**English I Honors
Seabreeze High School**

2015-2016 Course Guide

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Kepnersclassroom.weebly.com

**COURSE OVERVIEW**

This course is based on the belief that you are all capable of producing high quality work and of achieving high academic standards. The purpose of this course is to provide advanced instruction in English language skills including reading both literary and informational texts, writing in multiple genres, speaking and listening, vocabulary development, and grammar usage and mechanics in the content areas of literature and language. Students will develop their critical thinking skills and prepare to participate in the Honors and Advanced Placement program with a mindset towards college and career readiness. Content will also include development of sentence variety, coherence, organization, mechanics, and form in writing. Students’ progress will be assessed throughout the semester and evaluated by means of formative and summative assessments.

**TEXTS & MATERIALS**

1) *Florida Collections*, Houghton Mifflin Harcourt (9th grade edition)

**Novels:**

1) *The First Part Last* by Angela Johnson
2) *Namesake* by Jhumpa Lahiri
3) *Life of Pi* by Yann Martel
4) *Anthem* by Ayn Rand
5) *House on Mango Street* by Sandra Cisneros
6) *To Kill a Mockingbird* by Harper Lee
7) *Lord of the Flies* by William Golding
8) *Animal Farm* by George Orwell
9) *The Contender* by Robert Lipsyte
10) *Great Expectations* by Charles Dickens

**Plays:**

 3) *Romeo and Juliet* by William Shakespeare

**Materials Required:** Loose leaf paper, three ring binder with dividers, writer’s notebook, pencils, pens, USB flash drive, three highlighters of various colors, agenda/planner, writer’s notebook

**INTENDED OUTCOMES**

**Reading:** (Students will be able to…)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing:** (Students will be able to…)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening:** (Students will be able to…)

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language:** (Students will be able to…)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EVALUATION**

 Formative 40%

 Summative 60%

**DISTRICT GRADING SCALE**

90—100 A

80—89 B

70—79 C

60—69 D

Below 60 F

**CLASSROOM EXPECTATIONS**

* It is vital to your success as a student that you are **organized**. I expect you to use a **three ring binder with at least FIVE dividers**. These dividers should be labeled: “Course Guide/Calendars” “Assignments/Handouts,” “Writing,” “Notes,” and “Vocab Words.” I recommend having extra dividers to use as you see fit and an abundant supply of loose leaf paper at all times.
* You will need a writer’s notebook, which can be a composition notebook, decorative journal, or spiral bound notebook. This notebook **will be used daily.** You will probably end up with more than one this year. Feel free to bind them together with string, rubber bands, etc.
* **HOMEWORK** will be submitted on time. I will keep all of your homework in a folder with your name on it and give you a grade for this **homework folder** periodically throughout the year.
* Turn in **original** work – that means no copying, no sharing of answers, no exceptions.
* **Cheating is PROHIBITED**. Academic integrity is vital in my classroom. When you cheat, you automatically lose my trust. Any and all forms of cheating and/or plagiarism are strictly prohibited and will result in severe consequences, including but not limited to: a zero on the assignment or a grade reduction, parent/guardian and principal notification. *Cheaters NEVER prosper.*
* Turn in work that reflects effort and critical thought – work should be more than superficial, cursory response. DO NOT just do the bare minimum in my class. EVER.
* Do your best on every assignment. Take pride in your work. Let me see your “try.”
* Hand in work that is written in Standard English paying attention to mechanics, grammar and spelling (NO TEXTING LINGO).
* I expect you to be focused on what we are doing in class. **This means that you should not be doing work that does not directly pertain to the material we are covering in class**. (In other words, NO chemistry homework).
* Participate! I need you to share your opinions and beliefs in order for this class to be productive and fun. You will only get out of this class what you are willing to put into it. “Wherever you are, be ALL there…”
* **Communicate with your teacher**. I am here to help guide you through this course. I cannot help you if I am unaware of any concerns, questions or problems you are having.
* **Electronic devices** (cell phones, iPods or MP3 players) are prohibited for use in my classroom.
	+ First Infraction – teacher confiscation. Students can retrieve device at end of period
	+ Second Infraction – school confiscation. Parents must retrieve device from student services at end of the school day.
* **The Restroom** – Students may use the restroom when given permission. You must take and return restroom pass for each visit; only one student out at a time. If you abuse this privilege, it will be taken away from you.
* **It is YOUR responsibility to check the class calendar for your assignments**. This will be available online and posted on the board weekly. Now is an excellent time to get into the habit of writing all assignments and due dates down in your personal planner! You MUST keep up with this class even when you are absent.
* **Electronic submission of work** – all major writing assignments will be submitted on turnitin.com. If you are absent and a major assignment is due (a research paper, an important essay), you must **still submit your work.** If I don’t have the assignment on the due date, you will receive a **zero** on the assignment**.**
* **Turnitin.com** – Students will be required to submit all written work to the anti-plagiarism website [www.turnitin.com](http://www.turnitin.com). A grade reduction will be taken if incomplete. Registration for this program will be done as a class; however, YOU are responsible for knowing and keeping track of your login information. Your originality report percentage must be **below 15%.**
* **Pinnacle/Grades** – Students are expected to check Pinnacle on a regular basis and keep up with their individual progress and missing assignments. This will not only help you keep yourself on track, but also make sure your grades are entered accurately. Ultimately, YOU are responsible for YOUR grades.

**CLASS ATTENDANCE and LATENESS POLICIES**

**Lateness/Tardiness –** You are expected to arrive on time, prepared and ready to contribute.

**Absences** - Any student who is absent from school will have five days (beginning from the day you return to class) to complete any make-up tests, quizzes and/or in-class writing. **This rule does not apply to any assignment with due dates set well in advance.** Any outstanding homework will be collected on the day the student returns from the absence. *In the case that the student returns on a day of a quiz or test, s/he will be responsible for taking the test or quiz.*

**Late Work –** I will only accept late work during the 1st nine weeks and at a 10% reduction rate per day. After the 1st nine weeks, NO LATE WORK WILL BE ACCEPTED. Computer/technical issues are not a valid excuse for lateness. Students are encouraged to work ahead and plan ahead in order to avoid the inevitable “night before curse.” This policy is designed to prepare students for the rigorous deadlines in future honors and AP courses.

\*\*Please note that any long-term assignments (not homework) must be electronically submitted to turnitin.com by **11:59 PM** on the due date to avoid receiving a zero on the assignment.

**Retakes:** Any summative paper receiving a “D” or below may be “retaken” (you may revise and resubmit). However, failure to complete the assignment in the first place will remain a non-negotiable zero, as not trying is worse than trying and failing. NO OTHER summative assessments (tests, quizzes, etc.) may be retaken.

**Want to be reminded when assignments are due?**

**Remind is our classroom tool to keep you posted.**

**What makes Remind safe?**

Personal contact information is kept private Teachers do not see student or parent phone numbers, and students or parents will not see their phone number. Whether the teacher is sending Announcements or Chat messages, all communication is sent via designated Remind phone numbers. A teacher’s personal mobile number and carrier are in no way connected to their messages on Remind. Students and parents opt to receive Remind messages by sending a text, sending an email, or downloading the app, and subscribing to a teacher’s class using her unique class code. Once subscribed, they can be identified by their full name (which they provide) in the teacher’s subscriber list.

**Message History is always accessible**

Unlike SMS or many other messaging apps, all communication sent on Remind is saved to a user’s account. This log cannot be edited or deleted, which helps ensure that an accurate communication transcript is always accessible. Remind also uses industry standard practices, including SSL, to keep our service secure and backed up. Teachers and class subscribers can easily print or email a PDF of their Announcement or Chat History at any time.

**Manage communication with simple controls**

Teachers are able to remove subscribers from their list at any time. If their class @code is exposed to people outside of their classroom for any reason, teachers can change it to a more secure code ( just like a password!). Subscribers choose which classes to join and can unsubscribe at any time. Unlike other two-way messaging products, Remind offers simple tools for users to manage their conversations. This means that teachers can set Office Hours, which conveys when they are available to Chat with a student or parent. Teachers are also able to disable replies for any open Chat conversation.

**Everyone works together to keep our community safe**

Safety is our top priority, and a shared responsibility. This is why we’ve made it simple for teachers, students, and parents to both manage their experience on Remind, and flag inappropriate usage if they see it. Remind is COPPA-compliant, which means we notify parents or guardians when students under the age of 13 create a Remind account. All students must also be over the age of 13 to receive a Chat from their teacher. Our Community Guidelines remind.com/communityguidelines) outline best practices so everyone knows how to use Remind safely.

**Account information is secure and confidential**

Remind does not sell or share information about students, parents or teachers. Personal information remains private, secure, and confidential. For more information, see our Privacy Policy: remind.com/privacy-policy. If you or your administrator need more information about Remind, please reach out to us at contact@remind.com.

Get started today for free at remind.com

If you would like to see reminders for your student’s assignment due dates, you may sign up for “REMIND” by completing the following steps:

**TO RECEIVE TEXT REMINDERS:**

1. *Enter this #:*

***81010***

1. *Text this message:*

***@cadd0***

**TO RECEIVE EMAIL REMINDERS:**

Send an email to the following address. You may leave the subject line blank.

***cadd0@mail.remind.com***

**To the Parent – please detach this portion and return to me with your child. Thank you.**

**English I Honors
Mrs. Karen Kepner**Room 9-005

EMAIL: kjkepner@volusia.k12.fl.us

WEBSITE: kepnersclassroom.weebly.com

Hello and welcome to the 2015-2016 school year! I will be teaching your child in English I Honors and I am very excited about the upcoming year. I look forward to getting to know your student. To help gain an understanding of him/her, please answer the questions below and return with your student. Also, please review & sign the parental acknowledgement form. Thank you for your help and I look forward to working with you!

**Your Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Child’s parent or guardian information:**
Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_
Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Phone Number: (cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred Method of Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Describe your student in 5 words:**

 **What does your student love to do?**

**What do you wish for your student this year?**

**What are your expectations of me this year?**

**What are your student’s strengths? Weaknesses?**

**What do I need to know about your student to be a better teacher to him or her?**

**English I Honors 2015-2016
Parental Acknowledgement and Acceptance Form**

Student name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/ Guardian:

In order to complement and enhance the course curriculum certain clips of films or entire films may be viewed in class. The following films may be viewed in class as part of the daily curriculum:

1. *Dead Poets Society* (PG, 1989)
2. Zefirelli’s *The Tragedy of Romeo and Juliet* (PG, 1968)
3. Baz Luhrman’s *The Tragedy of Romeo and Juliet* (PG-13, 1996)
4. *West Side Story* (NR, 1961)
5. *Lord of the Flies* (NR, 1963)
6. *The Odyssey* (PG-13, 1997)
7. *O Brother, Where Art Thou?* (PG-13, 2000)
8. *Meet Joe Black* (PG-13, 1998)
9. *To Kill a Mockingbird* (NR, 1962)
10. *12 Angry Men* (PG-13, 1997)
11. *Finding Forrester* (PG-13, 2000)
12. *Animal Farm* (PG, 1999)
13. *Great Expectations* (NR, 1989)
14. *Scottsboro: An American Tragedy* (documentary, 2001)
15. *Of Mice and Men* (PG-13, 1992)
16. *The Hunger Games* (PG-13, 2012) Gary Ross
17. *The Life of Pi* (PG, 2012) by Jhumpa Lahiri

\*\*\*Other films are TBD. You will receive another permission form for these films.

**If you do not wish for your child to view any one or all of these films, please cross it off the list and return this form.** Your child will be given an alternate assignment to substitute the activities related to the viewing of the film(s).

**Parental Acknowledgement**

I have read and understood the student guide. I have discussed it with my child. We are aware of and understand important topics such as the **make-up policy, the behavior management system, and the grading/evaluating system.** If I happen to have any questions or concerns, I will email Mrs. Kepner at kjkepner@volusia.k12.fl.us.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Name in print*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

*Student Signature Date*