

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

Course Number: ENG 131/132

Teacher Name(s): Michelle Hunt

Course Description:

This course emphasizes a continuation of the communication skills and strands which are developed in 7th and 8th 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. Thematic units covering a variety of genre include non-fiction, 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, 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. The final grade is based on the percentage of total points earned in the class.

Content: (See course outline at the end of this document.)

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)

Novels: a variety of novels will be checked out throughout the year

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

Technology: district-assigned devices will be used 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 (and included below) will be strictly enforced.

PLAGIARISM POLICY: (This is found on pp. 32-33 of the student planner.):

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. Plagiarism is defined by www.dictionary.com as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words

5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

1st occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

1st occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

1st occurrence 0% on piece without revision, parent contact, referral to Assistant Principal for possible disciplinary action

*Freshman & Sophomore students enrolled in Junior/Senior level courses will abide by the regulations and consequences set forth for that course.

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.

MAKE-UP WORK:

Work missed for any reason **MUST** be made up. 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. **ALL** work will be entered into PowerSchool as a **ZERO** until the work is submitted and graded.

LATE WORK:

Should a student not have an assignment completed when it is due, and the student was not absent the previous day, I will conference with the student about an alternative completion date/time. Some assignments are required for foundational work we will be doing in class. Oftentimes those assignments are allocated completion points. If possible, I will direct the student to complete the work prior to engaging in the class work. However, this is not always feasible, and the student may lose the points for that assignment. On occasion an alternative assignment might be given. No late work will be accepted beyond the completion of the unit for

which the work was assigned, that is, after the summative assessment for that unit. PowerSchool and Canvas will have an updated record of student work submission. Please contact me with any questions or concerns.

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, required texts, and their independent novel (once they have chosen one) with them every day.

Student IDs: Per District expectation, high school students are expected to wear their student ID while at school at all times. In this classroom, you will be expected to wear your student ID. Infractions of this expectation will result in one or more of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Grading Plan:

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

Communication Plan:

Phone: 552-5175

E-mail: mhunt@dbqschools.org

School website: www.hempstead.dbqschools.org

Office Hours: Period 6 in C116 (Periods 1 & 7 by appointment)

LMS: Canvas @ <https://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 1st or 2nd 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 putting others first
- Are humble and teachable!

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.

Honors English 1-2 Course Outline ***

Journey to Self-Discovery:

Semester 1

The following units/major pieces will be covered during first semester:

How do we read for deeper meaning?

- G.U.M. mini lessons
- Research projects: Shakespeare & 1930s
- Shakespeare's *A Midsummer Night's Dream*

How do we interpret and analyze texts?

- Mystery/Suspense—various short stories
- Independent novel(s)

How do we tell stories?

- Steinbeck's *Of Mice and Men*
- Greek Mythology and Homer's *The Odyssey*

Semester 2:

The following units/major pieces will be covered during second semester:

How do we use technology to demonstrate our knowledge?

- Shakespeare's *Romeo & Juliet*
- Literature Circles
- Research project and presentation

How do we express our critical thinking of text in a formal discussion setting?

- Science fiction/fantasy—various short stories
- *Fahrenheit 451*
- Poetry selections and creations

How do we synthesize multiple texts and make personal connections to our own lives?

- *All the Earth Thrown to the Sky*

Throughout the year will we incorporate the following:

- Graded Discussions and presentations
- Nonfiction pieces
- Various poems and short story selections
- Formal and informal Essays