</b>	<b>F:</b> 0.00 – 4.75 <b>0-59</b>

This conversion scale sets clear expectations for student learning:

A or A-	The student demonstrates an in-depth, advanced understanding of the material and skills used to complete a majority of assigned tasks. Mastery.
B+, B, or B-	The student demonstrates proficiency of complex, targeted knowledge of the material and skills used in the class without assistance. Adequately proficient.
C+, C, or C-	The student demonstrates understanding all of the foundational skills with minimal assistance; may struggle with consistent application. Minimally proficient.
D+, D, or D-	The student demonstrates understanding of all of the foundational skills with some assistance; struggles with consistent application. No proficiency.
F	The student does not demonstrate any proficiency in a majority of the skills, even with assistance. No proficiency.

Students with missing work should submit work as soon as they are able. Otherwise, the work becomes scored as “no proficiency”: 1 on a 4-point assignment; 2 on an 8-point assignment (25%). The “no proficiency” grade will remain until the work is submitted on a reasonable timeline. There is no grade penalty for late work, but students should understand that not keeping up with due dates creates an enormous workload strain and usually the quality of work greatly suffers. Students with a substantial amount of missing assignments should meet with me to prioritize workload.

## Standards-Based Grading & What It Looks Like in PowerSchool

**Column 1:** Assignment category. See syllabus for category weights.

**Column 2:** Assignment name. Each assignment is coded with: 1) the South Carolina College and Career Ready focus standard(s) that are used to assess the student's demonstrated learning, 2) the name of the unit in ALL CAPS, and 3) the name of the assignment.

1	2	3	4	5	6
Eng: Major Assessments/Writing	I, RI, W - RESEARCH, Research-Based Argument Essay ⓘ		45/50	90	View
Eng: Major Assessments/Writing	I, RI, W - RESEARCH, Annotated Bibliography ⓘ		43.88/45	98	View
Eng: Major Assessments/Writing	I, RI, W - RESEARCH, Process Narrative ⓘ		5/5	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #11&12 ⓘ		4/4	100	View
Eng: Coursework	RL.10.1, RI.9.1 - Vocabulary, List #10 Chart ⓘ		4/4	100	View
Eng: Quizzes	RL.10.1, RI.9.1 - Vocabulary, List #10 Quiz ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #10 ⓘ		4/4	100	View
Eng: Coursework	W.4.1, 5.1 - Grammar, Embedding Evidence ⓘ	⊖	2/4	50	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #9 ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #8 ⓘ		4/4	100	View
Eng: Coursework	RL.10.1, RI.9.1 - Vocabulary, List #9 Chart ⓘ		4/4	100	View
Eng: Quizzes	RL.10.1, RI.9.1 - Vocabulary, List #9 Quiz ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #5,6,7 ⓘ		4/4	100	View
Eng: Coursework	I.4.1, RL.6.1., RL.10.1 - Fiction, Roles in the Pl ⓘ	ⓘ	1/4	25	View
Eng: Coursework	W.4.1, 5.1 - Grammar, Topic Sentences ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #4 ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #3 ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #2 ⓘ		4/4	100	View
Eng: Coursework	RL.10.1, RI.9.1 - Vocabulary, List #8 Chart ⓘ		4/4	100	View
Eng: Quizzes	RL.10.1, RI.9.1 - Vocabulary, List #8 Quiz ⓘ		4/4	100	View
Eng: Coursework	RI.6.1 - FISHERMEN, Contextualizing Nigeria ⓘ		4/4	100	View
Eng: Coursework	RL.8.1, 11.1, W.2.1 - FISHERMEN, Lit Circle #1 ⓘ	⊖	2.5/4	63	View
Eng: Coursework	W.4.1, 5.1 - Grammar, Thesis Statements I ⓘ		4/4	100	View
Eng: Major Assessments/Writing	I.4.1, RL.8.1 - SOPHOCLES, Antigone & Fem Comprehe ⓘ		8/8	100	View
Eng: Major Assessments/Writing	W.1.1 - SOPHOCLES, Antigone & Fem Argument ⓘ		7.5/8	94	View
Eng: Coursework	RL.5.1 - SOPHOCLES, Antigone & Fem Synthesis/Diale ⓘ		8/8	100	View
Eng: Coursework	RL.10.1, RI.9.1 - Vocabulary, List #7 Chart ⓘ		4/4	100	View
Eng: Quizzes	RL.10.1, RI.9.1 - Vocabulary, List #7 Quiz ⓘ		4/4	100	View
Eng: Major Assessments/Writing	I.4.1, RL.8.1 - SOPHOCLES, Oedipus & Masc Comprehe ⓘ		8/8	100	View
Eng: Major Assessments/Writing	W.1.1 - SOPHOCLES, Oedipus & Masc Argument ⓘ		8/8	100	View
Eng: Coursework	RL.5.1 - SOPHOCLES, Oedipus & Masc Synthesis/Diale ⓘ		8/8	100	View
Eng: Quizzes	RL.5.1, 6.1, 8.1, 9.1 - Poem Analysis - "The Flea" ⓘ		8/8	100	View
Eng: Quizzes	W.4.1, 5.1 - Grammar, Putting Sentences Tgthr Quiz ⓘ		7.25/8	91	View
Eng: Coursework	I.4.1, RL.6.1 - SOPHOCLES, Irony ⓘ		4/4	100	View
Eng: Major Assessments/Writing	RL.9.1, 10.1, 12.2, RL.9.1 - Literary Terms ⓘ		8/8	100	View

**Column 3:** Additional comments. Here assignments can be noted as missing, incomplete, exempt, absent, collected, and/or late.

**Column 4:** Assessed performance. The student's achieved points out of the available assignment points.

**Column 5:** Percentage. PowerSchool automatically converts the students achieved points out of available assignment points to a percentage.

**Column 6:** Additional comments. Here the detailed SCCCR standards for the assignment are included.