

English II Course Outline
Pacific Grove High School Room K2
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(Please make sure your correct e-mail is on PowerSchool)

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I. General Information

- a. Freshmen English II
- b. Completed and passed 9th grade English
- c. Grade level 10
- d. English II is a class designed to meet the needs of the tenth grade students planning for college or university work. This demanding and challenging class places emphasis on analytical reading, expository writing, speaking skills, critical thinking, and in-depth interpretation of literature which includes the novel, the play, short stories, and poetry. Students will be expected to discover, study, and understand the connections between literature and other course studies, especially World History. All students will prep for the California High School Exit Exam (CAHSEE) to be taken in March as a requirement for graduation.

II. Academic Content Standards – timing may change due to novel availability

Reading Vocabulary	Q1	Q2	Q3	Q4
1.1 Identify and use the literal and figurative meanings of word and understand word derivations.	X	X	X	X
1.2 Distinguish between the denotative and connotative meaning of words and interpret the connotative power of words.	X	X	X	X
1.3 Identify Greek and Roman mythology use the knowledge to understand the origin and meaning of new words.			X	
Reading Comprehension of Informational Text and Literary response and Analysis				
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.			X	
2.2 Prepare bibliography of a variety of reference materials; identify manuscript form (citation, pagination).		X	X	X
2.3 Generate relevant questions about readings on issues that can be researched.	X	X	X	X
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.			X	X
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.				X
2.6 Demonstrate use of sophisticated learning tools by following technical directions. (ongoing)	X	X	X	X
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.			X	
2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.	X	X	X	X
3.1 Understand the purpose and characteristics of different forms of literature.	X	X	X	X
3.3 Analyze the purpose and characteristics of different forms of literature. (examine in detail).	X	X	X	X
3.4 Examine the dialogue, monologues, and soliloquies for character traits.	X		X	
3.5 Compare works that express a universal theme and provide evidence for ideas. (ongoing).	X	X	X	X
3.6 Trace time, sequence (foreshadow, flashbacks).	X	X	X	X

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal.	X	X	X	X
3.8 Recognize ambiguities, subtleties, ironies, and incongruities in a text.		X	X	
3.9 Identify how “voice” and narration influence tone, plot, and credibility of a text.	X	X	X	X
3.10 Identify unique characteristics of dramatic literature (asides, scenes, soliloquies, etc.)	X		X	
3.11/3.12 Differentiate the characteristics of three literary approaches: biographical, aesthetic, and historical	X	X	X	X
Writing				
	Q1	Q2	Q3	Q4
1.1 Establish a controlling impression of coherent thesis, maintain consistent tone, focus (ongoing)	X	X	X	X
1.2 Use precise language, action verbs, sensory details, modifiers, active, not passive voice. (ongoing)	X	X	X	X
1.3 Identify suitable research questions and methods.		X	X	
1.4 Identify and develop main ideas and supporting evidence. (ongoing)	X	X	X	X
1.5 Synthesize information from multiple sources (almanacs, news sources, speeches, journals). No Wikipedia!!!!!!!!!!!!!!!!!!!!	X	X	X	X
1.6 Identify appropriate use of quotations and citations, and integrate quotations/citations into text			X	X
1.9 Revise writing to improve logic of organization, precision of word choice and tone. (ongoing)	X	X	X	X
Writing Applications				
	Q1	Q2	Q3	Q4
2.1 Write biographical or autobiographical narratives or short stories.	X			X
2.2 Write responses to literature (ongoing)	X	X	X	X
2.3 Write expository compositions, including analytical essays and research reports.		X	X	X
2.4 Write persuasive compositions	X			
2.5 Write business letters		X		
Written and Oral English Language Conventions				
1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation (ongoing w/grammar)		X - Focus		
1.2 Understand sentence construction (ongoing w/grammar)		X - Focus		
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph, and sentence structure, diction, and syntax. (ongoing)	X	X	X	X
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization, (ongoing)	X	X	X	X
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations. (ongoing)	X	X	X	X
Listening and Speaking Strategies				
1.1 Formulate judgements about the ideas under discussion and support those judgements with convincing evidence. (ongoing)	X	X	X	X
1.4 Choose appropriate techniques for developing the introduction and conclusion.	X	X		
1.7 Use props and visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations		X	X	
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.		X	X	
Speaking Applications				
	Q1	Q2	Q3	Q4
2.1 Deliver narrative presentations (ongoing)	X	X	X	X
2.2 Deliver expository presentations			X	
2.4 Deliver oral responses to literature (ongoing)	X	X	X	X

III. Instructional Plan:

During the course of the year, the student will write paragraphs, essays, and various writing types, which reflect the stages of the writing process: prewriting, drafting, responding, revising, editing, conventions, evaluating, and postwriting. The student will write essays, which demonstrate a clear thesis statement, use of concise and precise language, developmental paragraphs that support the essay's main idea, vary sentence structure, and write an effective conclusion. The student will use correct literature-based vocabulary in the analysis of core and extended reads. The student will write paragraphs and essays identifying, summarizing and analyzing the values embodied in the literature studied. The student will exhibit effective speaking skills in oral presentations based on individual research and s/he will participate in small and large group presentations and discussions. The student will develop effective cooperative learning processes: speak with a purpose, support ideas with evidence, exhibit effective listening skills, and give each other constructive feedback. Students will integrate technology in their research and demonstrate this technology in their presentations. Ninth grade students will prepare for the California High School Exit Exam.

IV. Assessment:

Assessments based on the content standards matrix will be used to evaluate students' work (mid-terms & finals = 20% of grade). Additional evaluation will include paragraph essays, journal entries, novel/play questions, oral language (grammar) sentences, oral presentations, art projects (40% of grade = 20% class work and 20% for homework), vocabularies with tests, reading quizzes and tests (20% of grade) and four take home essays/projects per semester (20% of grade). This class is based on a point structure.

Class work is worth 20-50 points each. Novel/Play study questions are 5 points each question and will be graded by partners – these are like take home quizzes every day!. Vocabularies are 20 points and tests are 80 points (100 points per vocabulary). Novel/Play/Mid-term tests are worth 200-500 points. Extra credit assignments are given at random, but will not be open for long, so take advantage when they are offered – these will only be eligible for students who have 100% of all class work turned in.

Four presentations will occur throughout the year: 1st Quarter – The Sales Pitch; 2nd Quarter –Poetry Slam
3rd Quarter – Picture Speech; 4th Quarter – Nonconformist Autobiography/Biography Speech

PGHS English Department Writing Assessment Guidelines

Language (30%)

- Provides variety of sentence types (syntax): simple, complex, and compound-complex sentences (Use 12 sentence pattern handout as a guide)
- Uses accurate, precise, and descriptive language (complexity of diction), appropriate to the assignment
- Demonstrates control of verb tense and uses active, sophisticated verbs.

Content (30%)

- Clearly addresses all parts of the writing task in a consistent and clearly articulated manner
- Provides a meaningful thesis statement at the end of the introduction, which provides direction, focus, and tone for the paper
- Each body paragraph starts with a topic sentence and includes elaboration, i.e., examples, supporting details, and concrete evidence
- Demonstrates clear awareness of audience
- Conclusion synthesizes ideas and arguments built throughout the paper in a unique and compelling manner; leaves a lasting, vivid impression

Mechanics (30%)

- Grammar
- Punctuation
- Capitalization
- Spelling
- In-text citations

**All Major Essays Are Worth 100 points. These Three Categories Make Up 90% of That Grade!
See Next Page for the Remaining 10%**

Mr. Keller’s Essay Basics (10% with Assignment Specific Guidelines Included)

- Proper Heading: Full Name, date, period, teacher, assignment name
- Title for essay –Name your baby; connect it with the last words in the conclusion
- Use 12 size, Times New Roman font with 1 ½ - 2 spaced lines in Microsoft Word not Works. Save all assignments in your Athena folder labeled 9th English (Free School Server File Through Library)
- Edit your work before turning in. If 3 major grammatical/punctuation mistakes are found (eg. Change in point of view or verb tense, use of punctuation that hinders reading of the essay, incomplete sentences, sentence fragments,etc.), you will receive 3 strikes and will need to re-write and turn in the essay within one week with the old paper attached on the back and a separate hand-written explanation on the front telling how you improved your writing
- I want to assess your best work. Why should I care about your writing if you do not? Spend more time than the night before on every major assignment at PGHS

Grades are based on a 100% scale:

- 100%-94.5% = A
- 94% - 89.5% = A-
- 89% - 86.5% = B+
- 86% - 83.5% = B
- 83% - 79.5% = B-
- 79% - 76.5% = C+
- 76% - 73.5% = C
- 73% - 69.5% = C-
- 69% - 66.5% = D+
- 66% - 63.5% = D
- 63% - 59.5% = D-
- 59% and under = F

Make Up Policy: When you are absent for any reason it is expected of you to come to room K2 the day you get back regardless if class is in session to find out what was assigned as homework or check powerschool.org. The assignment calendar should list the class work, homework, and/or test needed for make up. If you come back on a day the class is not scheduled to meet, the homework will be due on the next class session. Tests/quizzes can be made up by scheduling before/after school session. You can lose from 10-20 points per day if the assignment is not turned in on time.

Class Work and behavior Incentives:

You can earn the opportunity for a chance at fifty (50) points every week by finishing and turning in complete work on time and living up to the expectations of the class. If you meet this requirement, then you will be eligible to give Mr. Keller a number between 1 and 50. If that number comes up on the wheel of fortune, then you will receive 50 points extra credit if you have completed every assignment in the class. Only one spin is attempted per week; however, if the wheel lands on the spin again, 20 minutes extra, 50 points, free movie, or choice spaces, than the students who are eligible for that spin will earn the prize and the wheel will be spun once more. The students who are eligible for the spin must tell Mr. Keller what their choice is for the week before the wheel is spun. Choice means any one of the extra space prizes can be chosen during that week’s spin.

In order for the wheel to be spun, there can be no class referrals for any student during the current week. The students who were eligible will be given two numbers for the following week, but the referred student will not be eligible for either spin. This means no use of cell phones or iPods!!!!!!!!!!!!!! Even during potty breaks!!!!!!!!!!!!

V. Text and Extended Reads:

Anthology: *The Language of Literature* – See class homework calendar for short stories & poems.

	Fall Semester One	Spring Semester Two
<i>Novels & Plays</i>	<i>Tale of Two Cities (abridged)</i>	<i>The Samurai’s Garden</i>
	<i>Antigone</i>	<i>Twelfth Night</i>
	<i>Like Water for Chocolate</i>	<i>Cry, the Beloved Country</i>
	<i>Animal Farm</i>	<i>Choice of One; Lord of the Flies, Night, One Day in the Life of Ivan Denisovich, Walkabout, Children of the River or The Kite Runner</i>

(Availability of books may change the titles. You will be notified if this needs to occur, and in which order they will be taught. **It is highly recommended that students buy their own books to write and hi-light in.** Textbooks and novels cannot be written in at PGHS; however, you may use sticky notes to mark interesting parts of the text. It is *not* mandatory to purchase books.)

IV. Supplies Needed:

You will be expected to have your textbook and/or novel/play with you when it is needed. You will need to purchase a composition notebook for journals, quizzes, and practice writings.

A three-ring binder with dividers is required to hold work in good condition in the following order:

- 1) Syllabus/course outline & Calendar
- 2) Homework/class work;
- 3) Groovy Grammar notes
- 4) Elements of Literature notes
- 5) Novel/play study guides
- 6) Vocabulary
- 7) Writing assignments
- 8) Paper!!!!!!!!!!!!!!

School Planner, Pencils, pens, extra paper and hi-lighters are required every day.

V. Expectations of Behavior and Classroom Routines:

The Four Basic Expectations of Behavior

- 1) Expect and Give Respect to Everyone
- 2) Be Prepared with Binder, pen/pencil, and paper every day
- 3) Leave inappropriate materials and attitude outside of classroom
- 4) Settle for better at all times – earn an A!

Classroom Routines and Other Expectations

- 1) Be in your seat when the bell rings and begin warm up/journal.
- 2) Have all of your materials with you, and place backpacks under your desk or on the bookshelf out of the way of tripping. Place all books on their shelves.
- 3) Sharpen pencils before class starts. No sharpening during discussion/lecture.
- 4) Give a thumbs up if Mr. Keller asks a question requiring whole class participation. Do Not Blurt Out The Answer!
- 5) Remain in your seat until Mr. Keller excuses you.
- 6) Ask to use restroom at appropriate times and take hall pass with you.
- 7) Leave your cell phone in your backpack at all times. Give to Mr. Keller when going to restroom.
- 8) Whisper during partner work and walking to location out of class.
- 9) Listen and stay on task at all times. Text and listen to iPods outside of class during breaks.
- 10) Turn in papers to period folder/file holder with name, date, period, & assignment in corner
- 11) Throw away all food wrappers and containers outside of class due to the ants.

Cheating = zero/failure on quiz/test/homework/essay.

All work must be completed to earn extra credit and pass the class.

Plagiarism will result in a failing grade for any assignment. Copying homework from any student is considered plagiarism. Using words, sentences, phrases/clauses, paragraphs, etc. from any writer without giving the writer credit for his or her work is considered plagiarism.

Teacher Availability:

646-6590 ex.299
Room K2
skeller@pgusd.org

Prep: 5th Period

Mondays – 11:15-12:10
Wed. & Fri. – 10:25-12:10

Student Signature _____ Date ___/___/___

Parent Signature _____ Date ___/___/___

Seriously, please read before you sign. ☺