

Course Expectations
English II Reading/ Writing
Mr. Campbell
Room 223

1. Course Scope:

This one-year course for non-proficient tenth graders builds upon the strategies emphasized in previous English Reading/Writing classes. It reinforces the application of the reading and writing processes and continues to develop student's ability to apply appropriate strategies and resources in a wide variety of learning situations. This course fulfills one of the four English credits for graduation.

2. Course Goals:

- a. To use literacy skills as a foundation for learning.
- b. To encourage student application of the reading and writing processes in all content area classes.
- c. To formulate well-developed and coherent paragraphs and compositions.
- d. To practice and apply the skills required by Nevada State Proficiency Writing Standards
- e. To practice and apply strategic learning behaviors in various learning situations.
- f. To expand individual vocabulary through the use of context clues and word attack skills.
- g. To establish goals and plans for learning.
- h. To encourage recreational reading.
- i. To practice and apply communication skills that are essential in the workplace.
- j. To develop respect and tolerance for the ideas of diversity by responding to a wide variety of fictional and non-fictional literature.
- k. To develop confidence in the ability to learn successfully.
- l. To demonstrate understanding, tolerance, and respect for the ideas and writing of others.
- m. To develop an understanding of good character and ethics by responding to a wide variety of written and oral communication.

3. Course Materials:

The following texts will be used:
Houghton Mifflin Sourcebook
Dictionary
Thesaurus
Several provided packets/handouts

4. Course Outline:

FIRST NINE WEEKS

Speaking and Listening Skills
Reading Strategies
Note-Taking Skills
Test-Taking Skills
Daily Oral Language Skills
Daily Writing Prompts
Organizational Skills
Memory Skills
Usage and Mechanics Skills
Vocabulary/ Spelling
Literature Skills
 Short Story Analysis
Writing Process Skills
 Narrative Essay
 Expository Essay
Nevada State Proficiency Exam Standards

SECOND NINE WEEKS

Speaking and Listening Skills
Reading Strategies
Note-Taking Skills
Test-Taking Skills
Daily Oral Language Skills
Daily Writing Prompts
Organizational Skills
Memory Skills
Usage and Mechanics Skills
Vocabulary/ Spelling Skills
Literature Skills
 Drama Analysis
Writing Process Skills
Narrative Essay
Descriptive Essay
Nevada State Proficiency Standards

THIRD NINE WEEKS

Reading Strategies
Daily Writing Prompts
Usage and Mechanics Skills
Vocabulary/ Spelling Skills
Literature Skills
Nonfiction Analysis
Proficiency Writing Skills
Research Skills

FOURTH NINE WEEKS

Reading Strategies
Daily Writing Prompts
Usage and Mechanics Skills
Vocabulary/ Spelling Skills
Literature Skills
Poetry Analysis
Arthurian Legends
Proficiency Writing Skills
Research Skills

5. Course Information:

- a. Testing- The teacher will administer tests and quizzes throughout the course of study to ascertain students' development as well as effectiveness of the teaching system being employed. Assessments may include objective tests, essay tests, oral tests, projects, and/or presentations.
- b. Homework- Teacher will assign homework daily. Homework may include reading assignments, writing assignments, vocabulary assignments, grammar assignments, or reinforcement and enhancement activities.
- c. Make-up Work must be handed in three days after each absence.
- d. Attendance and Tardies- Students should be aware that attendance and punctuality are an integral part of classroom instruction. The Clark County School District's and Coronado's attendance policy will be strictly enforced. The first tardy will result in a verbal warning. The second tardy will require a teacher intervention- a twenty minute class detention to be served before or after school. On the third tardy, a copy of the tardy referral will be mailed home. The parent will be contacted by phone on the fourth tardy, and the student will be referred to the Dean on the fifth and subsequent tardies.

6. Evaluation:

- a. Criteria for arriving at student grades-

Tests and Quizzes - 40% of each nine-week grading period.
Assignments - 40% of each nine-week grading period.
Vocabulary/Notebook checks- 10% of each nine-week grading period
Participation – 10% of each nine-week grading period
Semester Exam- 20% of each semester average

- b. Explanation of the student grades-

90-100%- A (Excellent)	80-89%- B (Above Average)
70-79%- C (Average)	60-69%- D (Below Average)
0-59%- F (Failing)	IN- Incomplete
NG- No Grade	

7. Spelling and Grammar:

Spelling and grammar will be an important consideration in all written work.

8. Classroom Expectations:

- All Coronado High School/ CCSD policies will be followed in the classroom.
- Instruction and class activities begin when the tardy bell rings and end when the dismissal bell rings. Do not “pack up” before class ends.
- Students will remain in the class the entire period. Passes will be signed in your agenda only for emergency.
- Students are expected to actively participate in all class activities. Be aware that being involved in a positive way in the classroom will ensure success in the classroom.

9. Behavioral Expectations:

- Follow Coronado High School/ CCSD policies
- Class Rules:
 - Be Prompt
 - Be Polite
 - Be Prepared
 - Be Productive
- Coronado’s Progressive Discipline Plan will be followed:

Classroom Level-

 - Verbal Warning
 - Discuss problem with student one-on-one
 - Teacher detention
 - Parent contact
 - Parent-teacher conference

Deans Level - Follow CHS Handbook
- Approach each day with a positive and enthusiastic attitude

10. Class Assignments/ Homework

- a. All assignments must be completed in blue or black ink or typed.
- b. All assignments must be written neatly.
- c. All assignments must be properly labeled with the following in the upper right hand corner of your paper:
 - First and Last Name
 - Date
 - Period
 - Class Name
- d. Late assignments will not be accepted. If you are in class, the work is due when assigned. Long-term assignments are due on the day announced. If you are absent that day, you must send the work with someone.

11. Parent/Teacher Contact: Making this class a successful and educational experience is my highest priority. If at any time a student has questions or needs extra help, he or she is encouraged to contact me, and I will do my best to accommodate his or her needs. If at any time parents/guardians have questions or concerns, they are encouraged to contact me at Coronado at 799-6800 x 3223 or send an email to pcampbell1@interact.ccsd.net. I will respond as soon as possible. I check my email several times a day so that is by far the best and quickest way to get in touch with me. Parents/guardians are also able to check student information such as attendance and grades by accessing the Coronado High School Webpage.

Dear Parent/Guardian and Student,

You have read the Course Expectations for the **English II Read/Write** course. Please sign this form to indicate that you understand the policies that are outlined and explained in the Course Expectations form, especially the following policies:

1. Students will come to class prepared to work (binder, pencil/pen, CHS planner).
2. Students will be in their assigned seat and prepared to work when the final bell rings.
3. Students will have homework every day.
4. Late daily homework assignments will not be accepted for full credit.
5. Students are responsible for retrieving all assignments following an absence and abiding by the district makeup policy.
6. Students will have three days to makeup missed quizzes/tests upon returning from an absence. Makeup quizzes/tests will be in an alternative form from the original.
7. Students will complete all major writing assignments using the following format: double-spaced, appropriate heading, Times New Roman, 12 point.
8. Academic dishonesty will not be tolerated and will result in an automatic zero on the applicable assignment. It will also result in a “U” for citizenship.
9. Very few extra credit assignments will be offered.
10. Parents/Guardians and students may contact me via my school email:
pcampbell1@interact.ccsd.net.

Please sign and return this form to Mr. Campbell within three days for credit.

Student Name (print) _____

Student Signature _____

Parent/Guardian Signature _____