English II is a required course for graduation. It builds upon and reinforces the skills acquired in English I, including genre study, critical reading, language usage and conventions, and effective writing. Additional emphasis is placed upon research skills and oral communication. The skills and **knowledge** attained will prepare students for successful completion of the statewide standardized assessment (MCAP).

The Honors English program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with language and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students’ cognizance of the richness of language and literature.

**Course Outcomes:**
1. Use and develop effective English language skills (written and oral) for a variety of audiences and purposes
2. Use and develop a variety of reading, writing, and listening strategies
3. Explore and closely analyze a variety of literary genres
4. Use traditional and emerging media in order to stimulate and develop critical thinking, generate and communicate ideas, and gather and analyze information
5. Develop vocabulary, note-taking, and organizational skills

**Course Outline:**
This class is based around the Essential Question- **What defines who we are?** Major assessments will come in the form of essays, quizzes, dramatic readings, discussions, unit tests, presentations (individual and group), and a Midterm/Final exam. We will also look at grammar/mechanics, vocabulary, and composition.

- Our major works of study may include: Edgar Allan Poe, *Julius Caesar* by Shakespeare, *The Glass Castle* by Jeannette Walls, *Night* by Elie Wiesel and *Animal Farm* by George Orwell
- To encourage students to read, the course will incorporate choice for independent reading as much as possible. With teacher and parent/guardian approval, students may choose books from the classroom library, public or school library or other sources. Students should discuss book choices with their parents/guardians.

**Course Materials:** Not attending class prepared will have an adverse effect on student grades.
- Writing Utensil AND Lined Paper or Composition Notebook for Notes
- A Virtual English Folder on Drive for Papers, Essays, Projects, and/or Worksheets
- School Issued Laptop and Charger
- Literature Textbook (*Pearson’s MyPerspective*) and/or Novel of study AND Independent Reading Book

*A Special Note Concerning Textbooks* → Each student is assigned a textbook and is responsible for said textbook. Should the book be damaged or lost, the student is responsible for a replacement book -- **$25.00**

**Course Online Learning Schedule:**
- **Synchronous Teacher Led Learning Days** → Tuesday and Friday from 12:45-1:30pm
- **Asynchronous Learning** → Monday and Thursday from 12:45-1:30pm
- **Check-in Day and Asynchronous Learning** → Wednesday from 11am-11:10am
- **Office Hours** → Monday, Tuesday, Thursday & Friday from 8-10:15am & 2-3:30pm
Online Learning Expectations

- **Synchronous** – Join the video conference on time and have materials ready. You are expected to be on the video conference for the duration of class. Materials include pencil, paper, text/novel, and any websites/links needed to complete work; have Schoology open and ready to go in a browser. Please find a quiet place to work with enough space to access all materials, digital and physical.

- **Asynchronous** – Assignments that are asynchronous are to be done on your own; however, I am available for help during the designated asynchronous period. Additionally, you may be asked to attend a video conference for small group or one-on-one instruction; these meetings are also Mandatory.

- **Check-in Day** – Every Wednesday there will be a brief 10 minute video conference or check in to provide a brief period of instruction and to ensure all students are on track with the current assignments. Students will also complete an asynchronous assignment on check-in day.

- **Office Hours** – Every day except for Wednesday there are Office Hours set aside for reteaching, one-to-one or group tutoring, small group instruction, and student/parent meetings. You may schedule a time during office hours for tutoring. You may also attend a tutoring or instructional video conference during office hours. Office hours are considered part of the school day, so tutoring or conferences scheduled during this time are mandatory. If there is an instructional conflict during the requested time, we will work together to find a time that works.

**Academic Integrity:**

- All students at Queen Anne’s County High School are expected to conduct themselves with great pride in academics and the community at large. To this end, it is expected that all students will maintain academic integrity in every assignment.

- Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the electronic resources provided or recommended by the teacher. Submitting work copied from non-approved electronic resources such as an online essay writing site or PhotoMath is still considered plagiarism.

- **Plagiarism** (the practice of taking someone else's work or ideas and passing them off as one's own) is a severe offense at QACHS and will result in immediate consequences, such as:
  - Parent Contact by email or phone
  - Detention or Referral (depending on the severity of plagiarism or assignment)
  - Immediate Zero on the Assignment (Possible “redo” of the assignment for partial credit is at the discretion of the instructor)
  - Conference with the Academic Dean

- **Examples of Academic Dishonesty** (not an exhaustive list):
  - Using unauthorized materials and/or resources
  - Copying work from another student, or from the web
  - Working with other students on an assignment intended for individual work
  - Having anyone else but you complete any part of your coursework for you
  - Using online searches to find answers to your assessment questions
  - Posting answers to assessment questions online

**Attendance:**

- In order to be marked PRESENT for each class, each day, students must login to Schoology for each class, each day, and complete any work assigned for that day.

- Students should contact their teachers AND guardians should contact the front office if a student must miss a class, or a full day of classes, in order to ensure that the missed instruction is marked as an excused absence.

- Students are responsible for making up any and all work missed due to an excused absence in order to receive credit for that work.

- All make up work must be completed by the established deadline or other arrangements must be made with the teacher.
Late Work:
- Each assignment will have a DUE DATE and a DEADLINE; after the deadline, late work will NOT be accepted.
- Students will have THREE days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score.
- In extenuating circumstances, please work with the teacher directly.

Grades:
Mastery Assessments → 50%
- 3 to 4 Essays, Formal Discussions, Projects, Tests/Exams, Quizzes; Any assignment that shows MASTERY over a topic/unit.
Progress Assessments → 50%
- Daily Work, Reading Comprehension, Participation/Informal Discussions

**Students will take a Pre-Assessment, Midterm, and Final Exam!**

Due to the shift to virtual learning for the Fall semester, the high school grading policy has been adjusted in order to provide students a better method to demonstrate their mastery of the content. The previously utilized Final Exam category has been incorporated into the Mastery Assessment category in order to better align with online learning.

Retakes/Revision:
- Students will be allowed to retake or revise mastery assessments (except for the Midterm or Final Exam) within 10 days of the date returned in order to earn a higher grade.
- Students may revise a mastery assessment as many times as he/she would like in order to earn a better grade.
- There is NO cap on how high a grade a student can earn through revisions (there are some exceptions such as on-demand/in-class essays or points revoked due to late submission).
- Revisions are the responsibility of the student; I will never tell a student to redo a mastery assessment -- IT IS A CHOICE.
- Students must schedule an after school conference with me in order to rewrite/revise a mastery paper.

Parent Communication:
Parents may access student grades online. Grades will be updated regularly. Please email with any questions or concerns.

The school will send out a Google Form to parents/guardians asking them to virtually sign off on the syllabi for each class (including this one). While not a perfect system, it is better than attempting to track down mailed paperwork, or sending multiple google forms for virtual signoff.

EMERGENCY PROCEDURES
All emergency procedures (fire drills, weather drills, etc.) have been reviewed with the students as they pertain to evacuation and/or shelter in place situations. Each drill’s instructions are specific to the classroom location and crisis situation. If you have any questions or concerns about what your student should do in the case of an emergency, please speak to your student and/or email me directly.