

Cicely Tyson Community School of Performing and Fine Arts
English II Course Syllabus
SY 2020/2021

Cicely Tyson Middle/High School
English III
Days of the Week: Mon-Fri
p.moenga@eastorange.k12.nj.us
Full year Course
Credit hours: 5.0

Ms. Pamela Moenga
(973) 414-8600 Ext. 533125

Room 125

Welcome and Introduction

Welcome to English II. I, Ms. Pamela Moenga, will be your instructor during this academic year. In this course, we will engage in a rigorous curriculum that revolves around the New Jersey Student Learning Standards (NJSLS). These standards lay out a vision of what it means to be a literate person in the 21st century. Students will continue to build upon their critical-thinking skills and to closely read texts-a strategy that will help them understand and enjoy complex works of literature. Students will also learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

VISION

Cicely L. Tyson Community School of Performing & Fine Arts using a conservatory model in a public school setting will become one of the best schools in the state of New Jersey for both the Academics and the Arts.

MISSION STATEMENT

The Cicely L. Tyson Community School of Performing and Fine Arts supports, develops and challenges students academically, creatively and social-emotionally through a course of study that includes an advanced level of training in a specific arts discipline within the context of a 21st century digital comprehensive college preparatory middle/high school.

We are committed to:

- *Achieving academic excellence,*
- *Promoting a culture that respects and celebrates harmony in diversity,*
and
- *Fostering relationships through partnerships with the Arts community,*

institutions of higher learning, and community-based organizations.

Course Objectives:

In this course students will:

- Improve their ability to do close reading of a variety of literary genres.
- Recognize universal themes in literature
- Write a variety of essays throughout the year including informal in-class responses, narrative, explanatory, and argumentative essays.
- Increase vocabulary knowledge.
- Work to develop more sophisticated and varied sentence structure in all writing assignments.
- Improve writing skills by drafting, revising, revising, editing of their essays.
- Achieve mastery of research skills by finding information from multiple print and digital sources, and assessing the credibility of those sources.

Methods of Instruction

A variety of instructional strategies will be employed including, but not limited to: direct instruction/modeling, guided/small group instruction, and learning stations.

Google Classroom Codes

Period 1: 3q4or7n

Period 3: v57apzu

Period 5: yjcujqi

Period 6: zpeeqt2

Class Policies & Procedures (Virtual/In-Person learning)

Students in this class will be held to a high standard. They will be expected to:

- Complete all assignments in a timely manner.
- Be prepared to engage in daily class discussions. These discussions will be based on their close reading of texts and on text-dependent questions.
- Highlight new vocabulary words specifically chosen to demonstrate

working towards enriching their vocabulary in their writing assignments.

- Work in groups to research topics and make presentations to the class.
- Compose research papers demonstrating the ability to analyze, evaluate, synthesize, and cite information correctly using MLA/APA style. Any research assignment that is plagiarized will get a zero and punitive measures, as spelled out in the *Parent-Student Handbook* will be employed.
- Meet with teacher for routine conferences to discuss academic progress.
- Write a variety of essays, which will be reviewed by both their peers and the teacher.
- Participate in peer review activities.

Cicely L. Tyson Middle High School

DISTANCE LEARNING PROTOCOLS

- All instruction shall be delivered online via Schoology or the Google platform.
- Students are responsible for checking into class each day on time. To be considered present, students must log onto **FOCUS** and click the "**I'M HERE**" button by **8:20 AM** and then log onto **GOOGLE CLASSROOM** and or **SCHOOLGY** by 8:30AM.
- Attendance, participation, engagement, and understanding will be monitored through online interaction and submitted work. A **TYSON** staff member will contact students who are not submitting work regularly.
- If a student is struggling to keep up with the workload, he or she should contact his /her teacher to discuss their situation.

VIDEO CONFERENCING ETIQUETTE

- Report to class on time and mute your microphone immediately.

- Consider your appearance on the webcam.
- Use the chat box or “raise hand” features for questions. Try not to interrupt.

ATTIRE and APPEARANCE

- No bonnets, do-rags, hoods, or pajamas, etc.
- All clothing should be school appropriate.

BE CONSCIOUS OF YOUR LEARNING ENVIRONMENT

- Consider what is on the background of your video. Choose a good, well-lit location that presents the least amount of distractions.
- Student cameras should remain on unless otherwise stated by the teacher.

Attendance and Make-Up Work

The attendance policy for this class is aligned with the school and district's policy stipulated in the *Student- Parent Handbook*. Absences will only be recognized for the following reasons:

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.)
2. Absences for medical reasons
3. College Visits
4. Pass indicating with Administrator/Guidance/Nurse/CST/Social Worker/Discipline
5. Passes indicating you are with another teacher must be cleared first by the period teacher if you are planning to be more than 10 minutes late.

If you miss class, make arrangements with me as soon as possible to arrange time for your make-up assignments. Make-up assignments are due by the end of the class following the missed class.

Grading Rubric

My grading policy will closely adhere to the EOSD grading policy configured in the *Focus Gradebook Software*. Grading Weights will be calculated as follows:

Category	Percentage	Grading Scales
Tests	30%	A-Excellent 90-100
Quizzes	20%	B-Good 80-89
Projects/Research	20%	C-Fair 70-79
Class/ Participation	15%	D-Poor 65-69
Homework	15%	F-Fail 64 and below

Textbook/E-book/Online Resources Used

Online Resources Used (Achieve3000, Proquest.k12.nj.us, Google classroom, www.learningally.org)

Opportunities for Extra Support

My office hours are between 1:30 and 3:30 during the school day. Please refer to the school schedule for information regarding drop-in times.

How to Reach Me

See contact information above

Supplies:

- eJournal/eNotebook
- Spiral or Composition Notebook
- Pencil
- Index Cards
- Highlighter
- Learning Ally Login & Password
- Newsela Login & Password

Unit I Dates: September 8-November 13/Marking Period 1(25 Days)

Theme: Self-Awareness

By the end of the unit, students will have the ability to accurately recognize their own emotions, thoughts, and values and how they influence behavior.

As well as the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Essential Questions:

- How can you support what the text says explicitly as well as inferentially?
- How do you analyze the development of theme over the course of the text?
- How did race relations impact Bigger?
- Do you think Bigger would be able to function in today's society? Why or why not?

New Jersey Student Learning Standards:

- NJSLS.RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- NJSLS.RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- NJSLS.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- NJSLS.RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style

and content contribute to the power, persuasiveness or beauty of the text.

- NJSLS.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Recommended Texts:

- **Core Text:** *Native Son* by Richard Wright www.learningally.org
Native Son tells the story of a young black man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Richard Wright's powerful novel is an unsparing reflection on the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America.

Paired Text- [Running While Black: Ahmaud Arbery's Killing Reveals Runners' Shared Fears of Profiling" - \(Newsela\)](#)
Black joggers share experiences of racial profiling.

- Supplementary texts:
["What Fear Can Teach Us" \(Speech\) by: Karen Thompson Walker\(CommonLit\)](#)-Ted Talk
[Why We're Living in the Age of Fear](#) (CommonLit)

<https://www.youtube.com/watch?v=QC0yKBqxxdQ&feature=youtu.be>

[Jim Carrey's Commencement Speech](#) (CommonLit)
<https://youtu.be/q2rVDCrt6QY>

Writing Informative/Explanatory Texts

Primary Focus (Portfolio Requirement): Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, a global issue, an ethical dilemma — *anything of personal importance*, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

Topic suggestions:

- Religious conflicts
- Government accountability and transparency / corruption
- Food and water security / Sustainable agriculture

- Lack of education
- Safety / security / well being
- Lack of economic opportunity and unemployment
- Poverty
- Homelessness
- Global Health
- Overpopulation
- Other

Portfolio Submission Requirements

Requirements

- Maintain fidelity to overarching topics/subtopics
- Maintain a writer's' notebook
- Doubled spaced
- 1" margins
- 12 point font size; Times New Roman font

Page Requirements

- Grades 9-10: 2 – 3 pages
- Grades 11-12: 3-4 pages

Source Requirements

- Grades 6-12: 2 – 3 sources

Unit Benchmark Assessment: 11/9-11/13/20

Cicely L. Tyson Community Middle/High School for Performing and Fine Arts where:

“ We aim high. We soar high.”