**OST English 2 Syllabus**

**Mrs. Maciulis-Hupcey**

**Fall 2020**

**Course Overview:**

 OST English 2 covers novels, short stories, nonfiction, poetry and writing and proofreading. Students will begin by looking at themes of identity and culture. The course will also prepare students for graduation testing and ACT/SAT testing.

**Contact information:**

Email: Dalia.Maciulis-Hupcey@clevelandmetroschools.org

Remind: You must sign up for Remind with a specific class code. Course codes will be given when class meets in the first few live sessions. Remind keeps your phone number private and my number private. You can send text messages to me directly through Remind. If I am in another class, I may not be able to answer right away.

**Rules:**

1. Review and abide by Schoology and Online Code of Conduct, Collinwood’s rules and CMSD’s Code of Conduct.
2. Please be respectful and patient with all. These are trying times and we all need to have grace and understanding.
3. Please do not use profanity or vulgar language. Literature often mimics real life language, but we need to use professional language in our speech and writing.
4. Please dress appropriately.
5. Attendance and punctuality are required. Be on time for each class session.
6. Absences must be excused according to the allowable absence reasons. Students must immediately schedule a meeting with me to get caught up. Make up work must be completed and submitted within 2 days of returning to school. More time will be given for those with serious circumstances.
7. All work must be turned in by the due date. Any work turned in late will only be worth 50%. If there are any serious issues, please contact me.
8. Please do not talk over others.
9. Cheating or plagiarism will not be tolerated and will receive a score of “0”. If you give or share your work with others, you will also receive a “0”.
10. Understand that things may change as the learning environment changes.

**Grades:**

 Grades are based upon successful and accurate completion of: classwork, homework, quizzes, tests, papers, projects, and participation. The more you participate, the more you will get out of the class.

**Grading Scale:**

 90%- 100% = A

 89%- 80% = B

 79%- 70% = C

 69%- 60 = D

 59% and below = F

**Standards Addressed:**

**RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.2** Determine a theme or central idea of a text & analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone.

**RL.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.10** Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

**W.10.4** Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

**W.10.5** Develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on addressing what is

most significant for a specific purpose and audience.

**W.10.9** Draw evidence from literary or informational texts to support

analysis, reflection, and research.

**L.9-10.1** Demonstrate command of the conventions of standard English

grammar and usage when writing or speaking.

**a.** Use parallel structure.

**b.** Use various types of phrases (noun, verb, adjectival, adverbial,

participial, prepositional, absolute) and clauses (independent,

dependent; noun, relative, adverbial) to convey specific meanings and

add variety and interest to writing or presentations.

**L.9-10.2** Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or

more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

**SL.10.1** Initiate and participate effectively in a range of collaborative

discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 9–10 topics, texts, and issues, building on others’ ideas and expressing

their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material

under study; explicitly draw on that preparation by referring to

evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

**b.** Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues,

presentation of alternate views), clear goals and deadlines, and

individual roles as needed.

**c.** Propel conversations by posing and responding to questions that

relate the current discussion to broader themes or larger ideas;

actively incorporate others into the discussion; and clarify, verify, or

challenge ideas and conclusions.

**d.** Respond thoughtfully to diverse perspectives, summarize points of

agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light

of the evidence and reasoning presented.

Materials:

Computer with internet access

Paper

Pen

Flash drive

Other materials may be added as the course moves forward

**Course content:**

OST English 2 is a test prep course to help prepare you for graduation tests and college entrance exams. The course begins to look at culture similar to the English 2 curriculum, but then also has a heavy focus on writing and proofreading. There will be many shorter readings and expectations will ask that students go beyond basic comprehension and move into analysis.