



ENGLISH II

Ms. Walker

Room 8

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This year we will study many different authors, poets, playwrights, and essayists from a variety of time periods and cultures. Students will strengthen their skills with close reading, using text evidence, understanding academic vocabulary, and determining author's intent in a piece of writing. Students will write frequently for formal and informal audiences adhering to the HSD's Significant Writing program. There will be frequent in-class partner and group work in addition to traditional lecture, note-taking, and large group activities. We will continue our study of word roots using the *Everyday Vocabulary* book. Please don't hesitate to schedule a meeting and see me if you have any questions or concerns throughout the year. I am available during 1st period, 2nd period, at lunch, after 6th period, and occasionally after 7th period by appointment only. Email is the best way to contact me.

Bengal Expectations

- **Be Respectful:** Treat others as you want to be treated. Be considerate of others' perspectives.
- **Be Responsible:** Come to each class on time with appropriate materials and course work.
- **Be Involved:** Participate in each discussion every day.
- **Be a Graduate:** Eng II meets one of the 4 English credits you need to graduate HHS!

COURSE EXPECTATIONS AND PROCEDURES

HOMEWORK

Students should dedicate time each day after school to completing and/or reviewing their work for class. When work is finished, students should be encouraged to read and write on their own. Students will typically have work to complete for class, including larger reading and writing assignments and independent reading which can be broken down and completed at home. All homework is due at the beginning of class, unless otherwise stated. Late homework will be given one school week (5 school days) from the original due date to earn up to a 70% (C). Any errors that would normally be deducted will be included in the grade as well. After the span of those five days, work will not be accepted, unless other arrangements have been made with me prior. If extenuating circumstances arise, or you're having extreme difficulty with an assignment, please contact me (before or after class, or via email) prior to the due date and we may be able to work it out.

SIGNIFICANT WRITING

The Helena School District is committed to ensuring that all students develop writing skills necessary to be college and career ready. We will complete at least 8 significant writing pieces throughout the year, about 2 a quarter. These will need to be typed. The computer labs are available for student use before school, during lunch, and after school. I am happy to help you understand and utilize resources available to you; it is your responsibility to make time to type and submit your significant writing assignments. Due dates will be announced in class. ***You will not be allowed to***

submit/email the paper at the beginning of the class period. Do this before school, at lunch, or after school before it is due. We will use *turnitin.com* to submit our writing assignments and *google docs* for typing and peer editing in class. Students will be required to have a *gmail* account for class work.

GRADING SCALE: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59-0 = F

CLASS MATERIALS

Please bring every day to class:

- *Textbook/novel/reading for class*
- *Assignment notebook or other method of recording due dates*
- *Notebook or lined paper*
- *Folder or binder*
- *Pen or Pencil*

ABSENCES

It is **YOUR** responsibility before or after an absence to see me immediately about what you will miss. You need to make arrangements with me to make-up any tests or quizzes given. I will follow the guidelines in your handbook about missed work due to absences. If you are absent because of a planned trip, appointment, or a school-related purpose like a game or concert, you need to obtain work **BEFORE** you are gone and/or make arrangements to make up any test or quiz missed. I will not provide make-up work to students who fail to obtain work prior to their departure for planned absences. Per the handbook, excused absences will have 2 days for the first day of absence and 1 for each additional day to hand work in. **Students are allowed 10 absences during a semester.** School-related absences are not included. Upon the 11th absence, I will not provide any make-up work for absences per the School Board Policy. ***Watch your absences carefully and plan accordingly.***

BEING LATE

Students are expected to be on-time to class each day. When the bell rings, students should be seated in their assigned seats. If you are not in your seat when the second bell rings, you will be marked tardy. I will follow the Student Handbook policy regarding tardiness. 1st-3rd tardy results in teacher documentation. 4th & 5th results in parent notification & a 30 minute lunch detention. 6th and beyond results in parent notification and a referral to administration with possible in-school suspension. Tardiness will result in a loss of credit for participation in the class.

BATHROOM BREAKS

Bathroom requests will be granted on an emergency-need only and only during independent work time in class. Take advantage of your nutrition break and your lunch time. Learning will not be interrupted by frequent trips in and out of the classroom. Please speak with me regarding any medical or personal concerns.

Please... and Do NOTs!

- ✓ Please be in your seat when class begins
- ✓ Please raise your hand to contribute frequently
- ✓ Please use the wastebaskets and recycle box
- ✓ Please pay attention to my website as I will post relevant materials
- ✓ Please enjoy each and every day of class ☺

- ✓ Do NOT use electronic devices during class unless I give permission
- ✓ Do NOT write on the desks or other school property
- ✓ Do NOT bring food into the classroom unless prior permission has been granted
- ✓ Do NOT wear your hat any time in the building during school hours (Student Handbook policy)

Course Texts

Collections, 10 Houghton Mifflin Harcourt
Various novels, short stories, plays, poems, and essays

COURSE SYLLABUS

*****Subject to change at instructor's discretion**

1st Quarter

- Collections Unit One - "Ourselves and Others"
- Anchor Text: "What, of This Goldfish, Would You Wish?" by Etgar Keret
- Anchor Texts: from "Texas v. Johnson" and "American Flag Stands for Tolerance"
- Close Reader: "The Wife's Story"
- "The Lottery" by Shirley Jackson
- SW: Compare/Contrast Essay
- Fahrenheit 451* by Ray Bradbury
- SW: Argumentative Essay

2nd Quarter

- Collections Unit Two - "The Natural World"
- Anchor Text: "Called Out" by Barbara Kingsolver
- Anchor Text: "My Life as a Bat" by Margaret Atwood
- Close Reader: "Sea Stars" by Barbara Hurd, "Starfish" by Lorna Dee Cervantes
- SW: Research Essay (Exemplification)
- The Lord of the Flies* by William Golding
- The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- SW: Informative Essay (Interview)

3rd Quarter

- Collections Unit Six - "Hard-Won Liberty"
- Anchor Text: "Letter from Birmingham Jail"
- Close Reader: Speech by Josephine Baker Speech at the March on Washington
- To Kill a Mockingbird* by Harper Lee
- SW: Narrative Essay (Perspective)
- Poetry Unit
- SW: Research Essay (Exemplification)

4th Quarter

- Collections Unit Four - "How We See Things"
- Anchor text: "We grow accustomed to the Dark" & "Before I got my eye put out" by Emily Dickinson
- Anchor text "Coming to our Senses"
- Close reader: "The Trouble with Poetry" & "Today" by Billy Collins
- Poetry Unit (cont.)
- SW: Compare/Contrast Essay
- The Taming of the Shrew* by William Shakespeare
- SW: Argumentative Essay

Parents / Guardians:

Parents/Guardians: After reading and discussing this course information & syllabus for English II with your student, please detach the bottom portion of this with your signature, contact information, and any questions/concerns you may have. Return by September 4th please.

Your Student's Name: _____

Parent's Name (Print): _____

Parent Signature: _____

Preferred mode of contact (circle one): *email* *phone* *meet in person*

Please list preferred email address/phone # : _____

My student has access to the internet from home and will be able to use the internet resources described in this syllabus. (This information is for my records and will help me to work with each student's individual needs): *YES* *NO*

Questions/Concerns: