

Ms. Stevens

English II AAC

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**Supplies: Students should have supplies ready daily. All supplies are individual with the exception of tissues.**

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| --- | --- |
|  1 Subject Spiral Notebook  |  Glue Sticks  |
|  Pencils and Pens  |  Colored Pencils  |
|  Markers  |  Sticky Notes |
|  Highlighters  |  Sticky Tabs |
| Tissues (Turn in for whole class use) | Scissors |

**Welcome!!**

Welcome to my class! I am looking forward to getting to know you and working together to advance your education in the subject of English. If you ever have a question, please contact me. I’m here for YOU! Let’s make this the best possible experience that it can be.

**Schoology:** We will be using Schoology as the main platform for learning, finding assignments, and turning in assignments. This program will house class resources, assignments, discussions, and learning games and quizzes. Some grades will be housed in Schoology; however, **the grades that are in Skyward are the official grades.** Schoology grades may not be accurate overall but will be accurate for individual assignment grades posted.

**Units of Study for English II AAC:**

**Grading Period 1**

* Unit 1- Building a Literacy Community
* Unit 2- Author’s Craft: Literary Structures

**Grading Period 2**

* Unit 3- Author’s Craft: Language
* Unit 4- Inquiry: Author’s Craft

**Grading Period 3**

* Unit 5- Author’s Craft: Informational Text and Inquiry
* Unit 6- Author’s Craft: Argumentative Text and Inquiry

**Grading Period 4**

* Unit 7- Independent Reading: Book Clubs
* Unit 8- Independent Writing: Writer’s Choice

**Grades:**

**Due Quarterly: (Major Grades)**

Current Event with Presentation

Timed Writing with Peer and Teacher Conference

Any Novel Digital Project with Presentation

**Due Bi-Weekly (Daily Grades)**

Vocabulary from a self-selected novel

Daily warm-ups

Grammar warm-ups

Current Event 3-2-1 (observer notes)

**Other Grades: (Varies between Major and Daily)**

Exit Tickets

Discussion Posts and Responses

**Self-Selected Novel Daily Reading** (There will be some daily assignments given based on what students have read.)

Collaborative Projects

Collaborative Writing

Tests/quizzes

Learning Surveys

**Late Work Policy:**

Students may submit late daily work for a 15pt deduction, per day, for up to three days. After three days, the student may submit the missing assignment for a grade no higher than a 50.

**THREE KEY IDEAS ABOUT THIS CLASS**:

**ONE: Read, Read, Read!** The major predictor of academic success is the amount of time that a student spends reading. In fact, the top 5 percent of U.S. students read up to 144 times more than the students in the bottom 5 percent. Research shows that the highest achieving students are those who devote leisure time to reading. One of the few predictors of high achievement in math and science is the amount of time students devote to pleasure reading. Recently, the largest ever international study of reading found that the single most important predictor of academic success is the number of time children spend reading books, more important than economic or social status.

**TWO:** Intelligence increases with effort. Students often say, “I‟m just not good at reading/math/any subject.” While some activities are easier for some than for others, everyone can improve his or her ability through effort. In fact, the understanding that intelligence can be improved by effort is another key predictor of success at any task. This is referred to as grit. We all require different levels of effort and support to improve, but we can all reach our learning goals. The effort to improve at new skills will be treated with the utmost respect in our classroom. Please encourage your student to keep trying and practicing new skills, (including reading and writing) especially when the skill is challenging.

**THREE:** It takes time to learn complex skills, so we must use time wisely and efficiently. Studies of people who reach high levels of proficiency at complex tasks (from brain surgery to high-level reading and writing skills) show there is ONE THING that sets them apart from others who try but don‟t do as well: HOURS OF PRACTICE. (See Key idea #1,2). All Classroom participation and behavior expectations are built upon idea three. Our classroom time is sacred, and I do all I can and expect students to do all that they can to minimize absences and disruptions.

**Student Behavior:**

Students are expected to follow class expectations. Violation of these expectations will receive the following:

1st time: Verbal warning

2nd time: Student conference

3rd time: Parent email/phone call/conference

4th time: Detention/office referral

**Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Current Event Assignment**

**Once per quarter**, you are to find an article from a newspaper (paper or online) or a magazine that was published **within a week of your pre-assigned presentation date**. The article may be on any of the following topics: **international news, national news, political news, economic news, science and technology news or an editorial**. If you choose an article on sports or entertainment, the article must focus on business or artistry – **it cannot be a game recap, movie review, or gossip-centered article.** You will lose points if you do the same article as someone who has presented previously to you. (You may do an update of a previous issue, if significant changes have taken place.)

Articles must be at least five paragraphs long and allow you to answer all of the below questions. Should you do your assignment on an article not meeting above requirements, **the highest grade you can receive for the assignment will be a 50 (incomplete)**. **You must provide a picture of the article or a link to the article with the assignment when turned it to Schoology.**

**Read the article, do any accompanying research, then copy and complete the following statements on your own document. You will turn in the survey and article and give a two to five-minute talk about the event to the class. You should not read from the survey during your talk. Share the most important information, your thoughts on the article or topic, and any vocabulary you notated in the survey (know the correct pronunciation).**

Nonfiction Article Survey

1. The title of the article is \_\_\_ (put quotation marks around article titles). I found it in/on \_\_\_\_ (underline the title of the newspaper or magazine you found the article in, or name the website).
2. The author of my article is \_\_\_\_\_. I know s/he is qualified to write about this topic because \_\_\_\_\_\_\_\_\_.
3. The citation of this article is: \_\_\_\_ (use MLA style)

**MLA Rules**:

Provide the author name, article name in quotation marks, title of the Web magazine in italics, publisher name, publication date, medium of publication, and the date of access. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

**Example:**

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

4. I would summarize the article in one sentence this way: \_\_\_. (You may use the one sentence summary - The article begins with \_\_\_, continues with \_\_\_, and ends with \_\_\_.)

5. The topic of this article is \_\_\_\_\_.

6. The main idea of this article is \_\_\_\_\_.

1. The author’s attitude towards this topic is \_\_\_. I know this because \_\_\_.
2. One of the text features I noticed in the article is \_\_\_\_. From this text feature, I knew that \_\_\_.
3. From this article, I learned \_\_\_\_.
4. A word that I did not understand at first in the article is \_\_\_. The sentence I found it in is \_\_\_. I can guess the word means \_\_\_ because \_\_\_. \*
5. The most well-written sentence in the article is \_\_\_. I think it is well-written because \_\_\_.\*
6. If I wanted to find more information about this topic, I would go to a search engine use the following keywords: \_\_\_.

\* Sentences 10 and 11 need to be different.

**When other students present their events, you are to complete a 3/2/1 in your notebook.**

3 facts you learned about the event

2 possible opinions (can be yours and the opposing side)

1 question you have about the event

You will set each entry up this way:

Date: Topic: Presenter:

3 Facts

1.

2.

3.

2 Opinions

1.

2.

1 Question

1.

**Your survey and presentation will each receive one major grade.**

**The 3/2/1s will be collected near the end of the quarter for a separate daily grade.**

**Any Novel Digital Project:**

Due Quarterly

Students MUST read one novel outside of class each nine-week grading period. Students will pick one of the following projects. All projects turned in after the due date are subject to a late grade. -15 points per day.

**Students may not choose the same project more than once.**

1. Create digital models of two of your favorite characters and dress them as they are dressed in the book. Create audio--or prepare a speech--for your character and describe yourself as the character. Tell what your role is in the book and how you relate to the other character you have made.
2. Create a video interview for two characters from your book. Write at least ten questions that will give the character the opportunity to discuss his/her thoughts and feelings about his/her role in the story.
3. Write and illustrate a diary using Prezi, Sway, or PowerPoint for one of the main characters. The diary should be from before, during, and after one of the book’s events. Remember that the character’s thoughts and feelings are very important in a diary.
4. Create a video of a dramatized scene from the book. Write a script and have several rehearsals before recording it.
5. Prepare a digital travel brochure or webpage for the book’s setting. Must include all of the setting information from the book including 3 different specific places to visit while there.
6. Create a “blog page” for one character with at least 4 subtitles and 3 images. Include what the character would be thinking and feeling. You can use google docs for this or any other preferred platform (get approval first).
7. Create 3 Found Poems from the text in your novel and create a slideshow with illustrations for the poems. For more info on how to create a found poem: <http://www.readwritethink.org/files/resources/printouts/foundpoem.pdf>

**Timed Writing:**

* Prompts will be given at the beginning of class and are different for each class period. The essay is due at the end of the class period.
* Students will be allowed to rewrite timed writes for an improved grade after peer and teacher conferences.

## **Planning for the Timed Essay**

The most important part of writing a timed essay is *time management*. Study the following three-step strategy to prepare for writing the timed essay required in this course. Students may revise this strategy to accommodate their own writing style.

### **Step 1. 10 Minutes to Plan**

* Choose one of the prompts from the two provided and come up with a *working thesis* based on the language of the prompt
* Quickly list or map the major points to develop the topic (this is the prewriting step)
* Rearrange these points in a logical order on a simple outline; for example, list them in their *order of importance*, also known as *emphatic order* (this is the outlining step)
* Draft a more developed thesis statement that might include an *essay map*

### **Step 2. 40 Minutes to Write**

* Write the essay using double spaces or, if using notebook paper, write on every other line of the paper to allow room for revision
* Write carefully and legibly
* Use an outline or map as a guide, but add and delete as new ideas and examples emerge

### **Step 3. 10 Minutes to Revise, Edit, and Proofread**

* Read the essay for content, and add or delete material as necessary, making certain that the paper remains legible and reads smoothly overall
* Read for appropriate sentence structure and vocabulary; revise as needed
* Correct grammar and spelling errors

For more information: <https://courses.lumenlearning.com/atd-fscj-englishcomp1/chapter/module-4-timed-writing/>