



CHAPIN HIGH SCHOOL

<http://www.lexrich5.org/ChapinHS.cfm>



Course: English 2	Length of Course: year	South Carolina Uniform Grading Scale A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 59 and Below
Instructor: Dawn Weathersbee	Number of Credits: 1	
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“A course in reading and writing whose goal is to empower students must begin with silence, a silence students must fill. It cannot begin by telling students what to say.”

— (David Bartholomae and Anthony Petrosky)

Welcome! I'm so glad you're here! It's going to be a great year!

Course Description

This course meets the requirements for English 2. In this course students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will focus on the acquisition and application of skills in writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build extensive vocabularies.

Course Objectives

The students will be able to

- determine the central ideas in a work of fiction and informational texts.
- analyze informational texts and fiction
- write informative/explanatory and argumentative/persuasive writing
- analyze drama and argument and become familiar with identifying rhetorical devices in literature and informational texts
- analyze the development of a character or central figure in works of both fiction and nonfiction
- research through an historical and/or biographical lens
- improve oral and written communication skills through studying vocabulary, grammar, literary techniques, and research options.

Standards

All English 2 students must take South Carolina's end-of-course exam.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/SCCCR%20Standards%20One%20Pager%20English%202.pdf>

Texts

Beers, Kylee, Martha Hougen, Carol Jago, William L. McBride, Erik Palmer, and Lydia Stack. *Collections: Grade 10*. USA: Houghton Mifflin Harcourt, 2015. Print.

Supplemental readings TBA

Various novels

Visual literacy and film excerpts as determined by the demands of the curriculum

Additional Resources for Students

- <http://dawnweathersbee.weebly.com> My teaching website – You will use this DAILY to access information and materials. Please make sure that you have a charged device so that you are ready to learn. Think of this website as one of your textbooks for class.
- <http://owl.english.purdue.edu/> (online writing lab at Purdue University)
- <http://www.loc.gov/index.html> (access to primary sources such as letters, documents, political cartoon, photographs, etc.)
- <http://www.scdiscus.org/school.html> (allows student to research a wide variety of topics including literary criticism, author biographies, and websites that have been deemed academically sound)
- <http://scholar.google.com/> (allows students to perform academic research that is deemed sound)

Scope and Sequence

UNIT 1

Main Focus

determining the central ideas (themes) in fiction; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E.2-RL.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RL.11: Explain how the author's ideas or claims are supported through the use of text features and structures.

E.2-W.2.1: Write informative/explanatory texts that:

- introduce a topic;
- use relevant information from multiple print and multimedia sources;
- organize complex ideas, concepts, and information to make connections and distinctions;
- assess the credibility and accuracy of each source;
- include formatting, graphics, and multimedia to aid comprehension as needed;
- develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- develop and strengthen writing as needed by planning, revising, editing, rewriting;
- use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- use precise language and domain-specific vocabulary to manage the complexity of the topic;
- establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories

Poetry

Informational Text

Film

Ender's Game

Choice novel/Literary circles

UNIT 2

Main Focus

analysis of informational texts and informative/explanatory writing; vocabulary study

Power Standards

E.2-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

E.2-RI.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RI.9.2: Build upon and continue applying previous learning. Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.

E.2-W.2.1: Write informative/explanatory texts that:

- introduce a topic;
- use relevant information from multiple print and multimedia sources;
- organize complex ideas, concepts, and information to make connections and distinctions;
- assess the credibility and accuracy of each source;
- include formatting, graphics, and multimedia to aid comprehension as needed;
- develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories
Poetry
Informational Text
Film
Animal Farm
Choice novel/Literary circles

UNIT 3

Main Focus

drama and argument; identifying rhetorical devices in literature and informational texts; utilizing rhetorical devices in their own writing; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.
E.2-RL.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
E.2-RI.11.2: Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
E.2-W.1.1: Write arguments that: introduce a precise claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

Focal Text Options

Short stories
Poetry
Informational Text
Film
The Other Wes Moore
Choice novel/Literary circles

UNIT 4

Main Focus

analyzing the development of a character or central figure in works of both fiction and nonfiction; research through an historical and/or biographical lens; vocabulary study

Power Standards

E.2-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.
E.2-RI.11.1: Explain how the author's ideas or claims are supported through the use of text features and structures.
E.2-RI.7.1: Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.
E.2-W.2.1: Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources;
- c. organize complex ideas, concepts, and information to make connections and distinctions;
- d. assess the credibility and accuracy of each source;
- e. include formatting, graphics, and multimedia to aid comprehension as needed;
- f. develop the topic with well- chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories Poetry Informational Text Film <i>Monster</i> Choice novel/Literary circles
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Methods of Evaluation

Students will be expected to participate in large group discussions, Socratic seminars, small group work, independent research and study, and student presentations. Assignments include timed and polished writing, speeches, seminars, class discussions, non-fiction and fiction reading assignments, projects, in-class student analysis and reflection, quote analysis, various rhetorical modes of writing, studies of best practices for writing/language usage, and graphic organizers to aid in analysis.

Grading

Student progress is determined through both formative and summative assessments. Although all assessments will be evaluated, not all formative assessments will figure into the student's overall course grades. Graded assignments will fall into two categories, major assignments and minor assignments. A particular assignment's category will be determined based on complexity, amount of time required, and overall assessment of the course standards. Formative assignments may include but are not limited to quizzes (vocabulary, reading, skill-based), informal writing assignments, general class work and homework. Summative assignments may include but are not limited to tests, formal writing, research-based products, and culminating products. While students will have fewer major assignments than minor assignments per grading period, the major assignments will comprise a greater percentage of the average. In this class, grades will be determined by a weighted system. Major assignments will be weighted 60% of a student's average; minor assignments will be weighted 40% of a student's average. Individual assignments within these weighted categories will be scored by total points.

Make-up Opportunities & Late Work Policy

A student will be permitted to make up work missed during an absence. At Chapin High School students are encouraged to attend school regularly. Nevertheless, students are absent for a variety of reasons, but students should understand the responsibility of making up work that belongs to them. The following guidelines are established for make-up work:

1. It is the student's responsibility to make the necessary arrangements for making up work due to any absence.
2. There are a variety of options available to students to schedule make-up work before, after, and during the school day. For example, during school/class hours at the teacher's discretion, and/or during scheduled enrichment times.
3. Students who miss scheduled make-up appointments and/or assignments may be penalized.
4. Students will have 6 days or 3 class periods to make-up missed work
5. Students missing three or more consecutive classes in a course will be given 10 school days to complete assignments unless other arrangements have been made.
6. Pre-assigned work (i.e. long term assignments, tests, presentations, etc.) is due at the beginning of class upon the student's return to class. If a student is not prepared upon return to turn in make-up work, the teacher will assign a zero unless other arrangements have been made.
7. The teacher will enter a "0" in the gradebook with the "M" comment, deducting from the grade 10% per day the assignment is late. If a student does not make up work during the prescribed time, the teacher may assign a zero unless other arrangements have been made.
8. A student who misses classes because of a school-sponsored function is responsible for long term assignments that will be missed before going on the trip. Students should be prepared to make up any missed test/quiz and/or give any presentation the day they return to class unless other arrangements have been made.
9. Students whose lawful absences result in missing a final examination in a semester or yearly course will be provided a scheduled opportunity to make up the exam missed. Make up exams will not be scheduled during regular school hours. Exams must be taken on the scheduled day(s).

Avoiding a due date by not attending class is strongly discouraged and not a valid excuse for turning in late assignments; however, if a student must be absent from school, it is their responsibility and in their best interest to make-up all work missed as soon as possible.

COVID-19 ADDENDUM: Your submitted digital work on the days when you are "virtual" will not only be a coursework grade for you, but will also suffice as your course attendance for that day. Thus, due dates are more important than ever this year to ensure you meet the seat time requirements as dictated by SC law.

Technology: Policies, Procedures, and Expectations:

Please be certain to have your mobile device with you and charged for every class. All course information, including your course calendar with assignment due dates, will be housed on my website and in Google Classroom. You will need to reference my website and my Google Classroom frequently.

I. District Chromebook or Comparable "Bring Your Own Device" (BYOD)

- a. **File Management:** You are expected to organize your electronic files in a way that makes it easy and efficient for you to access materials for class. While you are responsible for keeping an organized device (the same way you would keep an organized class notebook), there will be times when the instructor dictates the organization or offers organizational suggestions. When submitting files to the instructor:

- i. all documents will be submitted in GoogleDoc or PDF format unless otherwise stated
- ii. all documents must contain a meaningful file name; the format for naming a document will be (BlockLastNameAssignment). Note that there should not be spaces in file names.
 1. Example 1: 2aDoeGlassEssay.pdf
 2. Example 2: 2aDoeHamletPic.jpg

- b. **Emailing Your Instructor:** Because much of our communication will occur via email, the following guidelines must be used in order for me to answer questions or address concerns in a timely manner. **Failure to use this protocol may result in your email not being opened, read, or responded to.**

- i. All email must have a **meaningful subject line**. Email subject line format will be BlockLastName Brief reason for email
 1. Example1: 2aDoe Glass essay due date?
 2. Example2: 2aDoe Glass essay attached
 3. Example3: 2aDoe Question about Glass essay
- ii. In the body of the email, keep your message appropriate and succinct.
- iii. Do not use an old email chain/thread to ask a new question. Start a new email with a new subject line. Don't be lazy.
- iv. End your email with a closing that has your full name. This is especially important if your email address does not indicate your name. Keep in mind also that you may not be the only student I teach with your first name.
- v. NOTE: In an effort to maintain personal boundaries, please know that emails sent after 5:00 pm may not be addressed until the following morning. With the exception of weekends all emails will be addressed within 24 hours.

c. Use of Devices in the Classroom:

- i. Please remember that Chromebooks/smart phones should only be used for academic purposes and with teacher permission. There will be times when we put all our technology to sleep, and learn "old school." This is good and healthy. Listen and abide by my expectations so that these devices serve us as learning tools, rather than distractions. Non-academic use of devices will not be allowed during instruction. Consequences for this behavior include discipline referrals, phone calls home, detention, or losing the device for the class period or school day, and thus having to complete assignment(s) outside of class.
- ii. **You must charge your Chromebook/BYOD each night so you have a full charge at the beginning of the school day.** Electrical outlets are extremely limited in my classroom, so it is important that you come to class with a charged device. On the rare occasion that you must charge a device, **please ask permission before plugging into an outlet, especially if you must remove/replace something that I already have plugged in.**

- I. **Remind:** Please sign up for my Remind class account so that I can send you occasional class updates and reminders via text or email. Please refer to your course home page on my website for your specific class code.

"These kids know where everyone is at every moment of the day. Remember when you used to wonder if the cute boy was going to be at the hangout and you got all dolled up"

Classroom Management

- I. **Discipline Philosophy:** Students will be intimately involved in the development and maintenance of the classroom community. From rules to responsibilities to issues of respect, students will help me create the best possible learning environment. **Basically, discipline for me involves making sure that no student takes away the rights of any others to learn. Your behavior governs mine!**
- II. **Respectful Debate:** We will be engaging in many debates and discussions on controversial issues throughout the year, and you will most certainly disagree with some comments that are made. Yet, above all, the teacher and students are responsible for maintaining a community of respect in which everyone feels free to express his/her ideas openly and without restraint. When engaged in class discussions, please refrain from calling fellow students by name and personalizing your comments; your disagreement should be with the idea and not the person. Ex. "The idea that _____ was brought up earlier..."
- III. **Academic Integrity:** "Honesty is the best policy!" I promise! Character and integrity are extremely important to me, and I expect honesty on all assignments and in all discussions. When I write college recommendations for students, integrity shares a place with work ethic as **the most important factors** in my comments, **even outweighing any particular grade that you earn**. Plagiarism will not be tolerated and will result in an automatic "0" on that assignment. Please note that this expectation includes a requirement that students complete all written work by themselves unless the assignment is designated as a partner or group project.
- IV. **Classroom Rules**
 - a. Be ready to learn.
 - b. Be respectful of others.
 - c. Be responsible for yourself.
- V. **Contact with Parents:** I will send e-mails and make phone calls home, but you ultimately determine the nature of these conversations. These phone calls usually occur on Friday afternoons. [Insert maniacal laughter here.]

Expectations for All Students: Finally and most importantly, I expect the best from each and every one of you! While I will do my best to assist each of you every step of the way, you are ultimately responsible for making the grade; you must earn it!

COVID-19 ADDENDUM: Students will need to keep their masks on at all times and maintain social distancing even when working in small groups. I'm sorry. I know this is uncomfortable and awkward for all of us, but it's necessary to slow the spread of this virus. Please don't make this an issue.

*"Our deepest fear is not that we are inadequate. Our deepest fear is that we are **powerful beyond measure**. It is our light, not our darkness, that most frightens us. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all **meant to shine** as children do. It's not just in some of us; it is in everyone. And as we **let our own lights shine**, we unconsciously **give other people permission to do the same**. As we are **liberated from our own fear**, our presence automatically **liberates others**."*

- from Marianne Williamson's *A Return to Love* & featured in the movie *Coach Carter*

District 5 of Lexington and Richland Counties' High School Honor Code Alternative Academy, Chapin High, Dutch Fork High, and Irmo High

Belief

In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity.

Pledge

I will not cheat, plagiarize, steal, misrepresent the truth, and/or treat others in a disrespectful manner. I accept the personal responsibility that all work I submit is my own and I will neither give nor receive unauthorized assistance.

Code

We expect all students to:

- use electronic devices such as calculators, computers, cell phones, and PDA's in a legal and appropriate manner as directed by the school or teacher.
- work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.

- follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Definitions

Cheating is defined as giving or receiving unauthorized assistance.

Plagiarism is defined as presenting as one's own the words, phrases, and ideas of another, either on purpose or through carelessness. It also relates to borrowing the sequence of ideas, the arrangement of material, and the pattern of thought of someone else without proper acknowledgement.

Academic consequences

Teachers may assign a grade of "0" for the assignment.

Consequences

Consequences will include, but are not limited to,...

- **First Offense**
Referral to guidance or administration
Teacher call to parent
- **Second Offense**
Loss of exam exemption for the course per district policy
Conference with teacher(s), parent/guardian, student, and counselor and/or administrator
- **Third Offense**
Administrator call to parent
Loss of exam exemptions (any and all exams possible to exempt)
- **Fourth Offense**
Meeting with parent/guardian, student and principal to discuss behavioral consequences

Guidelines for students

- View a presentation with examples of plagiarism and cheating to be shown at all high schools during the first week of school.
- By placing his/her name on each paper or assignment the student attests that the assignment is his/her own work and is submitted in accordance with the honor code.

Guidelines for schools

- Provide training for all staff on the Honor Code during the first week that teachers return to provide consistency in understanding.
- Distribute the Honor Code to students along with an explanation of the new incorporation of this code during the first week of school.
- Require parent/guardian and student signature each year on the Honor Code signature sheet.
- Post a copy of the Honor Code in every classroom, in each school's newsletter, and on both school and district websites.
- Introduce the Honor Code to freshmen at orientation.
- Ensure that all understand that the Honor Code applies to the classroom and any other school-related activity.
- Ensure that all Honor Code violations are included in the students' guidance record throughout the year.
- Uniformly enforce loss of exam exemptions.
- Ensure that all teachers include the Honor Code pledge in each syllabus.
- Ensure that a page describing the Honor Code is included in each teacher handbook.

Respectfully submitted by District Five Honor Code Committee Members

Chapin High – Assistant Principal Anne Pillow, Mark Shelley, and Anastasia Sease

Dutch Fork High – Jeff Browder and Julie Vandiver

Irmo High – Alenda Jones and Peter Lauzon

District Office – Patsy Grimes

Works Cited

"Academic Policies." John Marshall High School, Los Angeles, California. http://www.johnmarshallhs.org/academic_policies.jsp Retrieved February 2006

Chapin High School Committee on Plagiarism

"Druid Hills High School," Atlanta, Georgia. <http://www.dekalb.k12.ga.us/~druidhills/> to School Info to Honor Code. Retrieved February 2006

Dutch Fork High School Committee on Plagiarism and Cheating

Irmo High School Honor Code

"New Expectations for Academic Integrity at High School South." *Pirate News and Views Parent Newsletter*. September 2004. West Windsor Plainsboro High School South, New Jersey.

<http://www.west-windsor-plainsboro.k12.nj.us/forms2/HSS%20August%20Newsletter.pdf>

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