

Honors English II and AVID Syllabus

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Link to NC Common Core Curriculum for English: <http://www.corestandards.org/ELA-Literacy>

First Six Weeks

All pre-assessments will be completed during the first week of class.

There will be skills and objectives assessments every two to three weeks.

*Literary Terms, Characterization, Perspective, Author's Purpose, Themes, Comparisons of Texts (Obj. RL9-10.1, 2; RI 9-10.1, 2)

A narrative writing assignment will be completed.

*Basic Writing Structures, Writing Process, Fluency and Grammar
(Obj. W 9-10.2a, 2b, 2c, 2d, 2e, 2f, 7, 9b, L 9-10.2a, 2b, 2c, 3a)

AVID Assignments will begin.

*Binder Set-up, Focused Note Taking, Introduction to the 10 Step Tutorial Process

Second Six Weeks

Skills and objectives assessments every two to three weeks.

*Character Development, Word Choice, Tone, Story Elements, Plot (Obj. RL 9-10.3, 4 and RI 9-10.3, 4)

An argumentative writing assignment will be completed.

*Claim, Counter Claim, Supporting Evidence, Credible Research (Obj. W 9-10.1)

AVID Assignments continued.

*Tutorials Continued, ACT/SAT Review, Argumentative Essay

Third Six Weeks

Skills and objectives assessments every two to three weeks.

*Structure; Elements; Author's Choices; Themes; Comparison of Multiple Texts (Obj. RL 9-10.4, 6, 9; RI 9-10.4, 6, 7, 9)

An informative/explanatory writing assignment will be completed.

*Basics of MLA Formatting, Writing Process, Author's Choice, Credible Evidence
(Obj. W9-10.3a, 3b, 3c, 3d, 3e, 6, 8, 9a, 9b, 10, L9-10.1a, 1b,4a, 4b, 4c, 4d, 5a, 5b)

AVID Assignments continued.

*Vocabulary Building, ACT/SAT Review, Exam Preparation

Benchmark/Mid-Term Assessment will reflect the cumulative knowledge throughout the semester.

Fourth Six Weeks

Skills and objectives assessments every two to three weeks.

*Author's Choices; Analysis, Impact, and Development of Texts; Historical/Societal Impact of Texts (Obj. 9-10.5, 6)

A formal research paper will be completed.

*MLA Formatting Mastery, Synthesizing Sources, Writing Process, Claims, Evidences, Formal Style/Tone, Clarity (Obj. W 9-10.1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 9a, 10, L 9-10.3a, 4a, 4b, 4c, 4d, 6)

AVID Assignments continued.

*1st Semester Reflections, Job Interviews/Resumes, Socratic Seminars, Philosophical Chairs

Fifth Six Weeks

There will be skills and objectives assessments every two to three weeks.

*Literature and Informational Texts (all terms and concepts)

Poetry Units will be completed.

*Drama Terms, Poetry Terms, Content, Form (Obj RL 9-10.1-10; W 9-10.10; L 9-10.1a, 1b)

AVID Assignments continued.

*Public Speaking, Fish Bowl Speeches, Field Trip

North Carolina End of Course Exam Review will be determined based on all prior formal and informal assessments.

Sixth Six Weeks

There will be skills and objectives assessments every two to three weeks.

* Literature and Informational Texts (all terms and concepts)

Career Research Unit will be completed.

*Career Fields, Career Options, Growth, Resources, Education, Products

End of Course Exam Review will begin and will be intensive.

AVID Assignments continued.

*Career Unit, Final Exam Prep

All assignments are tentative. Depending on student mastery and their college schedules, some assignments may be shifted around throughout the semester. This syllabus also does not include specific daily assignments because those assignments depend on the completion of other activities throughout the semester.

Grading Scale:

Classwork/Homework: 20%

Quizzes: 20%

Projects: 20%

Tests: 40%

*Any classwork, projects or quizzes may be resubmitted. If a student does not receive at least an 80%, they will be asked to resubmit with corrections.

**Tests are very heavily weighted because they are intended to measure a student's mastery of content. Because of the heavy weight of these assignments, students are required to complete test corrections for any test on which they do not receive a 100%. The completion of test corrections results in half-credit back on the assignment and a 100% for a separate classwork assignment grade. (i.e – A student scores a 60% on a test. After test corrections, their grade becomes an 80% on the test and they receive a 100% for an additional classwork grade.)

PDSA:

Montgomery County Schools has an intended focus on the PDSA model (Plan, Do, Study, Act). Students will track their academic growth throughout the semester based on specific curriculum objectives.

Approximately twice a grading period students will take a formal assessment to measure their mastery of targeted objectives. To learn more about the objectives which your student is learning, reference their CANVAS course and ask them to describe their data which will be tracked digitally this year.

Attendance:

Because we are beginning the semester virtually, please know and understand that attendance and assignment completion are essential to success in the classroom. Students are expected to work on school work from 8:10 am – 2:30 pm each day (just as they would during a traditional school day). I will be available during these hours each day of the week, but in order to balance multiple classes with varying curriculum, I have designated the time scheduled for your student's class to work with them. I will also schedule assignments for your student's class to be submitted during this same time frame. Students are expected to attend TWO Google Meets a week and complete a daily bell ringer. Please communicate any obstacles that may prevent your student from meeting these time restrictions.

E-mail:

E-mail is the most effective and efficient way for me to communicate with students and parents. I check e-mail often and send many e-mails related to assignments and announcements. If students have any questions, need further clarification, or need to plan a time to make a phone call or Google Meet for further assistance, please do not hesitate to send me an e-mail at heather.beane@montgomery.k12.nc.us. I am available by phone at MCEC (910-898-9690), but I will not be able to answer the phone during Google Meetings or when working one-on-one with other students.