English II PAP (High School Course Guide)
The course enhances and adds new concepts of study in grammar, usage and mechanics. Vocabulary study (including literary terminology) and composition skills are addressed via studies of a variety of literary works and genres. Practices in the different modes of writing are provided.

STAAR and EOC
Daily lesson planning will reflect state standards (TEKS and STAAR), college placement (TSI), and college entrance exams (ACT and SAT). District benchmarks and tutoring for TAKS tests will be announced.

Required Materials/Resources
- Two pocket folder (1st Blue / 2nd Purple / 3rd Red / 4th Black / 7th Green / 8th Pink)
- Set of colored pens for Jane Schaffer Writing Style (Blue, Green, Red, and Black)
- Class donation (Optional but appreciated – Either Box of Tissue, Pencils, or bottle of Hand Sanitizer for class/student use)

Expectations for ECHS/PAP students:
✓ Pre-AP students should have been recommended by the previous teacher in the subject most related to this Pre-AP class.
✓ Pre-AP students are expected to show a high level of commitment to learning.
✓ Pre-AP students are expected to be responsible for their work, including missing assignments due to absences or school functions.
✓ Pre-AP students are expected to do a significant amount of reading and writing outside of the classroom.
✓ Pre-AP students will be required to demonstrate critical thinking and writing skills from their readings.
✓ Pre-AP students are expected to go beyond simple word comprehension by demonstrating an ability to draw inferences and conclusions necessary to present sound judgments in written form.
✓ Pre-AP students are expected to participate in class discussions and activities.

Detailed Course Information and Assessment Plan
English II is a two-semester course. Students in High School English explore the ways that audience, purpose and context shape oral communication, written communication, and media technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive expository, argumentative, and literary purposes. In English, students will:
- Express reflections and reactions to literature and to personal experience
- Explain meaning, describe process, and answer research questions
- Evaluate communication and critique texts
- Make and support an informal opinion
- Participate in conversations about written analysis of literary genres, elements, and traditions
- Use knowledge of language and standard grammatical conventions
Below is the curriculum for high school English, which should be kept in your notebook. All English II students will take the End-of-Course test at the end of the semester.

**We will be taking benchmark exams (quarter tests) throughout the semester to help us prepare for this test and to gauge or progress. These tests will count as part of your grade.

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**Six Weeks Breakdown**

1st Six Weeks: All Genre Overview

- **Genres:** Fiction, Informational, Poetry
- **Selections:** “The Open Window”, “Like the Sun”, “Annabel Lee”, “Undying Love: Carl Tanzler’s Mummified Dream Girl”
- **Skills:** Single & Paired SAR

2nd Six Weeks: Cross Genre Analysis

- **Genres:** Fiction, Nonfiction
- **Selections:** “Death By Scrabble”, “The Near Departed”, “Masque of the Red Death”, The Hot Zone excerpt
- **Skills:** Single & Paired SAR, Persuasive Essay

3rd Six Weeks: Drama

- **Genres:** Drama, Poetry
- **Selections:** Antigone, “Still I Rise”
- **Skills:** Single & Paired SAR, Persuasive Essay

4th Six Weeks: Poetry

- **Genres:** Poetry, Nonfiction
- **Selections:** Poetry Collection, “First They Killed My Father”, “Keep Memory Alive”, “The Rwandan Genocide”
- **Skills:** Single & Paired SAR, Persuasive Essay

5th Six Weeks: Genre Study

- **Genres:** Poetry, Literary Nonfiction
- **Selections:** “Cupid and Psyche”, Poetry Collection, “Casey at the Bat”, “Air Conditioning”, “Darkness at Noon”
- **Skills:** Single & Paired SAR, Persuasive Essay

6th Six Weeks: Library Research

- **Skills:** Library Research, MLA Style Citations & Writing Process

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**Instructional Procedures & Support and Classroom Management Procedures**

Delivery of instruction will be student-centered as follows: cooperative grouping, collaborative writing, individual and group presentations, and teacher–student conferences. I will be available for tutorials (by appointed day) after school for students who need additional support.

*See rules for personal conduct and dress code in student conduct handbook.*

**Preparation of Assignments**

- Head your papers correctly (first and last names, period, date, and assignment title on the top of paper).
- Rough drafts must be in pencil, front and back.
- Regular assignments should be in blue or black ink, on the front side of fresh white infringed notebook paper.
- Final drafts of major writing assignments must conform to conventional manuscript standards.
- Avoid receiving a zero. If in doubt, ask.
To warrant learning, students should be participating appropriately during and after class. This includes:

- Listening to directions and focusing on their own work (which means NO separate conversations or distractions with peers or electronics)
- Asking questions for clarification
- taking thorough notes as we read in class
- completing all assignments on time
- attending English class every day

**Plagiarism**

- **Deliberate plagiarism** is claiming, indicating, or implying that the ideas, sentences, or words of another are one’s own. It includes copying the work of another, or following the work of another as a guide to ideas and expression that are then presented as one’s own.
- **Accidental plagiarism** is the improper handling of quotations and paraphrases without a deliberate attempt to deceive. If the plagiarism is accidental, the student may correct and rewrite the paper, but will be penalized a letter grade.

**Instructional Procedures & Support**

Delivery of instruction will be student-centered as follows: cooperative grouping, collaborative writing, individual and group presentations, and teacher-student conferences. I will be available for tutorials after school for students who need additional support.

**District grading procedures will be honored.**

- Tests, major Projects and Essays are counted double. **Tests are “Re-testable” / Projects cannot be turned in late.**
- Daily Grade (Counted once): Quizzes/ Benchmarks **Not “Retestable”**
- Daily Grade: Classwork/Homework/Participation

- Students will be allowed to re-test on examinations and will need to fill out a “Request to Retest” form. 
  - The highest grade received for a re-test will be a 70.

**Late Work**

Late work will be accepted; however, in the event that you must turn in your work late, you will receive no higher than a 70. (1 day late) After 1 day of being late, your highest possible grade is a 50, but it is better than a zero. You should not be turning in assignments after 3 days of due date. Please fill out a LATE SLIP and attach it to the assignment when turning it in to the late folder located in your periods turn-in bin.

**Absences**

- Students with an excused absence will be allowed to make up the work they missed. The time given to a student to make up their work will correspond with the amount of the time they were absent.
- If you are absent on the day an assignment is due, and the assignment has been previously assigned, you must turn in the work on the day of your return. No Excuses.
- Tests are always announced in advance. If you miss a test or other major assignment, it is your responsibility to schedule an appointment with me to make it up before/after school within two days of your return. Failure to make up a test will result in a zero for the assignment. Tests missed because of an absence may require an additional essay(s) as part of the test or in place of the test (teacher’s discretion). Exams (not quizzes) may be requested (fill out form) and retaken for no higher than a grade of a 70%

PLEASE REFER TO THE FRONT WHITE BOARD AND ASK A CLASSMATE WHAT WAS MISSED.
**Tutorials**
Open tutorials will be Wednesday/Friday mornings and Wednesday/Thursday afternoons. All other days are by appointment only. (Although you can always catch me to ask a question or get clarification on an assignment everyday throughout the week) Students may be asked to come to tutoring, please make arrangements to attend.

**Technology**
We will use devices during class time for bell work, quizzes, research, assignments and more. A valuable resource that contains many of the articles and documents we use in class will be my website

   gpenaenglish.weebly.com

**Remind**
It is mandatory for all students to sign up for Remind either by text message, website, downloaded app or email. This will be a tool that will enable me to post assignments, documents, links on my website and reminders, as well as answer any questions through monitored messaging. Remind makes learning easier by allowing students to ask for more clarification or help on any given assignment with any device, even after school. (No earlier than 8am, or later than 10pm)

   You can find the code for each class listed on my website homepage.

Syllabus may be amended due to unforeseen circumstances.
English II PAP Expectations

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✓ Pre-AP students are expected to participate in class discussions and activities.

Student and Parent Acknowledgement:

I have read the class syllabus, rules and procedures and I understand and agree to abide to all that is described.

Student Name (Print) _______________________________ Period __________

Student Signature _______________________________ Date __________

Student e-mail address _____________________________________________

Parent/Guardian Signature _________________________________________ Date __________

Parent/Guardian e-mail address _______________________________________

Parent/Guardian phone number ____________________________