

After reading this course's plans and expectations, have both you and your parent(s) sign the last page & return it to your teacher by **Wednesday, January 25th**.

Supplies: You will need one 3-ring binder, 4 dividers, loose leaf paper, pens, and #2 sharpened (non-mechanical) pencils for scantron sheets. Please label your dividers as follows: Reading, Writing, Vocabulary, and Miscellaneous. Additional supplies may be needed at a later date.

Rules & Expectations:

- ✓ Have a positive, flexible attitude with a willingness to learn!
- ✓ Be respectful of yourself and others.
- ✓ Limit restroom trips (unless a documented medical condition says otherwise).
- ✓ Label all assignments as follows:
 - Last Name, First Name
 - Block #
 - Date
 - Assignment Name (i.e.: CW: Thinking through the Literature, page 48)
- ✓ Late work will receive an "F" grade.
- ✓ Eating is not permitted in of the classroom.
- ✓ Use of electronic devices is not permitted in the classroom.
- ✓ Plagiarism is prohibited. See below:

Plagiarism: Pompano Beach High School prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so they learn content accurately. The faculty expects academic integrity; therefore, students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out. Every violation of the Honor Code will result in an immediate referral to administration.

Plagiarism is presenting another person's words or ideas as if they were your own. Students may be asked to submit their papers to TURNITIN.com for verification of originality. Consequences for plagiarism may include *failure* of the term grade.

Textbook: *Language of Literature, The*. Florida edition. Evanston, Ill.: McDougal Littell, 2008.
Novels will be distributed throughout the semester.

Teacher's Email address: Florence.Petit@browardschools.com

Website address: www.quia.com/profiles/ms_petit

Absences: When you are absent, you are responsible for all work missed, including classwork, **notes**, essays, quizzes, tests, and homework. It is **your responsibility** to find out what was missed. You are to initiate making arrangements with me to make up any tests or quizzes within TWO days. School Board policy states absences must be excused within 2 days.

- It is highly recommended that you get a phone number and/or e-mail address of at least one classmate, referred to as your "buddy," to help if you miss class.

Tardies: Students who have excessive tardies to class will receive a referral to administration after a teacher's consequence and parent contact. Administration will give the tardy student a Friday detention for five tardies.

Anti-bullying policy: The School Board of Broward County prohibits bullying and harassment – by anyone, to anyone. There is a no-tolerance policy for ANY and ALL bullying. Suspected bullying will be reported to administration.

Readings

<i>A Midsummer Night's Dream</i> , William Shakespeare	<i>Antigone</i> Sophocles
<i>Of Mice and Men</i> John Steinbeck	"Everyday Use" Alice Walker (503)
<i>To Kill a Mockingbird</i> Harper Lee	"Like The Sun" R.K. Narayan (849)
<i>Fahrenheit 451</i> Ray Bradbury	"Marriage is a Private Affair" Chinua Achebe (188)
<i>The Joy Luck Club</i> Amy Tan	"Harrison Bergeron" Kurt Vonnegut Jr
"A Case of Cruelty" James Herriot (264)	"Birches" Frost (838)
"By the Waters of Babylon" Benet (42)	"Eight Puppies" Mistral (274)
"Fish Cheeks" Tan (184)	"Marriage is a Private Affair" Chinua Achebe
"For the New Year, 1981" Levertov (844)	"Harrison Bergeron" Kurt Vonnegut Jr
"from Tolerance" Forster (679)	"Getting a Job" Angelou (411)
"In Search of Our Mothers' Gardens" Walker (523)	"Pride" Ravikovitch (845)
"Sonnet 18" Shakespeare (234)	"Sonnet 30" Edna St. Vincent-Millay (235)
"Tell all the truth but tell it slant" Dickinson (852)	"The Second Coming" Yeats
"To a Mouse" Burns	"Woman" Giovanni (259)
"Women" Walker (516)	

Other readings (poems, short stories, memoirs, speeches, essays) **from *The Language of Literature* textbook**

Broward County Grading Scale:

90 - 100%	A
87 - 89%	B+
80 - 86%	B
77 - 79%	C+
70 - 76%	C
60 - 69%	D
0 - 59%	F

Approximate Grading Breakdown:Source of grades:

- Tests
- Essays
- Quizzes & Projects
- Classwork
- Homework

Method used for grading:

Percentage scale determined by teacher and presented on grading rubric and the pinnacle grade book.

<https://gradebook.browardschools.com/PIV/Logon.aspx?ReturnUrl=%2fpiv%2fDefault.aspx>

I have read and understand the English II Honors course syllabus and expectations.

Parent's Signature **Parent's Phone Number** (cell) _____
Parent's Alternate Phone number

Parent's E-mail address

Student's Name (Print) _____
Student's Signature _____
Today's Date

Standards

The following Florida DOE New Generation standards will be taught and employed throughout this course, usually on a daily basis.

READING

» LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly; This benchmark belongs to: <u>Vocabulary Development</u>
» LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words; This benchmark belongs to: <u>Vocabulary Development</u>
» LA.910.1.6.4: The student will categorize key vocabulary and identify salient features; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.5: The student will relate new vocabulary to familiar words; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.6: The student will distinguish denotative and connotative meanings of words; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.7: The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.8: The student will identify advanced word/phrase relationships and their meanings; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.9: The student will determine the correct meaning of words with multiple meanings in context; This benchmark belongs to: Vocabulary Development
» LA.910.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and This benchmark belongs to: Vocabulary Development
» LA.910.1.6.11: The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP). This benchmark belongs to: Vocabulary Development
» LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; This benchmark belongs to: Reading Comprehension
» LA.910.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning; This benchmark belongs to: Reading Comprehension
» LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; This benchmark belongs to: Reading Comprehension
» LA.910.1.7.4: The student will identify cause-and-effect relationships in text; This benchmark belongs to: Reading Comprehension
» LA.910.1.7.5: The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; This benchmark belongs to: Reading Comprehension
» LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; This benchmark belongs to: Reading Comprehension

» LA.910.1.7.7: The student will compare and contrast elements in multiple texts; and
This benchmark belongs to: Reading Comprehension

» LA.910.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
This benchmark belongs to: Reading Comprehension

WRITING

- » LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; This benchmark belongs to: Prewriting
- » LA.910.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
This benchmark belongs to: Prewriting
- » LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style. This benchmark belongs to: Prewriting
- » LA.910.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; This benchmark belongs to: Drafting
- » LA.910.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and This benchmark belongs to: Drafting
- » LA.910.3.2.3: The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression. This benchmark belongs to: Drafting
- » LA.910.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; This benchmark belongs to: Revising
- » LA.910.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; This benchmark belongs to: Revising
- » LA.910.3.3.3: The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; This benchmark belongs to: Revising
- » LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). This benchmark belongs to: Revising
- » LA.910.3.4.1: The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
This benchmark belongs to: Editing for Language Conventions
- » LA.910.3.4.2: The student will edit for correct use of capitalization, including names of academic courses and proper adjectives; This benchmark belongs to: Editing for Language Conventions
- » LA.910.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
This benchmark belongs to: Editing for Language Conventions
- » LA.910.3.4.4: The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement;
This benchmark belongs to: Editing for Language Conventions
- » LA.910.3.4.5: The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
This benchmark belongs to: Editing for Language Conventions
- » LA.910.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia); This benchmark belongs to: Publishing
- » LA.910.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and This benchmark belongs to: Publishing
- » LA.910.3.5.3: The student will sharing with others, or submitting for publication.
This benchmark belongs to: Publishing

LITERATURE

- » LA.910.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text; This benchmark belongs to: Fiction
- » LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
This benchmark belongs to: Fiction
- » LA.910.2.1.3: The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
This benchmark belongs to: Fiction
- » LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their

significance; This benchmark belongs to: Fiction

» LA.910.2.1.5: The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery); This benchmark belongs to: Fiction

» LA.910.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback; This benchmark belongs to: Fiction

» LA.910.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts; This benchmark belongs to: Fiction

» LA.910.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; This benchmark belongs to: Fiction

» LA.910.2.1.9: The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and This benchmark belongs to: Fiction

» LA.910.2.1.10: The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

This benchmark belongs to: Fiction

» LA.910.2.2.1: The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); This benchmark belongs to: Nonfiction

» LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details; This benchmark belongs to: Nonfiction

» LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining); This benchmark belongs to: Nonfiction

» LA.910.2.2.4: The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); This benchmark belongs to: Nonfiction

» LA.910.2.2.5: The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

This benchmark belongs to: Nonfiction

TECH STANDARDS

1. 10.0 Organize and edit video resources.
2. 11.0 Design and generate graphic elements.
3. 18.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
4. 19.0 Demonstrate language arts knowledge and skills.
5. 20.0 Solve problems using critical thinking skills, creativity and innovation.
6. 22.0 Use information technology tools.
7. 23.0 Describe the importance of professional ethics and legal responsibilities.
8. 25.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
9. 26.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.