

**Course Name: Honors English 1-2 (HNRS ENG 1-2)**

**Course Number: ENG 131/132**

**Teacher Name: Angie Noel**

**Course Description:**

This course emphasizes a continuation of the communication skills and strands which are developed in 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts. Students are challenged instructionally, move at a faster pace, read additional novels, and have more homework in comparison to English 1-2. Students are provided enrichment activities and assignments in this course. Units covered include short story, novel, poetry, mythology, and an introduction to Shakespeare through *Romeo and Juliet*. Additionally, reading, writing, listening, and speaking skills are taught in conjunction with each genre of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through expository, personal, literary analysis, comparison and contrast, and research writing. Alignment to the Iowa Core Curriculum:

Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

I will provide a variety of assessments during the course—quizzes, small and large-group discussions, journal responses, essays, projects and presentations, and semester exams. We will look at assessment as a means of determining learning mastery. My goal is for students to become adept at self-assessment during the learning acquisition. Final assessments for units and semester tests will focus on application of acquired understanding. Learning will occur in an environment that encourages risk taking and exploration. Students will be aware of expected learning goals and be involved in setting individual target goals. We will work together to determine assessment methods and weights. A letter grade will be awarded based on the percentage of total points earned in the class.

Reading: short stories, drama, poetry, nonfiction, informational texts, novels

Writing: analysis, narrative, poetry, journaling, research writing, short story

Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations

Language: Grammar, Usage, and Mechanics mini lessons and practice

### **Instructional Strategies:**

Students will set learning goals and work collaboratively with peers to:

- Investigate concepts
- Discuss thinking
- Propose products and processes
- Communicate understanding

I will facilitate the learning environment, which will consist of some direct instruction, online work through Canvas (an online learning management system/learning platform), individual and corporate research, and opportunities for verbal and written communication. Periodically students will be expected to prepare for learning at home. This may entail watching a short video; reading an article, essay, poem, short story, or section of text; and/or participating in an online discussion. The following day in class will be spent in individual or small-group learning stations. It is my goal to help your student become an independent critical thinker.

### **Resources:**

Text: *Literature: The Reader's Choice* (Glencoe)

Anchor Texts: *Of Mice and Men, The Odyssey, Romeo and Juliet, All the Earth Thrown to the Sky, A Midsummer Night's Dream, Fahrenheit 451*

Class website: <https://dubuque.canvas.instructure.com>

Students will need to bring laptops daily.

### **Academic/Behavioral Expectations:**

#### **READING:**

Required readings center on relevant adolescent issues and include classical and contemporary literary works from various genres. We will explore both literary and informational texts throughout the year with the goal of implementing specific reading strategies (including vocabulary acquisition) that will enable students to improve comprehension and text analysis.

#### **WRITING:**

Students will actively participate in determining WHAT makes writing effective, and thus, HOW their writing will be assessed. We will participate in a various types of writing workshops and learn to share meaningful feedback with one another. We will focus on original, clear, and creative expression. The Plagiarism Policy as set forth in the Student Planner will be strictly enforced.

#### **SPEAKING AND LISTENING:**

There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning with their peers in both formal and informal settings.

#### **LANGUAGE:**

Grammar, Usage, and Mechanics (GUM):

We will study this area via mini lessons and actual application in our writing assignments.

**CLASSROOM BEHAVIOR:**

The classroom must be a place conducive to learning. Students are expected to respect themselves, their classmates, school property, and me. I will talk with parents regarding inappropriate behavior. About technology: my classroom will be a hands-on-technology zone. Students will have access to laptops. They may use their smart phones. We will determine the norms for technology use and those norms will be strictly enforced.

**PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

**PLEASE SEE PAGE 32 IN YOUR PLANNER FOR THE EXTENDED EXPLANATION.**

**MAKE-UP WORK:**

Work missed for any reason **MUST** be made up. You have **48 hours for each day absent** to make up missed work. Students absent on the day of a test will take the test the day they return. Students absent on review days should access the review information on the Canvas site and plan to take the test the day they return. Students absent on scheduled graded discussion days will be given an alternative research assignment and are expected to share those research findings with the class.

**LATE WORK:**

I do not accept late work without a prior extension request. Assignment extensions **MUST BE REQUESTED A MINIMUM OF 24 HOURS BEFORE THE DUE DATE!!** **Late work receives NO CREDIT!** There will be some flexibility in due dates, but once we've chosen a hard due date, we will stick with it.

**ATTENDANCE:**

I will strictly follow the attendance policy set forth in the planner. I expect all students to be in class on time every day.

**MATERIALS:**

Students should have a pen, pencil, designated English spiral or folder with paper, post-it notes (small), a highlighter, headphones or earbuds, required texts, and their independent novel with them every day. You should also have your student ID visible every day.

**Grading Plan:**

I will follow the grading scale set forth in the student planner.

**Communication Plan:**

Phone: 552-5179

E-mail: [annoel@dbqschools.org](mailto:annoel@dbqschools.org)

School website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org) OR [noel.angela6@gmail.com](mailto:noel.angela6@gmail.com)

Office Hours: Period 1 in Eng/SS office

LMS: Canvas @ <http://dubuque.instructure.com>

What Pleases Me? When students:

- Put effort and creativity into whatever they do—inside and outside the classroom
- Take the time and care to help someone out
- LEARN from their mistakes (the 1<sup>st</sup> or 2<sup>nd</sup> time) and CHANGE their behavior because of these tough life lessons
- Mature intellectually, emotionally, physically, socially, and spiritually
- Get excited about LEARNING
- Practice self-discipline and selflessness

My Pledge:

As your teacher, I promise to be diligent, organized, caring, and trustworthy. It is my goal to equip you with the skills you need to be a successful learner. I will push you. I will challenge you. I will expect you to strive for **excellence** in everything you do.