COURSE DESCRIPTION:
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. Importantly, students in tenth grade will take the English Language Arts / Literacy portion of the MCAP assessment. (MCAP stands for Maryland Comprehensive Assessment Program, and it consists of all tests students have to take to graduate.) The ELA MCAP is a graduation requirement, and this course will prepare students for that major assessment.

CONTENT:
▪ Literary genre—including short stories, plays, novels, non-fiction texts, and poetry
▪ Grammar, usage, and mechanics
▪ Vocabulary
▪ Composition

COURSE OUTCOMES:
▪ Develop and use before, during, and after reading strategies.
▪ Use a variety of writing strategies.
▪ Use the English language effectively in written and oral communication.
▪ Develop listening strategies.
▪ Develop effective speaking skills for a variety of audiences and purposes.
▪ Explore and analyze a variety of literary genres.
▪ Develop vocabulary and verbal skills.
▪ Develop note-taking, organizational, and documenting skills for use in research.

COURSE OUTLINE:
The structure of this course is intended to further develop skills introduced in English I. Language and vocabulary instruction will be integrated on a daily basis. Readings in the course will primarily focus on short stories of fiction and poetry from a variety of genres. In addition, the class will study several longer pieces of literature by various world authors. The following represents a brief outline of the major units:

<table>
<thead>
<tr>
<th>Topic/Unit of Study</th>
<th>Time Frame</th>
<th>Major Assessments will include, but are not limited to, tests, quizzes, writing tasks, oral presentations, portfolio pieces, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Strategies Mini-Unit</td>
<td>2 weeks</td>
<td>Major writing pieces will include: <em>Narrative Writings</em> <em>Literary Analysis Essays</em> <em>Research Simulation Essays</em> <em>Argument Analysis Essays</em> <em>On-Demand Essays</em></td>
</tr>
<tr>
<td>First thematic unit—Literary Analysis Overview</td>
<td>2-3 weeks</td>
<td></td>
</tr>
<tr>
<td>Second thematic unit—Developing Literary Analysis Skills</td>
<td>4-5 weeks</td>
<td></td>
</tr>
<tr>
<td>Third thematic unit—Developing Non-Fiction Analysis Skills</td>
<td>4-5 weeks</td>
<td></td>
</tr>
<tr>
<td>Fourth thematic unit—Developing Argument Analysis Skills</td>
<td>2-3 weeks</td>
<td></td>
</tr>
</tbody>
</table>
**COURSE MATERIALS:**
In order to be successful in this course, every student will **NEED** to **use his/her laptop every day** and the following may also be needed on a given day:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook or Folder</td>
<td>I recommend a 3-ring binder or a folder.</td>
</tr>
<tr>
<td>Lined Paper</td>
<td>Students should have paper for notes, checklists, and brainstorming.</td>
</tr>
<tr>
<td>Writing Instruments</td>
<td>Have a pen/pencil EVERY DAY!</td>
</tr>
<tr>
<td>Current Text</td>
<td>Students should keep their textbook and any assigned novels at hand.</td>
</tr>
</tbody>
</table>

**COURSE ONLINE LEARNING SCHEDULE:**
- **Synchronous Teacher Led Learning Days** → Tuesday and Friday from 12:45 pm - 1:30pm
- **Asynchronous Learning** → Monday and Thursday from 12:45 pm - 1:30pm
- **Check-in Day and Asynchronous Learning** → Wednesday (the live check-in will be from 11:00 am - 11:10 am)
- **Office Hours** → Monday, Tuesday, Thursday & Friday from 8:00 am - 10:15 am & 2:00 - 3:30 pm

**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. You’ll need your laptop with email up and Schoology open and ready to go in a browser. You might also need pencil, paper, text/novel on a given day. 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 **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.

**COURSE POLICIES:**

**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.

Examples of academic dishonesty include (not an exhaustive list):
- 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

Plagiarism is a severe offense at QACHS and will result in immediate consequences, such as:
- Parent contact by email or phone
- Immediate zero on the assignment
- Conference with the Academic Dean

**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.

Grades
The student’s grade in the course will be determined using the following weights:

- Mastery Assessments 50%
- Progress Assessments 50%

Please note the following: For each course, students will be allowed to retake or revise “Mastery” assessments (except for the Final Exam) within 10 school days from the time the assessment is returned if they score 69% or less. They may earn up to a 70%.

Grades will be updated at least every week. Should you encounter a problem, e-mail is the most efficient way to contact the teacher.

Late Assignments
- Each assignment will have a DUE DATE / TIME and a DEADLINE.
- Students will have THREE days from the assigned due date to submit work late; each day an assignment is late after the three-day window, the assignment will be docked 10%.
- If there are extenuating circumstances, please contact the teacher directly.

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.