

# **WELCOME!**

1st Period: Ream of paper

2nd Period: Kleenex

Block: Hand sanitizer

6th Period: Post-It Notes

7th period: Ream of paper

Wish list for

CLASSROOM SUPPLIES:

**Booker T. Washington High**

**Room 225**

**Website: http://btwashenglish.weebly.com**

**Email: mgriffith@escambia.k12.fl.us**

**Phone**: 850-475-5257 X256

**SIGN UP FOR EDMODO!**

Parents, please get your parent code from your student.

#### Mary Kate Griffith

Mary Kate Griffith

mgriffith@escambia.k12.fl.us

<http://btwashenglish.weebly.com>

Pens (blue and black ink)

Pencils

2” 3-ring binder

Paper (College-ruled only)

NEEDED SUPPLIES:

1. Class notes
2. Writing
3. Vocabulary
4. Literature
5. Grammar

### **Reading:**

### Variety of Poetry

### Variety of Short Stories

### Variety of non-fiction (essays, memoirs, articles)

### *Anthem*

### *In the Time of the Butterflies*

### *Julius Caesar*

### *Book Thief*

### (Titles may change as resources become available.)

### **Special points of Interest:**

### *Contact Information*

### *Edmodo*

### *Assessments*

### *Binder with Tabs*

### *Writing Portfolio*

### *Grading and Policies*

### *Student Responsibilities*

### *Common Core Standards*

### *Course Outline*

### This year is going to be a great year! I look forward to challenging your students to become independent and analytical thinkers and writers. We will be using technology to enhance the learning experience as well as participating in various group activities. The objectives of English II are met through a variety of activities which includes reading, writing, speaking and listening. All activities will adhere to the Common Core Standards as I strive to prepare your children for college and career readiness. Please review the syllabus. If you have any questions, please let me know via Edmodo or school e-mail.

LABEL TABS:

August 19, 2013

**English II/English II Honors**

Signing up for Edmodo and joining my group is crucial to class communication between students, parents, and teachers. I will post all assignments, lessons, links, etc. A calendar will also be set up for students and parents to be aware of important dates and assignment deadlines. PARENTS, PLEASE OBTAIN YOUR EDMODO CODE THROUGH YOUR STUDENT’S ACCOUNT.

**ASSESSMENTS:**

**Formal:** reading quizzes, vocabulary quizzes, essays, writing responses, projects, presentations

**Informal**: small and large group activities, class discussion, warm-ups, daily writing, participation, journaling, **binder check**

**Essays**: narrative, explanatory, argumentative, research paper, and various other writings

**Writing Portfolios: s**tudents will keep a writing portfolio throughout the semester, showcasing their work

*Essays will be scored based on analysis, range of evidence provided, thesis statement, structure, language use, and conventions.*

**GRADING:**

This class will consist of daily grades and quizzes. Homework will be assigned on Monday and is due on Friday. The grades will be weighed in the following manner:

Tests 40%

Daily Work: 25%

Projects/Essays 25%

Homework: 10%

Absentee policy adheres to the Escambia County Student Rights and Responsibilities Handbook

**EXPECTATIONS**: Student must be

**Positive:** Respect classmates, classroom and teacher at all times.

**Prompt:** In order to be successful, you must be on time to class everyday.

**Prepared:** In order to be successful, you must come to class with your supplies.

**Productive:** In order to be successful, you must come to class ready to work.

## Education demands that you meet certain expectations and being prompt and prepared are two that you need in order to be productive. I have extremely high expectations for all my students.

**READING**

* Read complex fiction and non-fiction literature
* Use substantial evidence from the text in your writing
* Analyze the development of a text in regards to how the author uses theme, characters, language usage, tone, plot, figurative language, structure
* Analyze cultural viewpoints presented in texts from other countries
* Analyze a theme or topic presented in two different artistic mediums
* Analyze how the author develops arguments and uses sources to develop the text
* Determine the author’s point of view or purpose presented in the text

**WRITING**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience to:

* 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, concepts, 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 technique, well-chosen details, and well-structured event sequences
* Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, re- writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
* Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

**LANGUAGE**

* Demonstrate command of standard English grammar, in speaking or writing
* 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
* Vocabulary: Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

**LISTENING/SPEAKING**

* **I**nitiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
* Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
* Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
* Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance under- standing of findings, reasoning, and evidence and to add interest

**This is an overview of the new Common Core Learning Standards.**

## **COMMON CORE STANDARDS OVERVIEW**

**Escambia County Schools**

**Fourth Nine Weeks:**

**Writer’s Notebook**

**Article of the Week**

**Modes of Writing**: narrative, explanatory, and persuasive

**INDIVIDUALITY vs WORLD**

**Novel:** *Personal choice from World History list*

**Poems:** “The Guitar” “The Moon at the Fortified Pass”

**Short Stories:** “There will Come Soft Rains” “Before the Law”

**Nonfiction:** Articles of the Week

**Speeches:** Patrick Henry “Speech in the Virginia Convention” Leonard Pitts Jr. “We Will Go Forward from This Moment”

**Grammar:** End of year review and narrative techniques

**Writing:** Prepare speech, NPR’s 3-minute fiction (original narrative)

**Third Nine Weeks:**

**Writer’s Notebook**

**Article of the Week**

**Modes of Writing:** Persuasive and Expository

**INDIVIDUALITY vs CULTURE**

**Poetry:** “The Stolen Child” “The Cat’s in the Cradle”

**Novel:** *Farewell to Manzanar (non-honors)***,** *In the Time of the Butterflies (Honors)*

**Nonfiction:** “Keep Memory Alive” “The Uprooting of a Japanese American Family”

Articles of the week

**Speeches**: Gerald Ford “Speech on Japanese American Internment”

Elie Wiesel “Keep Memory Alive”

**Drama:** *Taming of the Shrew (optional)*

**Grammar:** Parallel structure

**Writing:** Timed writing to prepare for FL Writes

**Second Nine Weeks:**

**Writer’s Notebook**

**Article of the Week**

**Modes of Writing**: narrative, explanatory, and persuasive

**INVIDUALITY vs POWER**

**Drama:** *Julius Caesar (Honors)*

**Novel***: Anthem (non-honors)*

*Book Thief (honors)*

**Nonfiction:** Articles of the week

**Short Stories:** “By the Waters of Babylon”

**Epic Poem:** *Morte D’Arthur*

**Speeches:** Marc Antony **“**Friends, Romans, Countryman**”** from *Julius Caesar*

**Gramma**r: clauses, sentence types, citations, MLA, punctuation, quotes and parenthetical references

**Writing**: research paper, literary analysis,

**First Nine Weeks:**

**Writer’s Notebook**

**Article of the Week**

**Modes of Writing**: explanatory, and persuasive

**INDIVIDUALITY vs CONFORMITY**

**Poems: “Conscientious Objector” “A Man”**

**Novel*:*** Summer reading cont.

**Short Stories:** “Contents of a Dead Man’s Pocket” “Two Friends” Damon and Pythias”

**Nonfiction**: “I Won’t Hire People Who Use Poor Grammar” Articles of the week

**Speeches:** Alexander Solzhenitsyn from “Nobel Lecture”

**Gramma**r: phrases, figurative language, MLA heading

**Writing**: Reflection and response to article of the week, writer’s notebook, response to text/literature using MLA format

**ENGLISH II/English II Honors TENTATIVE COURSE OUTLINE**

**This course MAY include, but is not limited to, the following material**