

**Cosby High School**

# **English II**

## **2024-2025 Syllabus**

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### **Part 1: Course Information**

#### **Instructor Information**

**Instructor:** Jennifer Shults  
**School Telephone:** 423-487-5602  
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#### **Course Description**

**ENGLISH 10 Credit: 1** English II is a course that integrates the Tennessee standards of language, communication, writing, research, logic, informational text, media, and literature in order to prepare students to be successful in college level courses. This course will include extensive reading and critical analysis of a variety of genres, including several significant literary works. The Tennessee Ready assessment will be given at the completion of English II and the score will count as 15% of the student's final grade. This course meets the requirements of the Tennessee University and College System as a standard English credit. All students are required to pass English II in order to be eligible for a high school diploma. \*This class will also incorporate a reading intervention system. This will be a yearlong class. We will work at a slower pace and use different interventions/strategies to help improve the students' reading levels.

#### **Prerequisite**

- English I

#### **General Education/High School Pathway Area**

- English II is the second of four required credits in Language Arts for graduation.

#### **Textbook & Course Materials**

##### **Required Text**

- *Prentice Hall Literature: Grade 10*  
Common Core Edition  
ISBN: 10:013-319059-5

StudySync

- Rewards Book/RTI

### **Texts & Other Readings (Class Sets)**

*Julius Caesar*

*Night*

*I Will Always Write Back*

## **Course Requirements**

Three-Ring Binder (2" and this is **NOT** to be used for multiple classes)

Notebook Paper

Dividers (15)

Blue/Black Pen

Red Pen

Pencils (#2/Mechanical)

Highlighters

## **Course Structure**

The course structure is based upon small amounts of instructional lectures, student-led and maintained class discussion and participation, weekly assignments, weekly testing over vocabulary, grammar and literature, major projects with novels, research and research papers/projects, mid-term and final.

### **Online Resources**

Purdue OWL

No Fear Shakespeare

MIST (EOC Prep.)

Cnn10

ACT Prep. Websites

College Board

TNTEL

Mastery Connect

## **Part 2: Student Learning Outcomes**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or theme of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of a text relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all homework, classwork, tests, essays, test corrections, mid-term, final and class discussion participation and preparation.

## English II

### Part 3: Topic Outline/Schedule

#### Semester 1

Quarter	Unit	Req. Major Reading Novels	Supplemental Works/Resource	Research Composition	Vocabulary Essential Terms
1 <sup>st</sup> nine weeks	Grammar	<i>The Leap, Contents of a Man's Pocket, There Will Be Soft Rains</i>	ACT Vocabulary Daily ACT Question, <i>Superman and Me, The Conductress (I Know Why the Caged Bird Sings), Selected Stories</i>	Argument	ACT Vocabulary Allegory Alliteration Ambiguity Aphorism Atmosphere Autobiography Biases Closed Reading Cohesion
				<b>Grammar</b>	
TSAS		<i>Rewards/RTI intervention</i>		Punctuation and Sentence Combining with Daily Oral Language Activity	
		<i>Night</i>	ACT Vocabulary Daily ACT Question	Informative/Expository	Connotation Counterclaim Denotation Diction Ethos Foreshadow
		<i>Rewards/RTI intervention</i>		<b>Grammar</b>	

Quarter	Unit	Req. Major Readings/ Novels	Supplemental Works/	Research / Compositi	Vocabulary/ Essential
				Grammar with writing and Oral Language Activity	Ethos Foreshadow Hyperbole Idealism Individualism Irony
<b>2nd nine weeks</b>		<i>Julius Caesar</i> <i>Rewards/RTI intervention</i>	ACT Vocabulary Daily ACT Question, <i>A Day That Will Live in Infamy</i> <i>Surrender to Japan, Speech</i> <i>Hitler Youth</i>	Research Project/Paper, Inter Citation, MLA Documentatio <b>Grammar</b> Mechanics in Context with Daily Oral Language Activity	Onomatopoeia Parable Pathos Primary Source Purpose Realism Refrain Regionalism Rhetoric Romanticism Satire Symbolism Tone Transcendentalism
<b>3rd nine weeks</b>		<i>I Will Always Write Back</i> <i>Rewards/RTI Intervention</i> <i>EOC Review</i>	ACT Vocabulary Daily ACT Question,	Research Project/Paper, Inter Citation, MLA Documentatio <b>Grammar</b> Daily Oral Language Activities	Alienation American-Modernism Analogy Assonance Blank Verse Closed Reading Dialect Disillusionment Domain-Specific Epigraph Flashback Great Depression Haiku Iamb
<b>4th nine weeks</b>		<i>Poems</i> <i>Rewards/RTI Intervention</i>	ACT Vocabulary Daily ACT Question, <i>Pea for Our Time,</i> <i>Have Faith in t</i> <i>Righteousness</i> <i>Our Cause, As</i> <i>Not What Your Country</i>	Literary Analy	Imagism Industrialization Interior Monologue Local Color Metaphor Parallelism Personification Premise

Quarter	Unit	Req. Major Readings/ Novels	Supplemental Works/	Research / Compositi	Vocabulary/ Essential
			<i>Agencies of Our Cause, Ask Not What Your Country</i>		Realism Regionalism Simile Syntax
		<i>EOC Review</i>	ACT Vocabulary Daily ACT Question,	Theme Analysis	Stream of Consciousness
	<b>Final and</b>	<b>EOC Review, Preparation</b>	<b>and Practice</b>		

## Part 4: Grading Policy

### Graded Course Activities

**Assignments** for details about each assignment listed below. Basis for grading is for each semester

Points	Description
100	Weekly Vocabulary Tests and Essay Tests
100	Major Projects, Notebook Checks, Research Paper
10/10 per week	Class Participation and Preparedness

<b>Points</b>	<b>Description</b>
100	Homework, Classwork and Quizzes
100	EOC
100	Mid-Term and Final

**Viewing Grades in ASPEN (optional)**

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Online grades will be posted weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	90-100	Excellent
B	80-89	Good
C	70-79	Average
D	60-69	Below Average
F	59 and below	Poor



# English II

## Part 5: Course Policies

### Attend Class

Students are expected to attend all class sessions as listed on the course calendar. Three tardies equal an absence. Be on time and be prepared.

### Participate

Students are expected to participate in all class discussions, and be prepared for each class session. Class participation is determined by the following: attitude, preparedness, listening, classroom interaction and behavior.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Ms. Shults know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing Ms. Shults when difficulties arise during the semester so that she can help you find a solution. This is being responsible for your own learning and success.

### Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from Ms. Shults *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

#### RELEGION IN THE CLASSROOM:

1. Religious themes may be a part of the curriculum for school-sponsored activities

and programs provided it is essential to the learning experience in the various fields of

study and is presented objectively;

2. The inclusion of religion shall be for educational purposes only;1

3. The emphasis on religious themes should be only as extensive as necessary for a

balanced and comprehensive study of the curriculum. Such studies shall never be used

to proselytize, establish, foster, or demean any particular religion, religious tenets, or

beliefs; and<sup>1</sup>

4. Student-initiated expressions to questions or assignments which reflect their beliefs

or non-beliefs about a religious theme shall be accommodated.

### **Academic Dishonesty Policy**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

# Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
  - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
  - Best practice is for students to leave devices at home or in their lockers on the day of testing.
  - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
  - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
  - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
  - I will focus and put forth effort on the test .
- Being honest and not cheating

- If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
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This includes AI (see board policy).

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.