

English II Honors

Syllabus 2016-2017

Mrs. Hammond

Patricia.hammond@browardschools.com

“All that mankind has one, thought, gained or been: IT is lying as in magic preservation in the pages of books.” Thomas Carlyle

“Hold yourself responsible for a higher standard than anybody expects of you. Never excuse yourself.”
Henry Ward Beecher

Course Description

This year-long honors class will satisfy the requirement for graduation from high school. The purpose of this course is to provide integrated educational experiences in the language arts divisions of reading, writing, listening, viewing, speaking, language, and literature. The content of this course includes but is not limited to the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring and extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers and viewers

Reading, writing, speaking, listening, and viewing will be integrated throughout the students' learning experiences in line with college and career readiness standards. Students will participate in a variety of activities, which will include but are not limited to group work, oral presentations, reading inside and outside of the classroom, writing inside and outside of the classroom, research-based projects, and display projects. Technology will be available for students to develop their competencies.

Course Goals

Students will:

1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.
2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.
3. Select and use appropriate speaking, listening, and writing skills to clarify and interpret meaning in both formal and informal situations.
4. Understand the common features of a variety of literary forms.
5. Respond critically to literature
6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication
7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. We will use a textbook that has many online tools available to students and parents and will be utilized in the classroom. Go to www.browardschools.com for more information.

Class Procedures, Rules and Expectations

It is my hope that your class experience will be rewarding. Adherence to these policies make that possible.

- Check **Edmodo** every day!
- Keep our classroom **neat and tidy** so we can all enjoy a pleasant learning environment. Failure to comply will result in after-school detention.
- Students must **take responsibility** for their own learning. Daily learning goals are posted. Students should motivate themselves to understand and meet these goals.
- **Cell phones** must be out of sight unless they are permitted for a specific activity. Unauthorized use of electronic devices will result in after-school detention and the device will be turned in to administration.
- Students are not permitted to **sleep** in class. You are required to manage your time to include adequate rest. Sleeping in class will result in after-school detention.
- Students must **sign-out** to go to the restroom (with permission), guidance, the media center, etc. Please do not ask to use the restroom when Mrs. Hammond is addressing the class as a whole. Being out of the classroom for more than the allotted time or being in an unauthorized area of the school will result in after-school detention.
- If you are **absent** for a class period you must check Edmodo and/or email the instructor. Please ask Mrs. Hammond or a classmate to provide clarification. Turn in all makeup work within the allotted time frame.
- Before the tardy bell: Be in your assigned seat after taking out required class materials and placing book bag with non-class materials in student designated visible storage area. Cell phone should be OFF and inside book bag.
- Be respectful, and maintain a positive attitude.
 - Everyone has bad days. If you have one, communicate with your teachers so that they know.
- Remain in your assigned seat at all times.
- Unless you have an emergency, use the restroom before school, during lunch, or afterschool.
- When communicating online, be respectful. This includes posting, uploading, replying, e-mailing, etc.
- While absent, send Mrs. Hammond a message through e-mail or Edmodo inquiring about make-up work. There's up to two days to make up work from an absence.
- Because the teacher's policy is to provide students will a comfortable range of time to work on assignments, late work will **not** be accepted.
- If technology isn't available at home, arrange *ahead of time* to use the school's or the local library's technology.

Core Reading Time: Silent sustained reading is a critical component of the learning process. Its purpose is to build independent reading endurance and foster the development of metacognition. Students will be required to participate and will receive a grade for silent sustained reading every day. Credit will not be awarded to students who choose to nap, use their cell phones, or daydream during silent sustained reading time. Silent sustained reading daily before, during and after reading strategies will be used to increase comprehension and accuracy.

Notebook: Creating an active and engaging notebook is an important part of this course. Take pride in it so you enjoy using it to prepare for all test. Notebooks will be checked for a grade.

Homework and Seat Work: During class, students are expected to work in their seats alone, in pairs or groups according to teacher instruction. Homework is due at the beginning of class on the assigned due date. Points will NOT be awarded for those who copy homework and/or seat work from another student. Copying/ cheating destroys the teacher-student relationship.

Vocabulary: Quizzes and Tests: Vocabulary and reading quizzes will be announced and unannounced (pop quiz) in order to assess student comprehension and completion of assigned reading. Students who are absent will be permitted to make up a unit test for credit in accordance with PBHS and School Board attendance policies.

Assessments Assessment and assignment are all graded and entered into the gradebook. The number of points and the weight of the test determine the percentage of the grade for that test or assignment.

HARRASSMENT/ANTI-BULLYING

SBBC policy toward bullying is an effort to confront any behavior deemed bullying, whether directed to a student or a staff member. School board policy demands action and students will be held accountable. All students and staff are entitled to a harassment free environment.

HONOR CODE

Pompano Beach High School prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so that they learn content accurately. The faculty expects academic integrity; therefore, students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out. Every violation of the Honor Code will result in the required consequence per the Honor Code. See opening day information for further details.

Please print and sign below and include email address and phone number. Detach and submit by Thursday, August 25, 2016.

I have read and understand the syllabus for English II/III and Mrs. Hammond's classroom.

Student name _____ email _____

Parent _____ email _____

Parent signature _____

Parent Daytime Phone # _____