

# **GHHS English II & Honors English II**

**Google Classroom Meeting:** <https://meet.google.com/lookup/hwn5awed3z?authuser=0&hs=179>

**Instructor:** Jennifer C. Barnett

**Email:** [jbarnett2@wcpss.net](mailto:jbarnett2@wcpss.net)

**Office Hours:** Monday-Friday 7-7:20 AM and by appointment during lunch and after school. See Google Classroom for links to my Virtual Office.

**Instructor Communication Procedure:** Students should contact teachers using school email. I will respond to email received Monday through Friday by 2:45PM within 24-hours. I will respond to messages received after 2:45PM on Friday on the following Monday.

## **Course Description**

Through reading primarily World Literature, students in English II focus on the NC Essential standards for reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Students will be required to do some outside reading as part of this course. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. Students will focus on argumentative and informational writing. The student is expected to function at grade level in communication and thinking skills, and these skills will be reinforced through students participating in creating and delivering a speech and focusing on digital publication.

## **Student Learning Outcomes**

*By the successful completion of this course, you will be able to:*

1. Use specific details to support claims.
2. State a central theme in works of literature and how characters or speakers (poetry) highlight the themes.
3. Explain how complex characters develop over the course of a text, interact with other characters and help develop the central theme.
4. Understand how authors use words in their writing to create meaning and create a cumulative effect through words.
5. Analyze the structural elements that the author uses in developing their writing including how authors' choices create mystery, tension or surprise.
6. Understand different perspectives in literature with an emphasis on perspectives outside the United States.
7. Analyze different interpretations of a story or scene across two different mediums (art, film, etc.).
8. Analyze an argument with an emphasis on evidence and finding false claims.
9. Analyze how an author adapts or adopts another source.
10. Write an argumentative essay using details and reasoning along with correct grammar and language usage appropriate for 11th grade.
11. Write a comprehensive narrative.
12. Appropriately use primary and secondary sources effectively in writing.
13. Use digital media effectively in speaking and writing.
14. Use speaking and listening skills to participate in a wide range of discussions about literature and other relevant topics.
15. Use grammatical structures effectively to relate ideas in writing.

## **Class Procedures**

1. Be respectful to your peers, teacher, and classroom.
2. Come to class prepared and on-time every day and actively participate.

3. Adhere to the Honor Code. Academic fraud, dishonesty, and/or negligence will NOT be tolerated.
4. Students must follow all county and schools rules found in the Student Handbook. All GHHS and Wake County Public School rules will be enforced.

Violations of any of these rules will result in consequences such as parent contacts and/or disciplinary referrals to school administration. Students are expected to follow the Honor Code, safety procedures, health guidelines, and class expectations both remotely/virtually as well as in-person.

The full GHHS Honor Code can be found [HERE](#).

### **Digital Class Expectations**

It is the student's responsibility to check all digital class resources on a daily basis: student email account and class learning platform (either Google Classroom or Canvas). Per Wake County, teachers can only communicate electronically via WCPSS email address, and students can only communicate electronically with staff via their school-issued email addresses. Students should visit the media center or email a media specialist if they need help with their WCPSS email account. The following list shows the technology requirements and available support:

1. A computer with a webcam and access to the internet.
2. If you have issues with technology or need assistance, please visit [Guides to Technology / Homepage](#) (<https://www.wcpss.net/techguides>) or let your teacher know.

### **Attendance**

On online instruction days, attendance will be taken by your teacher in PowerSchool. Guidelines for 2020-2021 attendance can be found [HERE](#).

### **Absences and Make-Up Work**

When a student is absent, it is the student's responsibility to find out what was missed and to schedule make-up work. If students know about an absence ahead of time, they should make a plan with their teacher prior to the absence. Students should directly communicate with their teacher if there are any questions regarding absences and/or make-up work.

### **Assessment & Grading Procedures**

- Skills Practice (10% of the total quarterly grade): includes skill assessments, first/revised drafts of most essays, and grammar activities.
- Minor Grades (35% of the total quarterly grade): includes vocabulary quizzes, peer editing activities, discussion posts, and shorter assessments.
- Major Grades (55% of the total quarterly grade): includes final drafts of major essays, timed writings, performance tasks, and longer projects.

### **Missing Work**

Students are expected to make up missed work. Assignments and assessments made up within the make-up period are eligible for full credit. Students may be offered an alternate assignment and/or partial credit for work turned in after the assignment deadline.

### **Grading Scale**

A=90-100 %

B=80-89 %

C=70-79 %

D=60-69 %

F=0-59 %

### **Quarter Grade Weights**

Practice = 10%

Minor Assessments = 35%

Major Assessments = 55%

Let's SOAR this semester. To the future!  
#wearamask