**Course Syllabus**

**Class:** English II

**Instructor:** A. Sacco

**Room Number:** 305

**Email:** anthony.sacco@new-haven.k12.ct.us

**Phone:** 475-220-7700

**After School Office Hours:** Available most days by appointment

**Course Overview**

Welcome to my English II/Language Arts. English II is an especially important class for sophomores because we spend all year working on developing our reading and writing fluency. You will be exposed to various genres of literature and will practice analyzing text in order to develop your skills as a reader, writer, and thinker. Furthermore, in our quest to become strong analytical thinkers, we will often extend our writing into the realm of philosophy, concentrating specifically on how literature connects to ourselves and the world around us.

To give you an idea of some of the things we study and practice in this class, see the list below (in no particular order):

* Poetry
* World Literature (authors from around the world)
* Annotation of texts (identifying and understanding the use of literary devices)
* Strategies of Textual Analysis
* Reflective Writing
* Fiction Writing
* Understanding Rubrics
* Peer-to Peer Editing
* Journaling
* Elements of the Short Story
* Novel Studies
* 21st Century Skill Building (Speaking, Listening, Working Cooperatively, Presentation Skills, Etc.)

**Class Expectations**

I consider myself to be one of the fairest teachers around. I understand that all people learn differently. I will work my hardest to reach each and every one of you. However, I do have expectations that everyone must abide by. They are as follows:

* I expect, first and foremost, that each of you treat each other, and me, with the respect you would want in return. My class is a judgment- free zone. People are free to express their thoughts, ideas, and creativity in an appropriate manner without fear of being judged.
* I expect every student to be familiar with school and district rules outlined in your handbook. This includes bathroom pass procedures, late/make-up work policies, etc. Read your handbook!
* Be on time to class.
* Respect your surroundings.
* Have a writing instrument and paper.
* I expect use of appropriate language.
* I work bell to bell…so do you.
* I expect deadlines to be met. Now is the time to develop good habits. If you have a problem, see me. I’m very approachable and a good listener.
* Take your learning seriously. When you’re older, you’ll miss having this much attention in regard to people caring about your future.
* Don’t become a slave to your devices. They are highly distracting and will always lessen your potential when placed before your learning.
* Accept the consequences of your decisions…both good and bad.
* Listen.
* Ask.
* Try.

**Materials You Will Need**

 There are two essential things that you are required to bring to class every time we meet. They are:

1. A set of pens of various colors. These pens will be used frequently as we analyze literature, revise our writing, and organize our thoughts and ideas. Please feel free to see me if you need recommendations.
2. A notebook with neat-sheet paper.

**Alpha-Numeric Grading Scale**

The following represents Metropolitan Business Academy’s alpha-numeric grading scale. It shows the number value for each possible letter grade.

|  |  |
| --- | --- |
| **96 - 100**  | **A+**  |
| **94 - 95**  | **A**  |
| **90 - 93**  | **A-**  |
| **86 - 89**  | **B+**  |
| **84 - 85**  | **B**  |
| **80 - 83**  | **B-**  |
| **76 - 79**  | **C+**  |
| **74 - 75**  | **C**  |
| **70 - 73**  | **C-**  |
| **66 - 69**  | **D+**  |
| **64 - 65**  | **D**  |
| **60 - 63**  | **D-**  |
| 0 - 59  | **F**  |

**Metropolitan Business Academy’s Mastery Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mastery Language Abbreviations** | **Mastery Language** | **Progression to Meeting Standard** | **Standard Grading Equivalent** |
| XE | Exemplary | Exceeds Standard with Distinction  | 100 |
| CO/XE | Competent/Exemplary | Exceeds Standard(revise for exemplary) | 93 |
| CO | Competent | Meets Standard(revise for exemplary) | 85 |
| EM | Emerging | Approaches Standard(needs revision) | 70 |
| NY | Novice | Not Yet(needs revision) | 60 |
| NE | No Evidence | No Evidence of Work Yet | 50 |

**Course Grading Policy**

Final marking period grades are calculated on ratio of 70% (Practice) and 30% (Mastery). It has long been my philosophy that you should be evaluated more on the skills you are developing rather than a onetime cumulative test. The following table explains how your grades are derived:

|  |  |
| --- | --- |
| **70% - Practice** | **30% - Mastery** |
| * In-class learning activities
* Readings
* Group work
* Practice assessments
* Writing drafts
* Presentation prep.
* Homework
* Workshops
 | * Tests
* Quizzes
* District Assessments
* Special Projects
 |

**Significant Performance Tasks for English II**

1. Literary Analysis of a Short Story
2. Comparative Analysis of Poetry
3. Cut-Up Poetry Project
4. My Neighborhood Student Memoir
5. Fiction Writing
6. Argument Writing Essay

**Evacuation Procedures**

If you are in my classroom (#305):

1. Do Not Run.
2. Exit left.
3. Follow stairway down to the main level.
4. Enter the double doors into the cafeteria.
5. Take an immediate left and exit through the glass front doors.
6. Walk across the school parking lot, onto the sidewalk, and stop on the corner before Cody’s diner.

**Lockdown Procedures**

If you hear, “lockdown”, announced:

1. Quietly, but quickly, move to the rear of the room toward the corner closest to the hallway wall.
2. Remain out of eyeshot from the hall window (the one next to the door).
3. Do not talk…at all. If, in fact, it is an actual code red, you will want to leave the impression that our class is empty.
4. Do not move around.
5. Do not use your phone or electronic devices. They should be turned off.
6. I will lock the door from the inside, preventing anyone from the hallway from coming in.
7. Stay quiet and still until we are cleared. Someone will announce, “code white”.

**Bell Schedule**

Metropolitan students attend four classes per day on both A day and B day. These classes run in alternating 87-minute blocks on Monday through Thursday.

On Friday, students dismiss at 12.30 and teachers attend their Professional Learning Community meetings, data team meetings, or other professional development. On Fridays, students attend classes for 63 minutes each and dismiss at 12.30pm.

|  |  |  |
| --- | --- | --- |
| **Monday through Wednesday****A/B Day**Period 1 7:44- 9:11Period 2 9:14-10:39Period 3 10:42-12:37Lunch 1 10:42-11:12Lunch 2 12:07-12:37Period 4 12:40-2:05 | **Thursday Schedule****A/B Day**Period 1 7:44-8:50Period 2 8:53-9:59Period 3 10:02-11:41Lunch 1 10:02-10:32Lunch 2 11:11-11:41Period 4 11:44-12:50Advisory 12:55-2:05 | **Friday Schedule****A/B Day**Period 1 7:42- 8:45Period 2 8:48-9:50Period 3 9:53-11:25Lunch 1 9:53-10:23Lunch 2 10:55-11:25Period 4 11:28-12:30 |

**Student Honor Code Regarding Plagiarism (From Parent/Student Handbook)**

Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. It is a skill that students are working on throughout their high school careers, and they will continue to work on in college. Many students plagiarize because they have not yet been taught what plagiarism is. Plagiarism is something serious that could get them dismissed from college or have other serious consequences.

Plagiarism could mean any of the following infractions:

* Taking someone else’s assignment or portion of an assignment and submitting it as one's own.
* Submitting material written by someone else or rephrasing the ideas of another without giving the author’s name or source.
* Submitting purchased papers as one's own.
* Submitting papers from the Internet written by someone else as one's own.
* Copying and pasting text from the internet and submitting it as one’s own.

If student work is found to be plagiarized, teachers will help the student access the appropriate writing support so that students can write an assignment that meets the standards. Teachers will require that students resubmit the assignment done correctly after accessing writing support. These writing supports may include:

* After school tutorial with the student.
* Showing the student models of the steps between finding information and a final product.
* Pair the student with another student who had is especially skilled at correctly incorporating research into writing assignments.
* Discuss other supports with the library media specialist. Ms. Cupole is an amazing wealth of resources.

**Attendance Policy**