

# ENGLISH II

Email address: vanetta1.july@cms.k12.nc.us

Website: <https://julyclasswebsite.weebly.com>

## Course description:

English II is an EOC course for high school English. It will provide students with a broad study of various genres of literature and non-fiction text with a focus on world literature and cultures. It will emphasize writing (including timed writing), grammar, and vocabulary. This course will provide students with college and career readiness skills through the implementation of the Common Core State Standards:

Writing • Reading Informational Text • Language • Speaking  
and Listening • Media, Technology, and Research

TEXTS YOU HAVE THE OPTION TO PURCHASE:

The Kite Runner by Khaled Hosseini

Twelve Angry Men by Reginald Rose

The Absolutely True Diary of a Part-Time Indian by Sherman  
Alexie

The Art of Racing in the Rain by Garth Stein

We may read more or less novels than what is listed above.

Vocabulary: Tests are every two weeks on a Friday.

Grammar: Tests are every two weeks on a Friday.

## Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59-0 = F

- Students are given 3 weeks to re-take any formal assignment for a grade no higher than an 80%. Students must arrange a time either before or after school.
- Late work is accepted up to five school days after due date with five points off for each day late. After five school days, any assignment that is turned in will earn a grade of 50%.
- If absent, students have five days for each day absent to make up missing assignments. If absent, students have 5 days upon returning to school to make up missed tests or quizzes. Students must arrange a time either before or after school.

## Tardy Policy:

When students are late to class, they get a tardy pass. Parents will be notified of the tardy. After three, students will receive a referral which leads to a school consequence. After the third one, consequences will follow for each additional tardy.

HONORS

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## Course Description:

This course is designed to build on the literary analytical skills students have while exposing them to skills needed to read, analyze, and respond to non-fiction reading. The focus is on fiction and non-fiction of varying lengths, time periods, and cultures. With fiction, students are taught to analyze and evaluate the literary language of each text and its effect on meaning. With non-fiction, students are taught to analyze and evaluate the methods and language of each text for purpose and audience. Moreover, students are taught to read texts slowly and closely and to write analyses.

## Course Purpose:

The first purpose of this course is to prepare students to take the English II EOC. The second purpose of this course is to give students the foundation they will need to be successful in AP English classes they may take in 11th grade or 12th grade.

## Course Structure:

**Vocabulary:** Students will study the most common ACT/SAT vocabulary used on the exam as well as commonly used vocabulary used on AP exams. Tests will be bi-weekly as well as cumulative.

**Grammar:** Throughout the year, we will study the usage and mechanics of English commonly tested on the ACT and needed for advanced writing.

**Current Events Blog:** Students will respond to an article (visual image) I find (usually related to what is being discussed in class whether skill based or theme based) in the course of the week or previous week. The blog posts will either reinforce a skill being taught or has to be a synthesis type response, but the students have to find the other two or three sources and then weave everything into their blog post. Some weeks, students will be given the task to be student starters. They will post something they have seen or read that relates to what is being discussed/read in class.

Course Units: This course will consist of four to six thematic units. Each unit begins with an essential question or questions and ends with a final assertion. Essays will either be in response to an essential question OR students must defend, refute, or qualify the final assertion. Students will practice using multiple sources in their writing, citing them in MLA format.

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AP LANG AND COMP



## AP Language and Composition Course Description

The Advanced Placement Language and Composition course, like all other Advanced Placement (AP) courses, is a college-level course that requires college-level work.

Most of the literature covered in this course will be non-fiction prose in the form of essays, speeches, autobiography, biography, and periodical articles. Because this is a college-level course, many reading assignments will be challenging. Students who are willing to “push” themselves by completing each assignment to the very best of his or her ability (rather than merely completing assignments as quickly as possible) will find that challenging material will become more and more accessible as the year progresses.

Preparation for class is a must. Very often, homework assignments will require at-home reading. These assignments are chosen with care and for a specific purpose. Every assignment will be addressed in class in the form of a quiz, analysis, discussion, and/or a writing assignment. Students will need to invest time and energy in reading assignments. Merely “skimming” assignments would not be a productive practice.

Writing assignments will come in many different shapes and sizes. Whatever the case, the underlying principle will be the same. Writing isn't just about grammar and structure. Writing is about communication, and the goal will always be to find better and better ways to communicate our ideas. Students can expect their writing experience in this class to include:

Multiple short writing assignments.

At least 4 longer assignments (full-length analytical, expository, or argumentative essays) per quarter.

Multiple timed writing assignments throughout the year.

At least 1 research-based essay using properly-cited primary and secondary sources.

Reading strategies based on purpose.	Writing as a process.
Focus on modes (narrative, descriptive, expository, analytical, and argumentative).	Focus on modes (narrative, descriptive, expository, analytical, and argumentative).
Focus on style (diction, syntax, other rhetorical and linguistic choices).	Focus on style (diction, syntax, other rhetorical and linguistic choices).
Recognition of standard English.	Use of standard English.
Building vocabulary through reading.	Using new vocabulary.
Viewing and analyzing alternative texts (images, films, etc.).	Analyzing and writing about alternative texts (images, films, etc.).

## Assessment

Because this is a composition course, most of your formal assessments will be in the form of compositions. Students should remember that essays, written in class or at home, count as test grades.

There will, however, be a number of daily quizzes on reading material and many quizzes on curricular material including rhetorical devices, vocabulary, and grammar and mechanics.

Students should keep ALL work and handouts throughout the year. Nothing I give you should be thrown away. I recommend that students keep notebooks organized into logical sections like: Notes and Handouts, Essays, etc.

## Attendance, Make-Up Work, and Late Work

Attendance is a very important part of the learning experience. Please remember that you must make up any absence after the tenth absence. The reality is, though, that any student who has missed anywhere close to ten days will have a very hard time catching up. But when you are absent, it is absolutely YOUR responsibility to ask for and to complete make-up work. I absolutely will not remind you to make up work when you are absent. This is your responsibility. (Please see the Butler Grading Policy included with this document.)

\*\*\*Late work and makeup work should not be turned in with the current day's work, but should, instead be placed in the appropriate folder in the box in the front of the room. \*\*\*