

English II - Syllabus

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| EC Instructor | Mrs. Kelly Kniceley | | kellyl.andrews@cms.k12.nc.us |
| Room | O-1105 | Office Hours | Ms. Aglialoro: Tues in Rm 1105 @ 2:30-3 ESL tutoring: Mon in Media Center @ 2:30 Mrs. Kniceley: By appointment only |
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Course Description:

Welcome to English II! You have reached your 10th grade year and now it is time to prove what you have learned! I'm very excited to be teaching you this year, and I know we will have an engaging and productive term. English II is designed to be a class that focuses on reading, analyzing, and responding to world literature. Extra emphasis is placed upon academic rigor and preparation for post-high school reading and writing requirements. We will read and analyze a variety of texts from different parts of the world, different periods, and different genres to facilitate our discussions and provoke meaningful writing and research. You should expect to encounter higher-level questions, and you will learn how to use text-based evidence to support your writing claims.

In general, we study literature because it allows us to interpret our own life and emotions and find ways to relate to the story so we in turn can reflect. World literature can be an amazing tool for analyzing globalization because it provides a wonderful example of the ways that information is shared across languages and cultures, and to avoid the stereotypes of a single story.

Goals:

- To strengthen skills in both reading and writing through the insightful analysis of texts.
- To gain personal and educational growth through the reading of literary and non-fiction texts.
- To master skills in reading, rhetoric, listening, speaking, grammar usage, vocabulary, and spelling.
- To work collaboratively with other class members to enhance appreciation and comprehension of complex texts.
- To analyze and improve individual writing and reading by keeping an ongoing portfolio of work.
- To prepare students for EOC testing and assessment of state standards in the areas of both reading and writing.

Materials Needed:

- A three subject notebook or binder with three tabs (will need loose leaf paper as well)
- A folder with prongs for handouts
- Pens and pencils

Our Semester At-A-Glance: **tentative outline* All material is subject to change depending on time constraints.*

Quarter 1: August-October

Shakespeare and Elizabethan England

- Main text: *Othello* by William Shakespeare (1370L)

Additional readings and poetry:

- "The Dangers of a Single Story" (CommonLit)
- "Why Is Othello Black?" (Handout)
- "The Description of Africa" by Leo Africanus
- "Of Honour and Reputation" by Francis Bacon
- Sonnet 5 and 130 by William Shakespeare
- "We Wear the Mask" by Paul Dunbar
- "A Poison Tree" by William Blake
- "Jealousy" by Robert Brooke
- "The Cask of Amontillado" by Edgar Allen Poe

- “The Guilty Party” by O. Henry
- “On Revenge” by Francis Bacon
- “What Makes Good People Do Bad Things” by Melissa Dittmann
- “God See’s the Truth But Waits” by Leo Tolstoy

Writing Assignments:

- Journal writing (in notebook/binder)
- Creative narrative
- Persuasive essay

Quarter 2: October-January

Identity, the Holocaust, Genocide, and Human Behavior

- Main Texts: *Night* by Elie Wiesel (570L) and *We are Witnesses* by Jacob Boas (970L)

Additional Readings:

- *Salvaged Pages: Young Writers’ Diaries of the Holocaust* by Alexandra Zapruder
- *All But My Life* by Gerda Weissman Klein (780L)
- *Five Chimneys: A Woman Survivor’s True Story of Auschwitz* by Olga Lengyel
- “Boy Soldier” by Fred D’Aguiar
- “Immigrants in Our Own Land” by Jimmy Santiago Baca
- “Introduction to the Holocaust” from the USHMM
- “Auschwitz” from the USHMM
- “Elie Wiesel” from the USHMM
- “Who Was Anne Frank?” from the USHMM
- “The Perils of Indifference Speech” by Elie Wiesel
- “The Complexity of Fear” by Mary C. Lamia, Ph.D.
- “Why Do People Follow the Crowd” by ABC News

Writing Assignments:

Journal writing

Research paper designed to coordinate with the Junior Exit Paper required next school year.

Dystopian Society

- Main text: *1984* by George Orwell (1090L)

Additional Readings:

- “Someone Might Be Watching” by Shelby Ostergaard
- “Stop and Frisk” by Mike Kubic
- Sonnet 18 by William Shakespeare
- The Daisy Girl ad
- Allegory of a Cave by Plato
- “Harrison Bergeron” by Kurt Vonnegut
- “The Pedestrian” by Ray Bradbury

Independent Reading Assignment (please see attached documents)

This semester I will be challenging each of you to read **TWO (2)** novels outside of class. Information will be provided separately as we embark on this journey. These novels will help facilitate engaging discussion in literature circles that will be incorporated in class to allow you a choice in what you read this semester. Projects for independent reading will be due at the end of each quarter and will be graded as extra credit to help your overall class average.

Evaluation: Standards Based Assessment per CMS High School Grading Plan

Formal Assessments (i.e.: tests, essays, projects) 70%

Informal Assessments (i.e.: classwork and homework) 30%

The grading scale is standard:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

Policy on Plagiarism – Plagiarism is the use of the words, facts, ideas, or opinions of someone else without specific acknowledgement of their source. It is the attempt-deliberate or unintentional-to pass off as one’s own what in fact has been borrowed. To fail to indicate sources of information and/or to fail to identify them constitutes plagiarism. Any work which has been plagiarized will receive a 0 and the student will forfeit the right to re-do the assignment for credit. Academic dishonesty in any form will not be tolerated.

Homework: Homework will be given on a regularly basis. Young adults should be getting used to taking on the responsibility of doing work on their own time outside of class in preparation for college. All material will be accessible through Canvas.

Teacher/Parent Communication

Behavior – I will make every effort to handle discipline issues in the classroom, giving your student every opportunity to correct his or her behavior on his/her own. Situations that cannot be handled in class will be addressed per school policy (see handbook for official policy). Parent conferences will be scheduled when these disciplinary approaches are in need of your support.

Academic Progress – Any grade less than a C in this course is unacceptable and will incur interventions ranging from student-teacher conferences to an action plan that is required to be signed by student and parent/guardian. Students’ academic progress can be monitored through PowerSchool access. **Grades are updated by Sunday every other week (if not sooner)**. Please note- I am human and can only work so quickly. I promise to make every effort to maintain grades on a weekly or bi-weekly basis so you are as updated as possible.

Homework/Make-up Work – All work for my course can be found on Canvas. Each student has access to their Canvas account 24/7. If a student is absent for whatever reason, the work is there for them and is his/her responsibility. **Even though you are absent, you are required to make up the work that you missed in class while you were out- again, no excuses!**

Make-up work will be accepted for partial credit until the week before the quarter ends. If constant late work is an issue with the majority of students, this policy will change at my discretion.

CMS/SM Grading Policy for Make-Up and Late Work:

Make-Up Work: A student who misses homework or other assignments or due dates because of an absence, whether excused or unexcused, must be allowed to make up the work. **The student** must initiate contact with the teacher within **five (5)** school days upon return to school to make arrangements for completing the work.

Classroom Expectations—

1. Be respectful and be KIND.
2. Be prepared and on time because this is your job!
3. Do your own work! Cheating or plagiarism is not tolerated at this level.
4. No drinks, except water or bottles with screw on lids; no food or gum AT ALL.
5. Cell phone **are not permitted** in class and will be taken if seen during instruction.
6. Bathroom breaks are permitted during instructional time with a doctor’s note only. Please use the bathroom before entering the classroom.
7. Follow all other school policies.

Social Media:

Instagram: @aggyslitchclass

Remind Account (download the app):

- 2nd Block class code: @msaglialor
- 4th Block class code: @9be3g9f

Pocket Points (download the app):

- 2nd Block: 16886
- 4th Block: 12156

Additional Resources (also listed on my website):

CommonLit

ThinkCERCA (accessed through NCedCloud)

Wish List: It takes a village to raise a child- and sometimes it takes a village to keep a classroom running properly. Please consider donating the following to help the functionality of this classroom:

1. **Tissues**
2. **White copy paper**
3. **Lined loose leaf paper**
4. **Pencils (#2 only)**
5. **3 subject notebooks**

Parents:

Please provide an e-mail address AND a daytime telephone number that you would prefer I use to contact you regarding your students' progress and/or behavior. Please sign below and send back indicating that you have seen this syllabus. If this is not the updated information that the school has on file in PowerSchool, please make sure you call and speak to the Registrar so all information is updated.

Thank you!

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent/Guardian Signature

Date

Parent/Guardian Daytime Phone Number

Parent/Guardian E-mail Address

Also, please feel free to provide any additional information below that you would like me to have regarding your student for future communication.