**English 2**

Ms. Emily White, 2024-25  
Room 225

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**About Your Instructor**

Hello! I am a St Louis native, but I have lived in four states over the course of my life. I’ve been back in the city for 7 years now with my husband and my two small kids. My undergraduate degree is in the Classics with a concentration in Medieval Studies from Truman State University and included classes in Latin, Ancient Greek, Old English, and Italian and I have a Masters in Teaching from Saint Louis University. I love language, history, and reading, especially Victorian era ghost stories. In my free time I love to sew, play video games and board games, and try new restaurants. I am looking forward to another fun year at Gateway STEM!

**Email Address**: Emily.White2@slps.org

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**Course Web Page**

All course materials such as the syllabus, major assignments, and handouts can be found our Microsoft Teams page.

**Course Description**

In English 2, students will be exploring various works of fiction and non-fiction as well as working on their basic reading comprehension, writing, speaking, and persuasion skills. These skills will help students academically and personally as well as prepare students for the End of Course Exam (EOC), the standardized assessment students will participate in towards the end of the school year.

**Priority Standards**

Reading Texts: Approach texts as a reader by comprehending and interpreting grade appropriate texts.

Approach texts as a writer by analyzing craft and structure.

Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple texts.

Writing: Approach the writing task as a researcher by conducting research and gathering relevant information.

Approach the writing task as a writer by following a writing process to produce clear and coherent writing.

Approach the writing task as a reader by reviewing, revising, and editing writing with consideration for the task, purpose, and audience.

Speaking/Listening: Collaborate by questioning and responding thoughtfully to diverse perspectives.

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**Course Outline**

Units may be subject to change to better meet student needs.

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| **Unit 1: Culture and Characterization** | |
| **Featured Texts**   * *The Refusal* by Franz Kafka (Short Story) * “I Am Offering This Poem” by Jimmy Santiago Baca (Poem) * *She Unnames Them* by Ursula LeGuin (Short Story) * *Things Fall Apart* by Chinua Achebe (Exerpt) * “My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears” by Mohja Kahf (Poem)   **Writing Assessment**  Analysis of characterization of one or more of the characters from one of the featured texts. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction and Meaning)  RI.2.D (Argument / Evidence)  RL.3.B / RI.3.B (Relationships in Texts)  RL.3.D / RI.3.D (Comprehension)  SL.1.A (Conversations)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  SL.2.A (Verbal Delivery)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 2: Finding Light in the Darkness** | |
| **Featured Texts**   * *Night* by Elie Wiesel * *Dear Martin* by Nic Stone   **Writing Assessment**  Research paper centered on a person who resisted oppression in the world. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.2.D (Argument / Evidence)  RL.3.B / RI.3.B (Relationships in Texts)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  W.1.A (Research)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 3: The Persistence of Memories – How does the past impact the future?** | |
| **Featured Texts**   * *Stamped: Racism, Antiracism, and You* by Jason Reynolds, Ibram X Kendi   **Writing Assessment**  Analysis of the effectiveness of the authors’ use of the categories assimilationism, segregationism, and antiracism to discuss historical people and events. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.2.D (Argument / Evidence)  RI.3.A (Text in Forms)  RI.3.B (Relationships in Texts)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 4: Courage, Compassion, and Contemplation** | |
| **Featured Texts**   * *Julius Caesar* by William Shakespeare   **Writing Assessment**  Analysis of a character’s motivation using Roman cultural values. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.3.A (Text in Forms)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  SL.2.C (Multimedia)  W.3.A (Revise and Edit) |

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**Required Materials**

Students should bring their school laptop and charger to each class as well as a writing utensil.

Students will be reading both physical and digital texts this year. When possible, digital copies of all texts will be made available for students to reference from home.

Students will be using a class notebook or binder and space will be provided to keep these in the classroom.

**Class Expectations, Policies**

* Attendance – students should be on time each day. If a student misses class, it is their responsibility to reference the class TEAMs page and speak with me about any missed work.
* School Technology – students should bring their laptop and charger to class every day. If their laptop is damaged or missing, it is the student’s responsibility to contact Ms. Sennie to get it repaired or replaced.
* Personal Technology – phones, smartwatches, tablets and other personal devices should be on silent and put away during class. If there is additional time after the lesson has ended, I will let students know that they may use personal technology. If students wish to listen to music during independent work time or breaks, headphones must be worn.
* Respect – students must be respectful of other’s personal space and property. Do not touch other students or take their things without permission. Students must also be respectful of other’s views and opinions. Discussions should be thoughtful and productive as well as recognizing that differences of viewpoint are expected in an academic space. Lastly, students should not be disruptive to other’s learning. This includes behavior that is distracting, intimidating, or hurtful to the rest of the class or teachers.

When students are not meeting class expectations, the following steps will be taken as necessary:

1. Warning: the student will receive a verbal reminder of the expectation
2. Behavioral Intervention: the student will receive a support to help them achieve the expectation (such as a visual reminder, removal of a distractions, behavior charts, or a conference) and the intervention and results will be documented
3. Contact Home: the student’s guardian will be contacted to discuss classroom behavior

**Grading/Proficiency Scale**

Course grades will follow the SLPS grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% and below, F.

Categories will be weighted as follows: Summative assessments, 50%; formative assessments, 30%; and notes / class participation, 20%.\*

Late assignments will be docked by 10%, with 10% each week following. Exceptions can be made for students who communicate their individual situations.

\*Grading structure is subject to change based on a student’s IEP

**Academic Integrity**

The assignments in this class are both a reflection of what the student has learned as well as skills practice. Students are expected to complete their own work and to cite all sources. Plagiarized work, including AI generated material, will receive a 0% and will have to be redone, with a statement of reflection.

**Student Assistance**

Supports are available for all students. Please do not hesitate to reach out to me any time a student or guardian has a question, concern, or frustration.

If a student is struggling to maintain a C or higher grade, guardians will be made aware so that we can work as a team to help the student be successful in the course. Guardians are also welcome to access their student’s grades and assignments via Tyler SIS, upon Administrative approval, at <https://sis.slps.org/SLPS/Default.aspx>

**Please do not hesitate to contact me with any questions or additional information that would be helpful for me to know!**