

CONESTOGA VALLEY HIGH SCHOOL

Course: 1021H Honors English II

Teacher: Mr. Hershey

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Course Syllabus

Mission: To educate all students to strive for *personal excellence*, while becoming *caring* and *contributing citizens* in a *global community*.

Vision: To inspire a *collaborative learning community* where all individuals have *equal opportunities* to achieve their *fullest potential*.

Essential Question: What does literature teach us about being caring contributing citizens in a global community?

Course Description:

This course prepares students for post-secondary studies. This fast-paced and rigorous course expands upon the content presented in the ninth grade honors or traditional academic course. Literature study includes drama, novel, non-fiction, memoir, and possibly short story and poetry. Utilizing the writing process, students compose expository essays, persuasive/ argumentative essays, and research papers. Students who elect this course should be prepared to read longer passages of text nightly, to comprehend text independently, and to analyze the text accurately in preparation for writing numerous analytical essays. Students will also be required to follow themes in literature across multiple texts.

Objectives:

“If you don’t know where you are going, you may end up some place else.” Yogi Berra

The focus of this class is designed around three over-arching goals. Defining our goals gives us a clear picture of what we are trying to achieve. Everything that we do in this course, we do in order...

- To become better readers
 - Analyze the author’s purpose
 - Evaluate how authors uses techniques and elements to communicate and idea or concept
 - Evaluate connections between texts
 - Analyze how interrelationships of ideas and events influence each other
 - Evaluate the following elements of literature and their interactions with each other: character, setting, plot, theme, tone, style, mood, and point of view.
 - Evaluate the characteristics that distinguish narrative, poetry, and drama
 - Interpret and analyze genres for literary, historical and/or cultural significance
 - Analyze the effects of literary elements and devices in fiction, including poetry and drama
 - Evaluate the structure and format of complex informational text.
 - Evaluate how graphics and charts clarify, simplify, and organize complex informational text

- Analyze the effectiveness of bias and propaganda techniques and an author's defense of a claim or argument in nonfictional text
- To become better writers
 - Create original thesis statements and topic sentences in order to maintain strong focus
 - Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed
 - Understand basic rules of punctuation
 - Edit writing using the conventions of language
- To become better speakers and listeners
 - Articulate ideas and opinions about current issues in both small and large group settings
 - Understand the unique perspective that each student brings to the classroom
 - Respect the differences of each student's unique perspective

Resources:

As we seek to achieve these specific goals, the following major units of study will guide our thinking:

Reading:

Summer Reading

Grapes of Wrath, *Secret Life of Bees*, or *The Book Thief*

Inherit the Wind: Jerome Lawrence and Robert E. Lee

Drama

Inherit the Wind: a drama based upon the famous and historical Scopes Monkey Trial

Macbeth: Shakespearean play about Macbeth's ambition to become king

Julius Caesar: Shakespearean play about the fall of Julius Caesar

Fiction

A Separate Peace: a classic novel about friendship and betrayal

Of Mice and Men: a classic novel about the hopes and dreams of two friends

Grapes of Wrath: a great American classic about the struggles of migrant workers during the Depression

Huckleberry Finn: a classic novel about a young boy's adventures down the Mississippi River

Secret Life of Bees: a story of a young girl's journey to find the truth about the mother she never knew

Nonfiction

Night: an autobiographical account of the author's experiences in a concentration camp

Reading Informational Texts: a collection of primary source documents (speeches, letters, etc)

Poetry

Various selections of poetry

Independent Reading

1 book of student's choice per marking period

Writing:

Topic sentences and clincher statements

Unity (major supports and minor supports)

Coherence (repeating key words and phrases, maintaining active voice, transition words)

Creating original thesis statements

Style (variety of sentence beginnings)

Literary Analysis Essay

Argumentative essay

Annotated Bibliography

Grammar:

- Sentence Joining Techniques
- Passive Voice
- Parallel Structure

Vocabulary:

- Words typically found on the SAT
- Grade level list of roots, prefixes, and suffixes
- Vocabulary from the Keystone Literature Exam

Student Behavioral Expectations and/or Academic Responsibilities:

In order for me to teach you well, it is necessary that *all* students behave in a manner that aligns with the following expectations. All of our classroom expectations are designed to develop your responsibility, your respectfulness, and your work ethic. Striving to meet these expectations and develop these principles will help to bring you success not only in this class, but also in life.

Principles	Expectations	Observable Behaviors
Work Ethic	1. Always do your personal best	<ul style="list-style-type: none"> • Participation in class activities • Concentration • Giving 100% all the time
	2. Be prepared for class	<ul style="list-style-type: none"> • Be in your seat when the bell rings • Bring all required materials (pencils/books/notebooks/computers) • Bring completed assignments to class on time • Bring a positive attitude for learning
Responsibility	3. Be responsible	<ul style="list-style-type: none"> • Turn assignments in on time • Make up missed work in the required amount of time • Do your homework
	4. Participate	<ul style="list-style-type: none"> • Pay attention and take notes • Contribute to class discussions • Volunteer to read • Be ENGAGED with the class
Respect	5. Respect Individuals	<ul style="list-style-type: none"> • Raise your hand to speak • Speak only when it is your turn • Only use positive comments • Listen to the announcements
	6. Respect School Property	<ul style="list-style-type: none"> • Put trash in the trash can (especially paper towels in bathroom). • Keep desks neat and clean • Take care of assigned textbooks

Positive Rewards

Good behavior is important to the success of everyone and will be reinforced with the following rewards:

- Verbal praise
- Written praise
- Positive phone calls home
- Class privileges (Exceptional participation from the whole class may earn special privileges such as fun activities and games.)

Negative Consequences

Failure to meet the expectations disrupts the learning environment for everyone and will be punished with the following consequences:

- First infraction: verbal warning
- Second infraction: conference with student/ Action Plan for Improved Performance
- Third infraction: referral to the assistant principal and phone call to parent/guardian

I will keep a discipline log of **all** misbehavior, so please think twice before you say something or do something that you would not want your parents to know about. Your consequences are not open for discussion. If you have any questions, you may talk with me after class.

NOTE: *Serious misbehaviors do not get a second chance. You will be immediately reported to an administrator.*

“A fool rejects his teacher’s discipline, but whoever listens to correction shows good sense.”

“No discipline seems pleasant at the time. Later on, however, we appreciate the benefits.”

Procedures for Calculating Grades:

Marking Period Grade:

Marking period grades will be based on at least 85% summative* assessments and no more than 15% formative** assessments.

- *Summative Assessment measures student knowledge after a learning period. It is used for reporting (i.e. grades, scores, ect.).
- **Formative Assessment measures student progress during a learning period. It is designed to give teachers knowledge of each student’s progress. Formative assessments include review and practice exercises.

Final Course Grade:

Course grades will be computed using the following calculation:

- 45% for each marking period (total 90%)
- 10% for the final exam (Keystone Literature Exam)

Make-up Work:

- For every day a student is absent (5 or fewer days), he or she will be allowed two days to make up missed work.

- Any student missing more than 5 days must request work to be sent home through the assistant principal's office. In such an instance, time allotted for make-up work will be at Mr. Hershey's discretion.
- Assignments made two or more days in advance of an absence are due on the day a student returns to school.
- All make-up work must be completed by the end of the semester.
- After compiling three unexcused absences, students will no longer be permitted to make up work missed due to additional unexcused absences.

Late Work:

- Work completed/submitted beyond the due date for make-up work will be subject to a 10% reduction for each day it remains incomplete/not submitted.
- After 10 days, the student will receive a zero and will no longer be permitted to submit the work.

Work Habits Grade: Students will receive an O (Outstanding), S (Satisfactory), or U (Unsatisfactory) based on the following guidelines:

- **Outstanding:**
 - ✓ Course work is consistently completed in an exemplary fashion.
 - ✓ Student exhibits leadership during group/class discussions.
 - ✓ Student is a role model of respectful and cooperative behavior.
 - ✓ Student is enthusiastic about learning.
- **Satisfactory:**
 - ✓ Course work is completed.
 - ✓ Student participates in group/class discussions.
 - ✓ Student is respectful and cooperative.
 - ✓ Student maintains a positive attitude about learning.
- **Unsatisfactory:**
 - ✓ Course work is incomplete.
 - ✓ Student detracts from group/class discussions.
 - ✓ Student is disruptive, disrespectful, or uncooperative.
 - ✓ Student displays a negative attitude about learning.

Top 10 Tips for Success in Mr. Hershey's English Class

10. VALUE RELATIONSHIPS with other people.
9. BE RESPECTFUL!!! Treat others as you would like to be treated.
8. PURSUE YOUR PASSIONS!!! OWN your learning!
7. Be EAGER to learn!
6. Maintain a spirit of HUMILITY! BE TEACHABLE!
5. THINK, THINK, THINK!
4. Be CURIOUS!!! Ask a lot of QUESTIONS!!!
3. Be willing to TAKE RISKS!!!
2. STRUGGLE on PURPOSE!
1. **ALWAYS, ALWAYS, ALWAYS RETURN YOUR SHOPPING CARTS AT WALMART!**

LET'S HAVE A GREAT SEMESTER IN ENGLISH!

STUDENT'S NAME: _____

BLOCK: ____

Dear Parents/Guardians and Students:

Please sign both this form and the film permission slip form (on back) and return it to me by Thursday, August 27, 2015. If you would like to receive email updates from me, please check the appropriate box below and provide your email address and name. Thank you for completing your part of the first English assignment of the semester. If you have any comments or concerns, please indicate what they are in the space below or call or email me at the school. Thank you for reading over our course syllabus, and remember to always return your shopping carts!

- Please email me general information regarding my son or daughter's Honors English class.
- Please do **NOT** email me **unless** it pertains **only** to my son or daughter.
- I prefer **not** to provide my email or I do **not** have email.

Please **print** your **email address** and **name neatly!** 😊

Parent's Email: _____

Parent's Name: _____

Comments/Concerns:

I have read and will support Mr. Hershey's course syllabus.

Parent/Guardian Signature

Student Signature

Thanks again for your time and your support.

Brandon Hershey

FILM PERMISSION SLIP

August 2015

On occasion throughout this semester, I may show films and parts of films during class. All films I show complement and support the curriculum. At times, a film may carry a PG-13 or R rating. For any film with an R rating, I will only use clips that enhance our curriculum. For example, *Schindler's List* is rated R because of the violent nature of the Holocaust. The clips that I show represent the historical account and support Elie Wiesel's description of the concentration camps in his memoir *Night*. Please sign below if you give permission for your child to view a film with either of these ratings.

Thank you,
Mr. Brandon Hershey

Student's Name _____

Yes, my child may watch a film with a PG-13 rating.

Yes, my child may watch a film with an R rating.

No, my child may NOT watch a film with a PG-13 rating.

No, my child may NOT watch a film with an R rating.

Special note: If you do NOT want your student to watch a film with a PG-13 and/or an R rating, an alternative, relevant assignment will be provided.

Parent/Guardian's Signature _____

Comments:

Expectations for Honors Students

An Honors student ALWAYS :	An Honors student NEVER :
<ul style="list-style-type: none"> • Challenges him or herself to excel • Produces work of the highest quality • Presents only thoughtful and complete work • Takes initiative • Respects the opinions and offerings of their classmates • Contributes thoughtfully to class discussions • Thinks deeply about the concepts presented in class • Exhibits maturity • Takes pride in their work and role in a classroom • Desires to develop their intellect and communication skills • Wants to remain an honors student • Perceives him or herself as a learner 	<ul style="list-style-type: none"> • Makes excuses • Needs to be redirected or disciplined • Considers the phrase “bare minimum” to be appropriate for class work and/or effort • Whines • Holds back their creativity and individuality • Forgets that they CAN do what they put their MIND to • Holds back valuable opinions and thoughts that benefit the class when shared • Submits work they are not proud of (or would not hang on their fridge) • Takes the easy way out • Offends or embarrasses their classmates • Forgets common courtesy and kindnesses • Backs down from brain sweat • Leaves their shopping cart in the middle of the parking lot

Think about yourself as a student in terms of these expectations. What do you think your role in this course will be? Reflect on this then answer the following questions thoroughly.

1. Why did you take an honors class for English? (truly)
2. How can we make the most of our time together?
3. If you could design the *ideal* classroom, what would it look like? What kinds of activities would you be doing?
4. List 3 pet peeves that drive you nuts in class.
5. List 3 qualities that you think are essential for a productive class.