

## ENGLISH 2 HONORS

### 2019-2020 SYLLABUS

#### Course Description - English 2 Honors

- **English 2 Honors** is a course that asks students to analyze their own and other's perspectives as they read, write, communicate, and work around a cultural theme that features a journey through World literature and film. Students will aim to master effective writing in the expository, argumentative, and narrative modes. The course will also include an emphasis on learning through...
  - **critical thinking** for an in-depth analysis of the text (such as identifying and understanding an author's purpose and theme);
  - **effective presentation** of information;
  - **argumentation** in the form of writing, small and large group discussion, and debate;
  - **in-depth research** to synthesize findings using reliable sources;
  - **collaboration** as a tool to brainstorm, problem-solve, and create;
  - **writing structure** to further polish a product demonstrating mastery of writing conventions, purposeful vocabulary, and literary techniques.
- The goal of an "honors" English course is to immerse **self-motivated** and **growth-oriented students** performing above grade-level standards in a **supportive** and **challenging learning community** that encourages **personal growth** through **intellectual risk-taking**.
- It is important that students understand what it means to be an honors student at this academic level. An honors student can expect a **more rigorous workload**, including **more reading**, **more writing**, and **deeper analysis**. Remember, English 2 Honors is an **elective**. Any student who enrolls in the honors program is electing to work harder than if he/she enrolled in a regular academic English class.

#### Units of Study: Essential Questions & Assessments

#### Introductory Unit: Cultural Conflict & Literary Analysis (Summer Reading-*A Thousand Splendid Suns*)

##### Essential Questions

- How can cultural experiences and perspectives be conveyed through memorable narratives?
- How do cultural experiences shape, impact, or influence our identity and perceptions?
- How do complex characters advance the plot and develop the themes of a novel?
- How can an author use fictional characters to make a statement about culture?

##### Key Texts

- *A Thousand Splendid Suns* (novel), by Khaled Hosseini
- *Kabul* (poem), by Saib-e-Tabrizi
- Free Choice novel #2

##### Summative Assessments (Baseline)

- Mini Presentation (free choice novel)
- Character Poem (*A Thousand Splendid Suns*)
- Socratic Seminar (*A Thousand Splendid Suns*)
- Literary Device Analysis (*A Thousand Splendid Suns*)

**Unit 1: Cultural Conversations (& Perspective)****Essential Questions**

- How do cultural experiences shape, impact, or influence our identity and perceptions?
- How do we synthesize multiple sources of information into a cohesive argument?

**Key Texts**

- “What Is Cultural Identity?” (informational text), by Elise Trumbull and Maria Pacheco
- “Ethnic Hash” (personal essay), by Patricia J. Williams
- *Siddhartha* (novel), by Herman Hesse
- *Self-Portrait on the Borderline Between Mexico and the United States* (painting/art), by Frida Kahlo
- “Legal Alien,” by Pat Mora
- “Two Kinds” (novel excerpt-from *The Joy Luck Club*), by Amy Tan
- “Multiculturalism Explained in One Word: HAPA” (interview/essay), by Kristen Lee
- “Where is Home?” (Ted Talk), by Pico Iyer
- “Where Worlds Collide” (essay), by Pico Iyer
- “My Mother Pieced Quilts” (poem), by Teresa Palomo Acosta
- “Everyday Use” (short story), by Alice Walker
- “Everyday Use” (film adaptation), by Bruce Schwartz
- “Two Ways to Belong in America” (personal essay), by Bharati Mukherjee
- *McFarland, USA* (film)
- “An Indian Father’s Plea” (essay), by Robert Blake

**Summative Assessments**

- Socratic Seminar (*Siddhartha*)
- Literary Device Analysis (*Siddhartha*)
- U1 EA1: Reflective Essay (defining cultural identity)
- Literary Device Analysis (“Everyday Use”)
- Socratic Seminar (Heritage & Perspective - multiple texts)
- U1 EA2: Synthesis Essay (argumentative-cultural perspective)

**Unit 2: Cultural Perspectives (on Justice)****Essential Questions**

- How can cultural experiences and perspectives be conveyed through memorable narratives?
- What issues resonate across cultures, and how are arguments developed in response?

**Key Texts**

- *Anthem* (novel), by Ayn Rand
- “2112” (song lyrics), by Rush “What is Justice?” (*Crash Course* video), by John Green
- “Time to Assert American Values” (Editorial), from *The New York Times*
- “Rough Justice” (Op-ed article), by Alejandro Reyes
- “Declaration of the Rights of the Child” (proclamation), United Nations
- “Rising Food Prices - Nearly 1 Billion go to Bed Hungry” (youtube video), World Bank
- “Hunger in America 2014” (youtube video), Feeding America
- “School’s Out for Summer” (essay), by Anna Quindlen
- “Diners Should Pay Attention to Workers, Not Just the Food” (article), by Kathleen Kingsbury
- “Effects of the \$15 Minimum Wage in Seattle” (Editorial), by Julia Hines, Zhun Yan, & Nico Ubide
- “A ‘very credible’ new study on Seattle’s \$15 minimum wage has bad news for liberals” (*Washington Post* article), by Max Ehrenfreund

**Key Texts cont'd**

- “No, Seattle’s Minimum Wage Is Not Hurting Workers” (*The Nation* editorial), by Michelle Chen
- “These People are Shameless - Seattle’s Minimum Wage Is Worse Than You Thought” (*Forbes* editorial), by Tim Worstall
- “Seattle’s \$15 Wage Experiment is Working” (*US News* editorial), by Paul Constant

**Summative Assessments**

- Socratic Seminar (*Anthem* and “2112”)
- Literary Device Analysis (*Anthem*)
- Mini Presentation (Year-round school to solve hunger)
- Mini Presentation - Gallery Style (\$15 minimum wage)
- U2 EA2: Creating an Argument (Team Selected)

**Unit 3: Culture in Conflict (Examining cultural conflict in Ibo culture through research & literature)****Essential Questions**

- How might a culture change when it encounters new ideas and members?
- How can an author use a fictional character to make a statement about culture?

**Key Texts**

- “The Danger of a Single Story” (Ted Talk), by Chimamanda Ngozi Adichie
- selected African Proverbs
- “The Lucky Fisherman” (African Folktale)
- “Ancient Africa-A History Denied” (Documentary) Discovery Channel
- *Things Fall Apart* (novel), by Chinua Achebe
- *The Good Lie* (film)
- “Prayer to the Masks” (poem), by Leopold Sedar Senghor
- “The Second Coming” (poem), by William Butler Yates

**Summative Assessments**

- U3 EA1: Research & Presentation Comparing Pre and Post-Colonial Ibo Culture
- Socratic Seminar (*Things Fall Apart*)
- Reading Quizzes (*Things Fall Apart*)
- Essay (*The Good Lie*)
- Timeline Project (*Things Fall Apart*)
- U3 EA2: Writing a Literary Analysis Essay

**Unit 4: Dramatic Justice (Justice & Persuasion in Drama)****Essential Questions**

- How can one communicate characterization through oral interpretation?
- How do complex characters advance the plot and develop the themes of a drama?

**Key Texts**

- “Fate, Family, & Oedipus Rex” (*Crash Course* video), by John Green
- Excerpt from *The Tragedy of Romeo and Juliet* (play), by William Shakespeare
- Excerpt from *Oedipus Rex* (play), by Sophocles
- *Antigone* (play), by Sophocles

**Summative Assessments**

- Presentation & Poem Recitation Performance (Greek gods / goddesses)
- Reading Quizzes (*Antigone*)
- Partner Performance (*Antigone*)
- Team Performance (*Antigone*)

**Summative Assessments Cont'd**

- Socratic Seminar (*Antigone*)
- U4 EA2: Writing a Literary Analysis on Characterization & Theme (*Antigone*)

**Unit 5: Building Cultural Bridges (researching, analyzing, & proposing solutions to cross-cultural, real-world issues)****Essential Questions**

- How do cultural differences contribute to conflicts over environmental issues?
- In what ways do nonfiction texts influence perceptions of their subject?

**Key Texts**

- *Seattle is Dying* (documentary film), by Eric Johnson
- "I Need to Wake Up" (song lyrics and video), by Melissa Ethridge
- *The 11th Hour* (documentary film), narrated by Leonardo DeCaprio
- "DiCaprio Sheds Light on 11th Hour" (Interview/article), by Scott Roxborough
- "Global Warming Alarmism Reaches 'Tipping Point' " (Speech excerpt), by Senator James Inhofe
- "Global Warming: No Urgent Danger; No Quick Fix" (editorial), by Patrick J. Michaels
- "Jeremy Clarkson and Michael O'Leary Won't Listen to Green Clichés and Complaints about Polar Bears" (editorial), by George Marshall
- "A Roaring Battle Over Sea Lions" (news article), by Bill Hewitt
- "The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing at Bonneville Dam" (press release), by The Humane Society of the United States and the Wild Fish Conservancy
- "Sea lions vs. salmon: Restore balance and common sense" (editorial), by Fidelia Andy
- "The Magic Plastic Bag" (mockumentary), narrated by Jeremy Irons
- *The Cove* (documentary film), directed by Louie Psihoyos
- *Food Inc* (documentary film), directed by Robert Kenner
- *Crude* (documentary film), directed Joe Berlinger

**Summative Assessments**

- Socratic Seminar (*Seattle is Dying*)
- Socratic Seminar (*The 11th Hour*)
- U5 EA1: Presenting a Solution to an Environmental or Cultural Conflict
- U5 EA2: Presenting an Argument in a Documentary Film or Presentation

\*\*supplemental readings and videos may be added to units throughout the year\*\*

## 21st Century Skills

Become an effective learner in groups and as an individual. Everett Public Schools graduates are **college, career, and life ready**: They have the **academic knowledge, attitudes, and skills** to **successfully transition to college level coursework, workforce training, and/or employment** so they can **adapt** to the ever-changing world in pursuit of their goals.



**Citizenship**



**Collaboration**



**Communication**



**Creativity**



**Critical Thinking**



**Growth Mindset**

- **Citizenship** is respectfully and positively impacting others and being actively involved in addressing community, national, and/or global issues.
- **Collaboration** is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.
- **Communication** is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.
- **Creativity** is generating ideas and approaches to design innovations, construct solutions, build understanding and express perspectives.
- **Critical Thinking** is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.
- **Growth Mindset** is working through challenges, showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

## Additional Course Objectives/Goals

In addition to mastering Common Core connected objectives and further developing 21st Century Skills, each student will...

- Gain a thoughtful understanding of his/her identity as a student in my classroom, and as a valued member of the Jackson High School community.
- Meet or exceed state standards in reading and writing (including successful preparation for the Smarter Balanced Assessment - ELA).

## Attendance

- Please be aware that **any absence** can have a potential negative impact on a student's progress. Absences are not only detrimental to learning because work made up outside of class is not as effective as the actual classroom experience, but also **many classroom experiences cannot be replicated**, such as class discussions and performances.
- Please minimize restroom and drinking fountain trips during class - class time is important.
- Students are responsible to obtain class notes and to complete readings & activities that was missed while absent or out of class. If an absence is extended (a week or more), it would be beneficial to conference with the teacher to set goals for work completion.
- A student is tardy (TU) if not in his/her seat when the bell rings. After half the class period, students are considered absent (AU) per Everett School District policy.

## Classroom Norms and Expectations

It is very important to create a classroom climate that promotes a **positive learning environment**. I would like all students to agree to a **COMMITMENT TO KINDNESS**. We can work together on our commitment to kindness in many ways, including the following:

- **Mutual Respect** – Mutual respect is a foremost expectation. I respect you as students, and as people with diverse opinions, learning styles, and backgrounds. I expect the same. Therefore, any negative or disrespectful comments, especially about race, class, sexual orientation, etc., will not be tolerated, under any circumstances. A safe and positive learning atmosphere will make this year enjoyable, exciting, and successful.
- **Positive Attitude** – A positive attitude is the key to success, and generally makes the class enjoyable.
- **Present & Prepared** – Be present mentally and physically. Your best and most attentive self is key to establishing great relationships and rapport – and helps foster a positive climate. Be prepared to actively participate and effectively collaborate on a daily basis.
- **Responsible use of Technology** - "The people will not revolt. They will not look up from their screens long enough to notice what's happening" - George Orwell (1984). While cell phones and other electronic devices have become a "normal" part of modern society, they are not always appropriate to have out in the classroom setting.



- The use of **cell phones** in the classroom can distract students from instruction, yet can be important to have accessible in case of emergency. With this in mind, the district has adopted a new policy 3246 and procedure 3246P which **prohibits cell phone use in the classroom** while still providing access for students in case of emergency.
- High school students who choose to bring cell phones and other personal electronic devices to school **may only use them during transition periods, at lunch, and before/after the school day**. Students are expected to silence their cell phones before entering a classroom.

### Essential Supplies / Educational Tools

- ✓ Electronic Device / Tablet (school district device)
- ✓ Pens & pencils
- ✓ Highlighters (annotations & in-class activities)
- ✓ Post-it notes (annotations & in-class activities)
- ✓ College-ruled paper or Composition Book (notes, scratch paper, & in-class activities)

### Communication

**Canvas / Online Resource** – Students will be expected to view the **course calendar**, assignments, and all course activities through Canvas. Daily activities, classwork, homework, quizzes, assessments, and tests are on the calendar. ***This is an effective way to keep up with the class if you are absent and for parents to stay updated on course content and activities.***

**Teamwork** – Each student has the responsibility to take charge of his or her learning. When questions arise regarding a student's learning, the expectation is that *together* we will work to seek resolution/understanding. Parent/teacher communication will occur after, if necessary.

**Email** – I will answer emails as soon as possible. Please do not hesitate to use email to ask questions, communicate an anticipated absence, or to send an assignment if that is necessary. ***\*\*\*This is the quickest way to communicate questions or concerns\*\*\****

**Phone** – I aim to respond to a phone call or voicemail message in the timeliest manner possible, usually within 24 hours (or on the next school day).

### Grading Categories

#### 70% Summative Work

- 25% Essays
- 15% Literary Device Analysis Paragraphs
- 15% Socratic Seminars
- 15% Presentations, Performances, & Projects

#### 30% Formative Work

- 15% Daily Work (Class Activities, Homework, & Participation)
- 15% Vocabulary (ZINC) & Quizzes (Reading & Key Course Information)

## Grading & Assessment

In order to use grades to communicate to the student as a learner the skill or knowledge level demonstrated in his/her work, all assignments are assessed on a 4-point scale. The grade a student receives on an assignment indicates his/her level of specific skill mastery or knowledge demonstrated by that assignment or assessment.

**Exemplary** (4) = exceeds standard; demonstrates mastery

**Proficient** (3) = meets standard; revision/improvement needed to demonstrate mastery

**Emerging** (2) = approaching standard; refining or minor revision needed to meet standard

**Incomplete** (1) = lack of understanding and/or failure to demonstrate specified skill(s) and/or knowledge; work that shows a need to revisit instruction and engage in more practice in order to approach standard, and move toward meeting standard in this area

All work will be graded on a 4-point rubric scale in one or more of the following areas: **Ideas**, **Structure**, and **Use of Language**. \*\*\*These are the three categories on each Embedded Assessment Rubric. Each category includes a compilation of several Common Core Standards specific to reading, writing, speaking & listening, and language. Consequently, all work is formatively assessed in one or more of these categories. \*\*\*

The **4-point grading scale** will translate to an overall **course letter grade** as follows...

<b>3.5-4.0 = A</b>	<b>3.33-3.49 = A-</b>	<b>3.16-3.32 = B+</b>	<b>3.0-3.15 = B</b>	<b>2.82-2.99 = B-</b>
<b>2.66-2.81 = C+</b>	<b>2.50-2.65 = C</b>	<b>2.32-2.49 = C-</b>	<b>2.16-2.31 = D+</b>	<b>2.0-2.15 = D</b>
		<b>&lt;2.0 = F</b>		

### ACADEMIC INTEGRITY:

- ❖ It is important to maintain the integrity of individual student work.
- ❖ "Group" or "collaborative" work will be specifically stated in the assignment directions.
- ❖ Safeguards are in place to protect that work, including adherence to the JHS Student Handbook and section 504-25-310 of the State of Washington Administrative Code
  - o "...Cheating includes, but is not limited to, communicating improperly with others, especially other students, during tests or the preparation of assignments for classes..."
  - o "A student is guilty of complicity in academic dishonesty if he or she intentionally or knowingly helps or attempts to help another or others to commit an act of academic dishonesty of any of the types defined above..."



### Complete Your Work "On Time"

As this is an "Honors" course, the expectation is for all assignments, activities, essays, presentations, and any other class work to be completed **ON TIME** (by the due date assigned).

**Formative** late work is only accepted until the summative work for the unit is complete. After that time, the work is no longer relevant in the assessment process. **Summative** work may be revised as needed up until one week before the end of each semester (see **A note on the Writing as a Process** below).

**Pre-Arranged Absences:** All students must turn in their work ahead of time, or an alternative timeline must be made in advance of absence.



**Group Presentations:** Group presentations are a large part of the course. If a member of the group is not present, it affects the quality of the entire presentation and ultimately affects all members; therefore, please be mindful of your group members, and always proactively communicate with all group members.

### Online Grades

- Parents will receive information after the start of the school year directly from the district about how to access the LMS online gradebook.
- Grades will be updated regularly online.
- Grading categories are color-coded to indicate Formative and Summative
- When a student submits a revision, the new grade will replace the original mark.

### A note on WRITING as a PROCESS

- This year will provide a multitude of thought-provoking writing and reading opportunities to explore the human condition while simultaneously developing necessary writing skills.
- Many tasks completed in this class will be a step in the writing process. Writing is indeed a process, not just a product. **Therefore, students are encouraged to revise and re-submit drafts as necessary to meet or exceed standards.**
- All independent writing (SUMMATIVE) will be submitted to [www.turnitin.com](http://www.turnitin.com) (through **Canvas**)

**Teacher Commitment**

I want to express my sincere dedication to each student's academic preparation. If a student has a special need, wants help on an assignment, or would like to share a concern, he or she can stop by before or after school, at lunch, or by appointment. I also encourage email communication if students have questions, comments, or concerns. In addition, Parent/Guardian/Teacher conferences can be scheduled through the counseling office or directly with me by email or telephone. With your help, English 2 Honors will be a success!

**Parents/Guardians**

Many parents/guardians have asked me how they can help their student(s) succeed in class. Here are a few suggestions:

1. Ask your student each day what he or she learned in class.
2. Check on upcoming assignments and tests online.
3. Spend some "study time" with your student.
4. Set goals together and establish rewards and penalties.
5. Encourage your student to come in before and after school for help if necessary.
6. If there is a problem, contact me as soon as possible.

**Note: I reserve the right to modify the classroom expectations and policies as needed in order to maintain a positive teaching and learning environment for all students. I want each student to succeed in the course, and to enjoy it as well!**

**English 2 Honors - Syllabus & Expectations**

**ACKNOWLEDGEMENT AND RECEIPT**

---

(Print) **Student's** Name \_\_\_\_\_ Period # \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Student Email Address \_\_\_\_\_

**As a student in my class, is there anything I should know about you? Any comments you would like to make?**

---

(Print) **Parent/Guardian's** Name \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Work Number \_\_\_\_\_ Parent Cell Number \_\_\_\_\_

Parent E-mail Address \_\_\_\_\_

**Parents/Guardians, please share any comments or information you think I should be aware of as the year begins:**