



Junior English Syllabus - 2025 - 2026

Holtman 25202 Preps **YELLOW** and **SILVER**
Reynolds 25201 Preps **PURPLE** and **SILVER**
Sepic 25205. Preps **RED** and **SILVER**
Wilson 25219 **BLUE** and **SILVER**



Course Description:

This college preparatory course is divided into two focused areas: a class reading of American Literature with an increased attention upon student composition. Students will examine texts of American literature and their various literary techniques and themes while making connections between literature and other areas of study. Students will continue to develop and refine listening, speaking, reading, writing, and language skills through literature and informational texts.

Course Outline:

Unit 1: An Introduction to Junior English: Community, Culture, and Conflict

Focus Standards:

- **R.11-12.2** Objectively and accurately summarize a complex text to **determine two or more themes or central ideas** and analyze their development, including how they emerge and are shaped and refined by **specific details**.
- **R.11-12.1** Cite relevant **textual evidence** that strongly supports **analysis** of what the text says **explicitly/implicitly** and make **logical inferences**, including determining where the text is ambiguous; develop **questions** for deeper understanding and for further exploration. (RI&RL)
- **W.11-12.2 b.** Write **informative texts** that examine and convey complex **ideas, concepts, and information** clearly and accurately through the effective **selection, organization, and analysis** of content by introducing a topic; organizing complex ideas, concepts, and information to make important **connections and distinctions**; thoroughly developing the topic by selecting the most **significant and relevant well-chosen facts, extended definitions, concrete details, quotations**, and other information and **examples** appropriate to the audience's knowledge of the topic.

EXPOSITORY ANALYSIS

Unit 2: The Measure of Greatness

Focus Standards:

- **R.11-12.1** Cite **relevant textual evidence** that strongly supports **analysis** of what the text says **explicitly/implicitly** and make **logical inferences**, including determining where the text is ambiguous; develop **questions** for deeper understanding and for further exploration.
- **W.11-12.9** Draw **evidence** from literary or informational texts to support **analysis, reflection, and research**.
- **L.11-12.1** Demonstrate an understanding of how **language** functions in different **cultures, contexts, and disciplines**; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking
 - d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English)
- **L.11-12.2** Determine or clarify the meaning of **unknown and multiple-meaning words and phrases** in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
 - a. Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
- **L.11-12.5** Demonstrate **contextually appropriate use of the conventions** of standardized **English grammar and usage** when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
 - a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
 - b. Identify ways in which usage and conventions vary and are sometimes contested.
 - c. Resolve issues of complex or contested usage by consulting appropriate references
- **L.11-12.6** Demonstrate **contextually appropriate use of the conventions** of standardized **English capitalization, punctuation, and spelling** when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
 - Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets

and italics in research; capitalization expressing extended meaning in poetry).

- Spell correctly.

Unit 3: Persuasion and Practice

Focus Standards:

- **W.11-12.2a** Write arguments and literary analysis to support **claims** in an **analysis** of substantive topics or texts. Establish the significance of the claim(s) using valid **reasoning**, literary theory and relevant and sufficient evidence which introduce precise **claim(s)**, distinguish the **claim(s)** from alternate or **opposing claims**, and create an organization that establishes clear relationships among **claim(s)**, **counterclaims**, **reasons**, and **evidence**. Develop **claim(s)** and **counterclaims** fairly, supplying **evidence** for each while pointing out the strengths and limitations of both in a manner that anticipates the **audience's knowledge level** and concerns.
- **L.11-12.5** Demonstrate contextually appropriate use of the **conventions of standardized English grammar** and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
 - a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
 - b. Identify ways in which usage and conventions vary and are sometimes contested.
 - c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).
- **L.11-12.6** Demonstrate contextually appropriate use of the **conventions of standardized English capitalization, punctuation, and spelling** when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
 - Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
 - Spell correctly.

Unit 4: Self-Discovery Through Meaningful Connections

Focus Standards:

- **R.11-12.3** In literary texts, analyze the impact of the **author's choices: diction, style, mood, tone, point-of-view, voice**.
- **W.11-12.1** Compose **reflective, formal, and creative writing**, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes (from check-ins to summative assessments). REFLECTION

Unit 5: An Ear for Empathy

Focus Standards:

- **SL.11-12.1** Initiate and participate effectively in a **range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **SL.11-12.1.A**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - **SL.11-12.1.B**
Work with peers to promote civil, **democratic discussions** and decision-making, set clear goals and deadlines, and establish individual **roles** as needed.
 - **SL.11-12.1.C**
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **R.11-12.6** Analyze how authors employ **point of view, perspective, and purpose** to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain (if/and) how an author's geographic location, identity, and culture affect perspective. (RI&RL)

Primary Resources:

Google Classroom

Grade Breakdown:

Semester Grade	Practice	Formative	Summative
80%	0%	30%	70%
20%	Semester Exam		

Grading Scale:

Grade	Percent	Grade	Percent	Grade	Percent
A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
F Below 60					

Late Work/Missing Work Policy:

Mukwonago Area Schools believes that feedback is an integral component to student success in teaching and learning. Mukwonago High School expects that all students will turn in work by the intended due date to receive full credit and necessary feedback. Students will have the opportunity to turn in practice and formative assessments up to 2 school days late to receive partial credit.

- **Full Credit:** Students *might* receive full credit if the practice or formative assessment is turned in on the due date.
- **Partial Credit:** Students will receive partial credit if the practice or formative assessment is turned in up to two school days after the due date.
- **Zero Credit:** practice or formative assessment can be turned in past the two days to remain eligible for reassessment; however, no credit will be given.

Assessment Policy:

Assessments are used to measure student learning of essential learning standards within a unit of instruction.

Cumulative Assessments (Ex. Projects, Essays, Presentations, Semester Exams): These end of unit assessments are final products of learning in which students have had several opportunities to make adjustments based on feedback. Retakes are not provided for these types of end of unit assessments. ***Not eligible for retake**

Summative Assessments (Ex. Test): This end of unit assessment uses various types of questions that students have studied but not previously seen. Students are eligible to reassess if the following criteria are met: practice and formative assignments for the unit have been completed and turned in prior to the summative assessment, student meets with their teacher to schedule a reassessment, and demonstrates relearning within 2 weeks of receiving the original assessment. The reassessment grade will replace the original summative grade, regardless if the new grade is lower than the original assessment. ***Eligible for retake**

I will update the grade book weekly. Understandably, lengthy exams, projects, and written work require a longer time to assess than vocabulary quizzes, exit tickets, and other shorter answer responses. I encourage students to inquire about grades at any time if there are questions or concerns.

Materials/Supplies needed:

- Charged Chromebook: For digital assignments and access to Google Classroom
- Notebook: Notebook for English notes (any type)
- Writing utensils—pens or pencils
- Colorful utensils—pens or highlighters for note-taking

- Folder/Binder: A folder or a 3-ring binder with pockets to keep your handouts organized.
- Sticky Notes: For making annotations and jotting down quick thoughts or reminders.
- Index Cards: Useful for vocabulary and important concepts.
- Class texts: We will provide each student with a novel/text and other reading materials during each unit.

Expectations & Classroom Conduct:

MHS Students follow the Mukwonago Way!

Class Procedures

Before Class (*Be Engaged*) (*Be Responsible*)

- Check the slides for the daily learning targets and expected nightly homework.
- Bring required materials every day

During Class (*Be Engaged*) (*Be Respectful*) (*Be safe*)

- Participation is necessary to become fully involved in class discussions and activities. Your involvement shows me what you understand or what you do not. It is also important to keep the class flowing to develop the highest level of learning in our classroom. Former students often reflect that this is key to making this class easier and more enjoyable!
- All cell phones should be silenced and stored in backpacks at the beginning of every class. If you fail to follow this rule, you will be referred to the administration.
- Respect yourself and others at all times. The basic behavior rule to live by in our classroom is to be a civil, decent human beings. It is important that we are respectful of each other so that everyone can obtain the benefit of a positive learning environment. Any disruptive or insensitive behavior will be dealt with accordingly.
- Food and drink are allowed as long as they are handled in a mature manner. I reserve the right to take this privilege away.
- Tardiness will be tracked in Infinite Campus (IC), and the following steps will be taken for each occurrence:
 - 1st Tardy: Verbal warning
 - 2nd Tardy: 10-minute detention with the teacher (must be served within 2 days) and parent contact; administration will be notified through Educlimber.
 - 3rd Tardy: Teacher will submit an IC office referral. Administration will meet with the student, assign an after-school detention, and contact the parent.
 - 4th +: The teacher will submit an office referral in Infinite Campus (IC), and administration will determine appropriate consequences at their discretion.

Outside of class (*Be responsible*) (*Be engaged*)

- Absences, Missing Work, and Late Work

From Google Classroom, you will be able to upload and print any handouts. If you do not have access to a printer, the handouts for the last week are always located on the table next to my door. Common Questions:

- Q: "What if I was absent today?"
If you are absent, you have ONE school day for each day you were absent to make it up for full credit.
If you hand in work after your extra day/s, your assignment will be considered late.
If you are absent on the day of a formative or summative assessment, you must make it up quickly. This is your responsibility!
- Q: "If I'm ever absent, how do I know what happened in class on the days I missed?"
All of the daily plans as well as every assignment and handout will be located on Google Classroom. You are fully expected to know what happened during the class that you missed. If asked, "What did I miss yesterday?" I will simply respond with, "Check Classroom." I will help if you have specific questions, or if I made a website error.
Q: "I just didn't have it done that day. What happens to me?"
All late summative and formative work will earn no more than a 70%.
When you hand in late work (absent or missing), you must attach a late work form to the assignment and place it in the "late work" shelf assigned to your class. If you do not attach a slip, the assignment will be returned without a grade.

Academic Honesty:

The Mukwonago Area School District emphasizes the importance of academic honesty and integrity as essential to education. Students are expected to complete and represent their work truthfully and are held accountable for academic misconduct, including cheating, plagiarism, and misuse of artificial intelligence. Teachers review the academic honesty policy at the start of each course. Consequences for dishonesty vary by offense: the **first offense** results in a zero on the assessment, parent contact, administrative review, and permanent ineligibility for National Honor Society; the **second offense** leads to another zero, a parent meeting with administration, and ineligibility for valedictorian or salutatorian honors; a **third offense** results in withdrawal from the course with a failing grade or audit status, and loss of honors pass privileges.

Tips for Success:

- ★ Stay organized by using binders/folders for each of your classes (maybe color-code them)
- ★ USE your Google Classroom to keep track of learning and assignments
- ★ Email teacher to schedule a time to meet before or after school for extra help prior to an assessment
- ★ Check Google Classroom daily for updates and daily resources.
- ★ If you know you will be absent, let your teacher know in advance. If the absence is unexpected, such as an illness, reach out that day and inquire about what you need to make up. Always check Google Classroom for materials and assignments from the day(s) you are absent. Review files the teacher uploads so that you can be somewhat informed upon your return to school. You are responsible for making up the coursework you missed.
- ★ Use a system to keep track of your to-do's, and make sure to prioritize your tasks by urgency and importance.
 - Optional systems: planner or assignment notebook, digital to-do list app, printed calendar, Google Calendar, sticky note reminders
- ★ Check your email daily. Teachers and other staff will use email to communicate with you outside of class time.
- ★ Use the Writing Lab. The Lab is located in the back of the Commons during every study hall. You can drop in for help during any study hall, or you may request a pass from your teacher.

Final Advice

We look forward to getting to know you, and working with you this semester! Junior English is a course that will push you to develop your skills in reading, writing, speaking, listening, and researching. The goal of the Junior English team is to ensure that juniors at MHS are ACT-ready, as well as college and career ready. Therefore, you will notice our efforts to teach students additional skills on top of academics. We will encourage you to become an expert learner! You will be offered support in note-taking, study skills, professional formatting and citation, self-reflection, proof-reading and editing, time management, collaboration skills, and more!

Take charge of your learning by remaining responsible and accountable, meeting and exceeding expectations, and finding ways to enjoy your classes and teachers. Become involved, and participate in the many activities and events in order to nurture lifelong friendships.

You may ask then, "What do I need to be successful?" You will find that answer first by setting manageable goals and then by making strong attempts to reach them. While junior year can be stressful as students begin to seriously contemplate their futures, it is also a time filled with opportunities to make meaningful connections and lifelong memories through valuable experiences.

All Mukwonago policies & procedures will be followed and enforced in this class as outlined in more detail in the [Mukwonago High School Student and Parent Handbook](#).