



Canby High School English 2-A Syllabus 2016-17

Course and credit(s)	CHS: English 2A (.5) credits
Course Description	This class will concentrate on sentence structure, spelling, punctuation, paragraphing, pre-writing and revising, and vocabulary building exercises. To meet the standards of the Essential Skills portfolio, students will write in the narrative and explanatory modes. One Essential Skills reading work sample will be completed each trimester.. Students will read short stories, poetry, and nonfiction. Novels include <i>Of Mice and Men</i> . Recommendations for junior English classes are largely based on successfully completing Essential Skills work samples.
Prerequisite	English 1
Text	Pearson <i>Grade 10 Common Core Literature</i> <i>Of Mice and Men</i> by John Steinbeck Additional novel (student choice with guidelines set by instructor)
Instructor and Contact Information	Mr. Barr barra1@canby.k12.or.us 503-263-7211, Ext. 5415
Website(s)	Syllabus, Scope and Sequence and other class information can be found on my homepage: barra1.weebly.com Specific class information will be posted through individual student accounts with Schoology.com
Office Hours	7:15-7:35 A.M., 2:40-3:15 P.M., or by appointment. Please contact teacher beforehand.
Classroom Expectations	The classroom is an environment for supporting learning and student success. As such, any action that inhibits either will not be tolerated . Some further guidelines which dictate classroom policy are: <ol style="list-style-type: none"> 1. Class time is <i>learning</i> time. Even if a student feels they have mastered the current content, they are expected to continue using class time constructively. Students are encouraged to help their peers if able, or work independently on other material. 2. <i>Every</i> student is a valuable member of the classroom learning community. Disrespect or prejudice toward peers or <i>anyone</i> is unacceptable. Students are encouraged to collaborate with their peers on non-exam activities. 3. Students are expected to be agents of their own learning. While the instructor will make every reasonable effort to aid in student learning, <i>the student is ultimately responsible for their efforts</i>. Students will be held accountable for their decisions in order to help them develop appropriate decision-making skills. 4. Appropriate use of electronic devices is always expected during class time. That means the off and away policy will be enforced. Students should ALWAYS ask teacher when considering use of electronics.
Attendance	Attendance is essential for student success. Any attendance issues will be addressed following the school attendance policy (see student handbook). If tardiness/absenteeism becomes an issue, parent contact will be attempted and a referral sent to the Student Center. If a student is absent, it is the student's responsibility to make-up missed material. Each student is responsible for all course content whether the student was present for class or not. Hint: Check the website!
Organization	It is a great benefit for students to be able to look back at previous work. Thus, materials will be referenced throughout the course and students are expected to keep all course materials neat and organized.
Supplies	Pencil, Pen (blue or black), college ruled paper, independent reading novel, organized notebook or binder
Formative Assessments 30%	Formative assessments will occur throughout each unit. These assessments may include, but are not limited to: <ul style="list-style-type: none"> - Reading Quizzes (check reading / reading skills) - Vocabulary Studies and Quizzes - Personal Choice Novel Assignments - Presentations: Solo and/or Group - Unit Quizzes - Homework Quizzes - In-class activities - In-class writing / brief essays / Grammar activities

Summative Assessments 60%	Expect Summative Assessments at the end of each unit. If you are absent on test days you must make arrangements with me for a make-up test as soon as possible. In-class essays graded as Summative Assessments may also be used as Formal Writing Work Samples.																																
Learning / Work Habits (10%)	Participation and preparedness: independent reading, classroom materials, notebook, textbook, homework completion.																																
Late Work	Formative Assessments: will not be scored after the conclusion of each unit. Quizzes and Summative Tests need to be made up per excused absence or agreement with teacher. Summative Assessments: Essays, Projects, and presentations will not be accepted late.																																
Retake Policy	Retakes are not given unless specified by an Individual Education Plan (I.E.P)																																
Grades	Grades will be determined by the following scale: <table border="1" data-bbox="277 552 1227 709"> <tr> <td>A+</td> <td>99 - 100%</td> <td>B+</td> <td>89%</td> <td>C+</td> <td>79%</td> <td>D+</td> <td>69%</td> </tr> <tr> <td>A</td> <td>92 - 98%</td> <td>B</td> <td>82 - 88%</td> <td>C</td> <td>72 - 78%</td> <td>D</td> <td>62 - 68%</td> </tr> <tr> <td>A-</td> <td>90 - 91%</td> <td>B-</td> <td>80 - 81%</td> <td>C-</td> <td>70 - 71%</td> <td>D-</td> <td>60 - 61%</td> </tr> <tr> <td colspan="8" style="text-align: center;">F - Below 60%</td> </tr> </table>	A+	99 - 100%	B+	89%	C+	79%	D+	69%	A	92 - 98%	B	82 - 88%	C	72 - 78%	D	62 - 68%	A-	90 - 91%	B-	80 - 81%	C-	70 - 71%	D-	60 - 61%	F - Below 60%							
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Monitoring Progress	Students' grades will be posted in the classroom by student ID number. Grades will also be accessible via the StudentVUE and ParentVUE portals online. Grades will be updated, in class and online, about weekly. If there are any questions about a student's grade, feel free to contact the instructor to discuss them.																																
Options for Help	Do not hesitate to seek help whenever needed, many options are available: <ul style="list-style-type: none"> ➤ Meet with the instructor (see office hours). ➤ Visit the English Lab / tutor center. The tutor centers are open before school, during school, and after school. ➤ Work with peers (It is encouraged that students form study groups to work with). Seek on-line resources (search on-line or ask for recommendations)																																

Note: The instructor reserves the right to make any changes to the course/syllabus deemed necessary to facilitate student learning.

This outline establishes the essential studies of the first trimester of English II A at Canby High School

Unit	Dates	Guiding Questions	Formative / Summative Assignments
Short Story	Week 1 - 6	<ul style="list-style-type: none"> -What elements contribute to the success of a short story? -How do short stories and expository writing create tension? - How does the author's background influence his/her writing? -How do literary devices contribute to a short story? 	<ul style="list-style-type: none"> - Reading: short stories W.W. Jacobs' "The Monkey's Paw," Anton Chekhov's "A Problem," R.K. Narayan's "Like the Sun," Saki's "The Open Window," Jack Finney's "Contents of the Dead Man's Pocket," Maya Angelou's from "I Know Why the Caged Bird Sings," Yoshiko Uchida's from <i>Desert Exile: The Uprooting of a Japanese-American Family</i>, Theodore H. White's "The American Idea," Umberto Eco's "How to React to Familiar Faces," and selections from instructor - Vocabulary studies - Grammar studies - Quizzes -Reading Work Sample (literary / non-fiction) -Formative Narrative Essay -Summative Unit Test
Novel: <u>Of Mice and Men</u>	Week 7 - 9	<ul style="list-style-type: none"> - How does novel structure differ or resemble that of the short story? - What makes a novel "great"? - How does the author use characterization to involve the reader? - How did The Great Depression affect Steinbeck's writing of the novel <i>Of Mice and Men</i>? 	<ul style="list-style-type: none"> -The Great Depression: understanding the era - Quizzes - Grammar studies - Vocabulary studies -Summative Unit Test
Explanatory Essay	Week 10	<ul style="list-style-type: none"> - How do I construct a thematic based literary analysis? - embedding quotes - modeled and on-demand writing 	<ul style="list-style-type: none"> -Essay strategies: quotation / paraphrase / summary - Finding proof / providing evidence - Grammar studies - Summative Explanatory Essay
Poetry Unit	Week 11-12	<ul style="list-style-type: none"> - How does one distinguish poetry from prose? - What are the essential elements of poetry? - How does one determine poetic meaning? 	<ul style="list-style-type: none"> - Quizzes - Grammar studies - Vocabulary studies -Summative Unit Test