

Ms. Mary Strnad
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“When you can do the common things of life
in an uncommon way, you will
command the attention of the world.”
—George Washington Carver

WELCOME TO JUNIOR ENGLISH

This is a comprehensive course incorporating all aspects of the English curriculum and is aimed at building on prior knowledge to develop experience and expertise in reading, writing, speaking, and listening skills. Instruction will include but not be limited to the reading and writing of persuasive, narrative, expository, and technical materials; extensive vocabulary development; and introduction, review, and mastery of English grammar. Juniors will also prepare for the Kansas State Reading and Writing Assessments as well as ACT testing and College and Career Ready testing.

Course Objectives:

- ❖ To expose students to a wide variety of fictional and non-fictional narrative, expository, persuasive, and technical reading and writing
- ❖ To introduce authors from a variety of historical periods, cultures, and genres
- ❖ To develop strong written and verbal communication skills
- ❖ To develop effective speaking and listening skills as well as critical and analytical thinking skills
- ❖ To improve students' understanding of the English language
- ❖ To increase vocabulary knowledge and retention
- ❖ To master Six-Trait writing components
- ❖ To incorporate new organizational and study skills
- ❖ To develop research abilities, MLA documentation skills, library and technology utilization
- ❖ To complete a writing portfolio
- ❖ To foster an appreciation and desire for lifelong learning
- ❖ To utilize knowledge already possessed by the student and classmates in order to further the learning experience
- ❖ To develop intrapersonal and interpersonal skills
- ❖ To prepare students for Kansas State Reading and Writing Assessments as well as ACT testing and College and Career Ready testing.

Academic and Classroom Expectations:

- ✓ Arrive on time to class, ready to begin instruction when the bell rings.
- ✓ Demonstrate RESPECT for others and expect the same from your classmates and instructor.
- ✓ If you do not understand something, ask. Remember that all learning builds on prior knowledge so if you are having difficulty with one task, the next may be even more difficult. ASK FOR ASSISTANCE. Slow me down, if necessary. I talk fast and furiously.
- ✓ Always bring extra work to class in the event there is down time (such as when you are finished with a test but others are not). An Accelerated Reader book should be at arm's length at all times.
- ✓ No gum, candy, snacks, or soft drinks allowed in this classroom. I encourage water or clear Gatorade consumption
- ✓ Wear appropriate clothing to school. You will be reported to the office if dressed inappropriately. Hats are not allowed in my classroom. Keep them in your locker or in your bookbag.
- ✓ See the Student Handbook for information regarding unexcused tardies and absences. Note that tardy guidelines are based on the semester for ALL classes, not individual classes. Unexcused absences will result in a zero for any work due that day, including daily work, quizzes/tests, major term papers/essays, or other projects.
- ✓ **Cheating or plagiarizing on any assignment results in a zero. A student who allows someone to cheat by reading/utilizing his/her paper or providing questions/answers will receive an identical grade.** Plagiarism is the willful copying of another person's work without giving credit to the rightful author.
- ✓ Computer use is a privilege, and we use computers several times per week all year long. Inappropriate use of a computer will result in suspension of that privilege for whatever period of time the teacher and administration deems appropriate, up to the rest of the school year. Computers are to be used only for school work. **No games, no e-mails,**

no personal use without expressed approval beforehand. **This is the only warning you will receive.** Misuse or destruction of computer or technology equipment will result in discontinuation of that use and administrative consequences. Circumventing the school's student protection software results in loss of all computer privileges.

- ✓ Cell phones and other electronic devices are not to be used in the classroom. Keep any such device turned off and in your bookbag, not on your person. Confiscated items will be turned over to the principal.
- ✓ Students are expected to use their class period for English/Language Arts only. Once work is completed, a student may work on assignments from another class, **BUT ONLY AFTER RECEIVING PERMISSION** from Mrs. Strnad. (Should you desire to work on English assignments during another class, you **MUST** receive permission from the instructor first. A student caught working on an English assignment in another class without permission will receive a zero for the assignment. This includes reading for A.R.
- ✓ I am at school by 7:45 a.m. and usually remain until 4:00 or after. See me if you are having difficulty with an assignment, require clarification on any issue, or just need to talk about class. I want to hear from **YOU** if there is a problem. Do **NOT** wait until class time to seek information regarding an assignment due that day. Parental, administrative, or counselor involvement will be sought as the need arises.

Grading Policies:

Students may access their grades through GoEdustar. Although I do not plan to give extra credit for those who fail to be productive, I will offer extra credit to the entire class on occasion. I encourage you to take advantage of it when you can. For those who do not do well on major assignments, we will discuss the matter on an individual basis, with rewrites a possibility for additional credit. Those who do not seriously address assignments, however, will not receive extended time. Grades are based on journals, daily assignments, homework, writing assignments, tests, presentations, projects, and other activities.

You will be required to complete 15 Accelerated Reader points per quarter. This will comprise 15% of your grade! Grading is based on the number of correct answers received upon taking an AR test in my classroom or in Mrs. Bruna's classroom (when available). Remember, there are books available for direct checkout in Mrs. Strnad's classroom as well as in the library. Some of these books do not have A.R. tests. See Mrs. Strnad for point availability. Reading time will be set aside periodically and is often available at indiscriminate times. All students are expected to have reading material with them. This is a great opportunity to read for A.R. points. **Anyone who cheats or plagiarizes on an A.R. test or assists someone else in doing so will lose ALL points for the nine weeks, including any previous A.R. points received during that period. Parents will be notified.**

Each class grade is based on the length and difficulty of the assignment. Research papers, other writing assignments, and daily homework grades will vary from 5 points to 500 points (or more, if appropriate). Any student may ask for his/her grade report. I encourage students to check their grades online periodically and let me know of any perceived discrepancies. Mistakes are possible. I've probably made them in the past (but I could be mistaken)! Updates are made to the grade book each week. Rubrics for major assignments will be placed on the board or handed out to students. **Questions can not be answered unless they are asked.** Please notify me of any questions you have concerning your grades, assignments, or other expectations.

Late Work:

Work is to be completed and turned in when due. The only exception to this will be in the case of an excused absence based upon illness or other extenuating circumstances. Communicate with me! **If you are to be gone for any reason, you must hand in your daily assignment and ask for the next session assignment PRIOR to the absence. This includes all early dismissals for athletics, club activities, doctor appointments, court appointments, etc.** It is YOUR responsibility to get the assignment ahead of time. No excuses unless I have discussed the issue with you either personally or in class. Do not expect that excused absences marked "Parent Permission" means you may turn in work upon your return. Make plans to e-mail the assignment or drop it off in my mailbox in the office. **Absences marked "Parent Permission" are not necessarily excused absences. (See Student Handbook, p. 14.)**

"True knowledge exists in knowing that you know nothing."—Aristotle (Paradox!)

Success is dependent on many factors, but the first one is you. As juniors you must become self-advocates, ask questions, listen to the answers, act accordingly in an ethical manner, and follow up when satisfaction is not forthcoming. There are reasons why teachers are expectant of you. Prepare to make the most of each activity, each class period, each day. I'm happy to be your teacher.

Topics and Projects *(subject to change as time permits/limits)*

FIRST SEMESTER

Introduction of vocabulary for state assessment practice; periodic quizzes over vocabulary
Grammar, Word Choice, Punctuation, and Sentence Structure exercises (throughout the year)
Accelerated Reader Program (throughout the year)
Root Word Posters
Early American Literature Unit: “Between Heaven and Hell”
The Declaration of Independence—elevated language, rhetorical questions, repetition vs. parallelism, concession and refutation; persuasive elements; letters to the editor
Early American Puritan influence
Slave narrative, “The Interesting Narrative of the Life of Olaudah Equiano” with additional non-fictional accounts and close reading exercises
Creating extended poetic metaphor
“Sinners in the Hands of an Angry God” by Jonathan Edwards
The Crucible by Arthur Miller with “The Examination of Sarah Good” Salem court documents;
Examination of Aristotle’s Tragic Hero
Historical significance of House Un-American Activities Committee testimony; role-playing exercise
Film adaptation of The Crucible
Expository Research Paper: “Between Heaven and Hell” with Power Point on the Principles of Design; individual subjects; MLA format with works cited page; thesis statement; supportive materials; classroom presentation
Career Exploration: research of college costs, job outlook, related occupations, locations, aptitudes and interests; phone etiquette; personal acknowledgements; job shadows
Career Unit: Students will be required to complete a one-day job shadowing experience; Mrs. Hagedorn will assist with appropriate professional connections
Power Points on job shadow experiences and presentations to class
Formative assessments; testing vocabulary review
Figurative language identification and practice
Kansas State Assessments in Reading (narrative, expository, technical, persuasive text)

SECOND SEMESTER

“Civil Disobedience” by Henry David Thoreau
“Self-Reliance” by Ralph Waldo Emerson
“Letter from Birmingham Jail” by Martin Luther King, Jr.
“The Long Walk” by Richard Stengel for *Time* magazine or similarly-connective materials
Personal essay with quote selection and MLA-dictated citations
Research: The Great Depression; presentation of monologues
Novel Unit: The Grapes of Wrath—text types and structures; vocabulary; John Steinbeck biography; Manichean paradox/shades of gray; The Exodus as plot structure and theme of novel; Maslow’s Hierarchy of Needs; testing (2 parts); vocabulary test; text structure quiz
“Ghost of Tom Joad” by Bruce Springsteen; analytical worksheet
ACT Practice: English and Reading
Unit on Psychological Realism with excerpts from world literature selections by Dostoyevski, Camus, and Tolstoy
Persuasive Techniques: bandwagon, testimonials and endorsements, glittering generalities; persuasive appeals to reason, emotion, authority, and popularity (preparation for State Writing Assessment)
Persuasive Writing Essays: recognizing excellence in persuasive writing (6-Trait review and analysis); choosing from 10 prompts for original essay; addressing persuasive appeals; conceding/refuting
Kansas State Assessments in Writing (Every two years; this is the year!)
Narrative Reading and Writing: “The Secret Life of Walter Mitty” by James Thurber with original variation
Novel Unit: Angela’s Ashes by Frank McCourt; Irish potato famine; point of view; sentence structure; roadblocks to success; traits of resilient children; testing (3 parts)
“Seed Word” essay based on themes from Angela’s Ashes
Possible: Native American Literature: creation myths with research; posters; modern Native American literature, including “The Man to Send Rain Clouds” by Leslie Marmon Silko, “The Way to Rainy Mountain” by N. Scott Momaday, and “The Red Convertible” by Louise Erdrich; “Wisdom of the Ages”: Native American proverbs; film, Smoke Signals, by screenwriter Sherman Alexie

ENGLISH III

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After reviewing the information regarding English III classroom expectations, please indicate your understanding by signing below, then return the signed portion to Mrs. Strnad by August 28.

Student Signature

Date

Parent/Guardian Signature

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