English 2 CP
Berea High School
Greenville, South Carolina
https://www.greenville.k12.sc.us/bereah

Teachers

Chelsea Klingler, General Education (English) Teacher
cklingler@greenvilleschools.us
864-355-2383

Myrna Sanchez, ML Inclusion Teacher
sanchez@greenville.k12.sc.us
864-355-1658

Grading Scale

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and below

Students will receive report cards at the end of each nine weeks' grading period. All students enrolled in English 2 must take the South Carolina English 2 End of Course Exam which counts for 20% of the overall grade for the course.

The final semester grade for academic courses with an EOC will be determined by the calculation of:

Q1 - 40% (Major grades = 60% of quarter grade. Minor grades = 40% of quarter grade.)

Q2 - 40% (Major grades = 60% of quarter grade. Minor grades = 40% of quarter grade.)

End of Course Exam (state) - 20%

Make-up Work

It is the responsibility of the student to make up work when absent.

If you are absent, you have five days to make it up, or it becomes a zero unless and until a stipulated second chance has been given.

Late Work

- **Any work not submitted on the due date will result in a significant point penalty for all assignments.**
- **All late assignments must be submitted within 5 days of an absence.**

Attendance

Students must attend a minimum of 85 of the 90 days per semester. Students who have exceeded the limit will be denied credit for the course or required to attend seat recovery time.

Class Expectations

Our classroom will follow the expectations outlined in the Berea High Student Handbook.

In addition, during the first week of the course, we will discuss classroom practices, procedures, and consequences for unacceptable behavior. Our classroom is a place of active learning. The number one priority here is learning in an environment that is **inclusive of all people** and a place of safety.

Here are our basic class expectations:

1. **Be on time**. Students are late once the classroom door has closed. We follow the Greenville County Tardy policy outlined in the Student Handbook.

2. **Respect Everyone and Everything in the Classroom.** From supplies to peers, students are expected to respect everything within the classroom environment. This includes maintaining a clean area, returning supplies, and treating classmates with grace and dignity.

3. **Students are responsible for their own work**. Cheating on any assignment, regardless of point value, is not tolerated. It is the responsibility of students, **NOT THE INSTRUCTORS**, to get work they have missed while absent.

4. **Come to school!** Students who regularly miss school struggle to keep up with assignments. English 2 is an EOC course. In order to increase their chances of success on the EOC, it is imperative that students come to class every day.

5. **No Personal Electronic Devices**. This includes tablets, personal laptops, smartwatches, handheld gaming systems, and cell phones. Essentially, if it is not a school assigned Chromebook, a student should not have it during class time. Administrators will be called to confiscate technology that has not been approved for classroom use. Parents, if you are uncomfortable with the idea of your child's device being confiscated then your child needs to leave that device at home.

6. **Bring your Chromebook.** We use our Chromebooks every day in English 2. Students who have Chromebook issues need to see Ms. Euote in the media center as soon as possible. Students who routinely forget their Chromebook will find it difficult to succeed in this course.

7. **Take care of needs BEFORE class.** We are a bell to bell class. Meaning, there is no time for bathroom or water breaks. Students should take care of these needs during class change. Instructors are limited on when they are permitted to send a student to the nurse. If a student needs to see the nurse for any reason, it is strongly recommended they do so during class change.

Consequences

1) Verbal Warning
2) Written Warning
3) Student/Teacher conference
4) Contact Parents
5) Referral to Administrator
6) Parent/Teacher Conference

* Consequences are determined on a case by case basis at the instructor's discretion.

Supplies Recommended

Most supplies are provided. Make sure you come to class with a pencil and a ***charged*** Chromebook each day.

Textbook

Into Literature, Grade 10. Published by Houghton Mifflin Harcourt.

English 2 Course Description and Goals/Outcomes

Students entering English 2 are refining critical thinking skills, problem-solving skills, and creativity.While English 2 students continue to read a variety of informational texts, they pay particular attention to historical speeches and essays. English 2 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 2 students read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches.

Throughout the year, English 2 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts.

Students in English 2 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

Course Outline

Unit 1: Analyzing and Interpreting Literary Texts	Texts: Amanda Gorman, “Do Us Good” Neil Gaiman, “Click-Clack the Rattlebag” Tupac Shakur, “The Rose That Grew From Concrete” Langston Hughes, “Mother to Son”
Unit 2: Analyzing and Interpreting Nonfiction and Informational Texts	Texts: Amy Tan, “Fish Cheeks” Sojourner Truth, “Ain’t I a Woman?” “In Praise of the F Word”
Unit 3: Analyzing Argumentative Texts	Texts: George G. Vest, “Logic, Less Feeling”
Unit 4: Writing (Informative, Argumentative, Narrative)	Texts: Students will review all previously explored texts.
Unit 5: EOC Review	