**Syllabus for English 2**

**Length of Course:** One year **Grade Level(s):** 10

**Prerequisite:** English 1

**Textbook:** The Holt Textbook and Workbook; Animal Farm; Woman Hollering Creek; Lord of the

Flies; Things Fall Apart; Bone; Othello; A poetry unit (using a reader that will be provided).

Additional texts (time permitting): All Quiet on the Western Front; Julius Ceasar

**Revised:** August 2020

**General Description**

This class is designed to fulfill the California Common Core requirements for 10th grade English, as well as the A to G requirements of the California college system. In this class, we will focus on the three major categories of Reading, Writing, and Listening and Speaking, as described below.

**Specific Aims California State Common Core Anchor Standards for College & Career Readiness**

READING (Literature & Informational Texts): Learn techniques for applying vocabulary in context, in order to better understand texts; Learn to apply key literary terminology in order to understand Key Ideas and Details; Learn techniques for chunking and bracketing of complex texts in order to understand authorial purpose, Craft and Structure; Integration of Knowledge and Ideas; AND Comprehension of complex literary & informational texts.

WRITING: Learn techniques for employing accurate and diverse vocabulary in our writing, developing syntactical complexity and clarity, understanding and employing various paragraph structure(s), and learning to seeking to deepen our sense of essay process to include brainstorming, pre-writing, drafting, crafting, proofreading, editing, and citation, etc. Demonstrate skills and understanding of Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge; and a Range of Writing.

SPEAKING and LISTENING: Demonstrate skills and understanding of Comprehension and Collaboration; and Presentation of Knowledge and Ideas.

**Attendance:** Attendance will be taken 5 days a week in this class. Sometimes that will occur through your participation in a Zoom meeting, and sometimes through our online interaction regarding lesson plans that will be posted daily on our Google Classroom. Often, attendance will be tallied based on students’ completion of an ‘exit ticket’ which is a question posted on the Stream section of our Google Classroom. This must be completed within a brief window of time for your attendance to be considered valid.

**Grades:** Grades will be entered regularly on Aeries. Please check these frequently. The grading scale is as follows: 90-100 = A; 80-90 = B; 70-80 = C; 60-70=D; 59 or below is an F. Grading will also be assigned based on the following categories: Classwork, Homework, Essays, and Final Exams, will each constitute 25% of your final grade. Participation will not be graded as a category. However, a portion of your classwork grade is determined by the “Rubric for Academic Skills” which we will examine in Week 1. For essays and work plans, I will often place grades and comments directly on the work you submit electronically on Google Classroom.

**Late Work:** Try to get work in on time. But be aware that you will be granted six NQA (No Questions Asked) for late assignments. This work should be turned in within one week of the due date, and will receive no deduction in credit for being late. After exhausting the NQA’s for the semester, all late work will be deducted 25%.

**Communication:** My district email is sdavis@jsusd.org. Please write me regarding any questions or issues you may have. I am ALWAYS READY TO HELP YOU! You may also send me messages on Google Classroom, responding to my comments, or grades for individual assignments.

Please sign this document, and ask a parent/guardian to sign it as well.

Thank you, Mr. Samuel R. Davis - M.A.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Student Signature Date Parent/Guardian Signature Date