

Name of Course: English 2

Name of Instructor: Special Education Teachers, GHS
2012-13 Mrs. Michelle Ganson (mganson@dist228.org)

Course Length: 2 semesters

Instructional Materials:

- Speech handouts provided by the teacher
- Quotation Sandwich writing process materiall
- Teacher-selected non-fiction materials
- Tangerine by Edward Bloor
Scholastic, Inc. c. 1997
ISBN 13: 978-0-439-28603-9
- Scholastic Action Magazine
Scholastic, Inc. c. 2007

Students Materials: One three-ring binder, 5 tab dividers, loose-leaf paper, pens/pencils, highlighter marker, and student planner system are required.

Course Description: English 2 is a course designed to offer daily reading, writing and language instruction as well as speech preparation and delivery instruction and practice. Reading strategies to improve fluency and comprehension within a variety of text and genres, vocabulary development and the writing process are key elements of this curriculum.

Course Content and Common Core Learning Objectives:

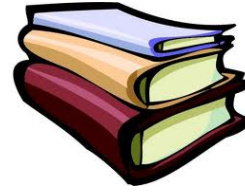
ISBE Illinois Learning Standards: <http://www.isbe.state.il.us/ils/ela/standards.htm>

- 1.A.3b Analyze the meaning of words and phrases in their context.1B. Apply reading strategies to improve understanding and fluency.
- 1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
- 1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.2A. Understand how literary elements and techniques are used to convey meaning.
- 3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- 4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

Units of Instruction/Central Skills/Concepts

Reading Strategies for fiction and nonfiction text; Literary terms; Writing instruction; Vocabulary development; Reading, writing and speaking poetry. Strategies and practice in preparing and delivering different types of speeches.

Assignments and Grading: Grades are determined by total points earned. Authentic assessment of student learning is based upon quizzes, tests, class work, homework, and performance tasks using short answer, essay and multiple choice assessments as well as checklists and observations. Students are expected to complete assignments on time to maximize their learning potential and their grades. Late assignments will receive reduced credit; however, in an effort to encourage students to complete assignments within a given quarter, completed assignments more than one week late will earn at least half credit, replacing zeros. Zeros will only be permanently earned if the student refuses to complete an assignment within a given quarter.



Mrs. Ganson's Classes – General Information

Welcome to my classroom and to a great start to the new school year! I look forward to having you in class and getting to know you better as we teach and learn together.

I believe strongly in interactive teaching and learning; therefore, students are expected to participate in discussions, complete assignments and prepare for tests. I will do my best to create a safe, fun and effective learning environment for my students, and I have high and reasonable expectations of my students with regard to active learning and behavior.

Classroom Management: The rules for this class are based upon Safety, Order and Rights. I expect to have a safe and orderly classroom that is respectful of everyone's rights. It really boils down to RESPECT of the learning environment and people (students, teachers, classroom aides, student teachers and guest speakers). Offenses will be handled at the teacher's discretion and as dictated by handbook policy. Minor infractions will be redirected nonverbally or verbally. Student and/or parent conference will be held if infractions continue. Major infractions (or continued minor infractions) will be handled with a referral to the assistant principal.

Assignment Policy: Students are expected to complete all work on time and to the best of their ability. All late work will be accepted for a reduced score. Students are expected to document assignments on a planner (electronic or paper) every day. See reverse side of this sheet for more information.

Absences: As stated in the handbook, it is the student's responsibility to inquire about missing assignments upon returning from an absence. See handbook for details regarding this policy.

Check the district web site for any other questions about specific school policies not listed on this syllabus.

Communication:

- **I encourage home/school communication.** Please know that students and parents/guardians are welcome to contact me whenever they have questions or concerns. I am available for phone (945-0399) or face-to-face conferencing during 7th period each day. I can also be reached via e-mail throughout the day at mganson@dist228.org.
- My website is another communication tool. I update it regularly for homework assignments and any class-related information I want to communicate to students and parents/guardians. From the GHS website, click on faculty and then click on my name to access my website.
- Skyward Family Access is not just a communication tool for grade reporting; I often send important messages to students and parents/guardians via skyward.

Here's to a great year!

Student Signature _____

Parent Signature _____