

Honors English II

2023-2024

Ms. Angie Powers
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she/her/hers



COURSE DESCRIPTION

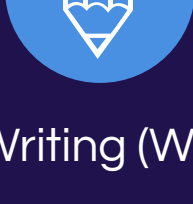


This class will prepare students for success in future AP courses and post-secondary education, as well as develop lifelong literacy habits. Our world is filled with complex and beautiful texts, and this course will assist students in becoming an informed consumer and producer of a variety of media.

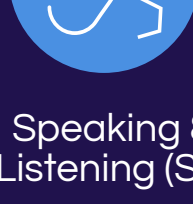
STANDARDS & CLASS GOALS



Reading
(RI and RL)



Writing (W)



Speaking &
Listening (SL)



GOAL 1: The student is a reader with a vibrant, self-directed reading practice that builds volume and stamina and continues beyond the classroom. (Goal 1 includes informational and literature reading.)



GOAL 2: The student writes to say something important to a targeted audience and for a specific purpose. The student is intentional about form and flexible to meet the changing needs of audience and purpose. (Goal 2 includes narrative, informational, and argument writing.)



GOAL 3: The student revises extensively to improve a piece of writing, paying close attention to what makes good writing and revising earnestly in response to feedback.



GOAL 4: The student applies knowledge of vocabulary and grammar to a variety of situations by recognizing when these concepts are used in texts, analyzing their purpose or function, and using them in their own writing.



GOAL 5: The student is a contributing, positive member of the learning community: provides high-quality feedback to peers on their writing, participates earnestly in small-group and whole-group conversations, moves through our classroom spaces (physical and digital) with kindness.



GOAL 6: The student demonstrates successful student habits: meeting deadlines, reading and following instructions, asking questions, seeking help and support, and managing digital tools and digital spaces effectively to keep track of work.

STUDENT EXPECTATIONS

RESPONSIBLE

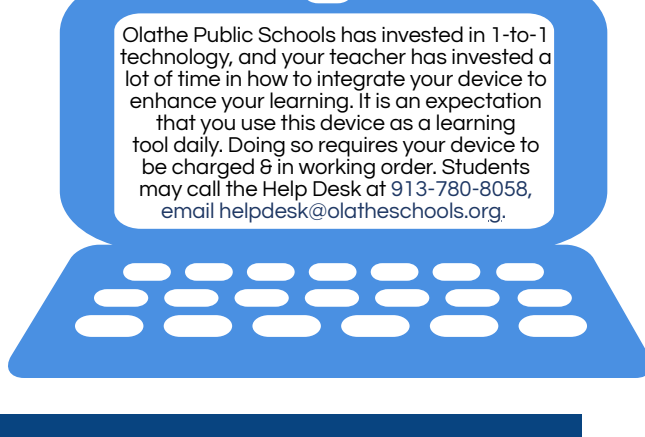
Come to class prepared with what you need to learn.

RESPECTFUL

Treat all people, things, and ideas with respect, even if you do not agree with them.

REFLECTIVE

Be an advocate for your own learning! Set goals, ask questions, engage in class, and be proactive about your education.



Olathe Public Schools has invested in 1-to-1 technology, and your teacher has invested a lot of time in how to integrate your device to enhance your learning. It is an expectation that you use this device as a learning tool daily. Doing so requires your device to be charged & in working order. Students may call the Help Desk at 913-780-8058, email helpdesk@olatheschools.org.

I will provide support to students who fail to meet these expectations. In addition to in-class feedback, students who need support will conference with Ms. Powers to create a plan to address the barriers keeping them from success. Family communication will occur before any disciplinary consequences when possible.

LEARNING TOOLS

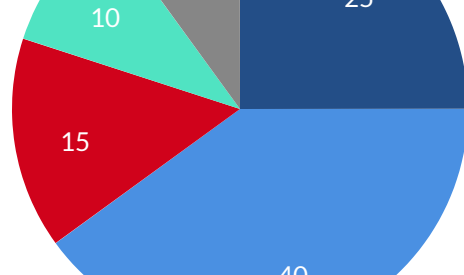
To do your job as a learner, you need to have the right tools. The following materials are needed on a daily basis:

1. District-Issued Laptop and Charger
2. Headphones (for district-issued computer)
3. Planner or calendar (phone apps acceptable)
4. Choice or Book Club Book
5. Folder or Binder (to organize papers)
6. Sticky notes (2nd & 4th quarter book clubs)



GRADES & LEARNING

Throughout the semester, students will receive feedback to help them improve as learners in many forms, including comments in StudentVue/on assignments, grades recorded in the gradebook, and individual conferences with teacher. They will also consistently engage in and reflect on our [class goals](#). Note that each of the class goals aligns with a grade category, and the weights of each category are included below:



■ Reading (G1) (25%) ■ Writing & Revision (G2-3) (40%)
■ Vocab & Grammar (G4) (15%)
■ Speaking & Listening (G5) (10%)
■ Student Habits (G6) (10%)

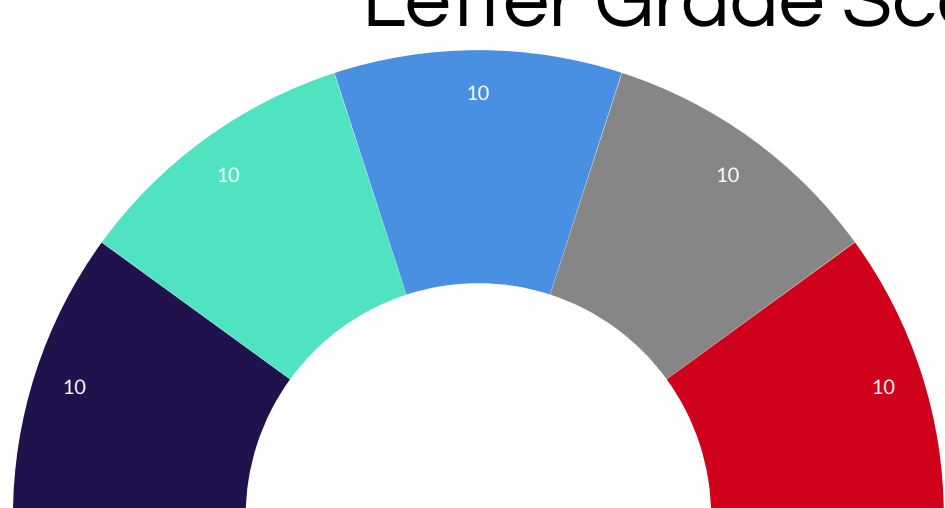
Because practice is most valuable to students when it is frequent and low-pressure, some assignments in each category will be entered as a "Not for Grading" (NFG) score simply to keep track of a student's progress. However, at each grading period (mid-term, quarter, semester), the student will reflect on their engagement in learning and examine their evidence of learning in order to come to a consensus with the teacher regarding an appropriate grade representing the student's most consistent level of performance on Goal 6 (Student Habits), Goal 1 (Reading), and Goal 5 (Speaking & Listening). This process of evidence collection and reflection is the semester final.

Assessments in the areas of Goals 2-3 (Writing & Revision), as well as Goal 4 (Vocab & Grammar) will be scored on provided rubrics and entered into the gradebook as grades throughout the semester. Students will revise and/or retake assessments to continually sharpen their skills. This is not just an option but key component of the learning process.

Semester grades are the only grades included on students' official transcripts. Semester grades are calculated cumulatively using the categories in the gradebook, which match the class goals listed above. Tying assignments and assessments directly to the class goals allows the teacher to provide students with more specific feedback on their mastery of essential skills.

Each letter grade listed below encompasses a 10-point-increment scale, which is why the F range stops at 50 and does not continue to 0. Adjusting this scale from a traditional 0-100 scale allows the final average to more accurately reflect a student's performance for the entire grading period. The gradebook codes "LEL" (Limited Evidence of Learning) versus "NHI" (Not Handed In) differentiate why a student earned a score in the F range. "LEL" denotes that the student turned in the assignment, but it reflects little learning. "NHI" denotes that a student did not turn in the assignment.

Letter Grade Scale



A 90-100
B 80-89
C 70-79
D 60-69
F 50-59

TURNING IN WORK

Work submitted when due is an expectation for this class. This course builds upon itself, so it is important to the learning process that students complete work on time and in order.

- The Absent / Late Work Form (bit.ly/powerslateform) must be submitted for each assignment turned in late (whether make-up work or a late assignment).
- Your assignment will receive feedback based on its quality, just like those not submitted late. However, for those late assignments not due to absences (make-up work), in the gradebook there will be a note the assignment was submitted late (marked LAT).
- There will be some non-negotiable deadlines where late work will no longer be accepted (e.g. the end of the quarter, larger projects / presentations where logistics are an issue, etc.).

PRESENCE

Being present (physically and mentally) contributes to student learning and success in this class. When students are absent, they will be more successful when they

- Check the Daily Agenda in Classroom as soon as possible to see what they have missed.
- Make up missing learning as soon as possible (2 days for each single day of absence).
- Ask the teacher and/or trustworthy peers for assistance.

Being on time to class, prepared to learn is another key part of success. On the second tardy per semester, students will receive a verbal warning; additional tardies will result in consequences through the office.

ACADEMIC DISHONESTY



Plagiarism is the stealing or copying of another's work. This might be the work of a renowned author, an Internet source or electronic tool, or an unpublished author like a classmate or stranger.

Students at Olathe Northwest are encouraged and expected to learn by developing their own ideas and expressing these ideas in their own words. As a result, students who choose to plagiarize any work to be handed in to subject themselves to academic and/or disciplinary consequences. Teachers at Olathe Northwest subscribe to the online tool "Turnitin.com." Turnitin.com is a resource for educators and students concerned with developing quality writing and research skills as providing a reliable, efficient, and powerful deterrent to digital plagiarism.

Acts of plagiarism/academic dishonesty include the following but are not limited to:

- presenting another's essay or class assignment as one's own
- failing to acknowledge the source when repeating another's wording or particularly apt phrase
- failing to acknowledge the source when paraphrasing another's argument
- failing to acknowledge the source when presenting another's line of thinking
- making slight changes in wording from another source so that the passage is not copied word for word
- copying part or all of another person's test or assignment when not a collaborative task
- accessing a teacher's gradebook
- taking a picture of a test or completed assignment for the purpose of copying or distributing
- submitting a response written by artificial intelligence for a class assignment

Consequences of plagiarism/academic dishonesty include the following:

- In all cases for plagiarism/academic dishonesty, the teacher will meet with the student and parent/guardian will be contacted. The incident will be recorded on a Discipline/Office Referral and given to the grade level administrator.
- In cases where it is apparent a student has copied all or part of an assignment from another student, from a printed source, or from electronic media, the student will receive a severe academic consequence.
- In cases of plagiarism multiple times the student will receive a zero as well as be subject to administrative disciplinary consequences
- Students involved in plagiarism may be removed from or disqualified for candidacy to National Honor Society and/or other organizations.

COMMUNICATION



Room 1313

M, T, W, F: 7:30-8:00 am
M, T, W, Th, F: 3:00-3:30 pm



apowersonw@olatheschools.org

Response within a day
Monday-Friday



(913) 780-7150

M, T, W, F: 7:30-8:00 am
M, T, W, F: 12:40-1:15 pm
M, T, W, Th, F: 3:00-3:30 pm