

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Kelli Beebe
<u>Course</u> : Sophomore Honors English B		<u>Email</u> : kelli.beebe@crookcountyschools.org
☐	Trimester #1	<u>Phone</u> : (541) 416-6900 Ext. 3124
☐	Trimester #2	<u>Methods for Communicating with Families</u> : Parent Square for the majority of communication Phone call for specific communication
☒	Trimester #3	

Course Description:

In this course, students will continue to develop the literacy skills with the intent of exceeding proficiency standards. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and from personal experience. Honors English 10 is a challenging program. Students who elect this course must have strong writing and reading comprehension skills. Explanatory and analytical writing will be an emphasis in this course. Students in this accelerated class will read, write, and discuss several genres, including the epic poem, poetry, drama, short stories, novels, essays, and nonfiction. Outside reading is expected in each of these genres, and writing assignments are developed from each genre. Students will type final draft papers and use APA formatting with a works cited page.

Learning Standards/Targets:

Unit 1: *The Book Thief*

- Students will analyze *The Book Thief* by Markus Zusak, focusing on the author's choice to use Death as the narrator, to explore themes of mortality, resistance, and the power of words, culminating in a written project that examines how this narrative perspective and the historical context shape the novel's portrayal of human resilience during World War II.

Unit 2: *Of Mice and Men*

- Students will be able to write an analytical essay: To what extent does *Of Mice and Men* argue that the American Dream is an illusion? Analyze how Steinbeck uses **symbolism, setting, and character development** to critique the feasibility of the American Dream, particularly in the context of marginalized groups such as the working class, women, and people with disabilities.

Unit 3: *The Kite Runner*

- Students will analyze *The Kite Runner* through a critical lens, demonstrating a deep understanding of its themes, character development, narrative structure, and historical context. Each project will require analytical writing, textual evidence, and an in-depth presentation

Instructional Materials:

- Core Texts: Study Sync
- Films, Videos/Other Electronic Media: Contagion (PG-13)
- Novels: *The Kite Runner*, *Of Mice and Men*, *The Book Thief*
- Other Supplementary Curriculum (Articles, etc.):, “Text to Text | ‘The Book Thief’ and ‘Auschwitz Shifts From Memorializing to Teaching’” -NY Times, “Holocaust Denial” -Auschwitz-Birkenau State Museum, “25 Facts About the Holocaust” Holocaust Museum Houston, “Book Burning” The Holocaust Encyclopedia, “Book Burnings in Germany, 1933” PBS
- Planned Guest Speakers: N/A

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district’s educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district’s selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contract shall be maintained by the principal and sent to the superintendent’s office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district’s policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one’s actions and maintain a productive learning environment.

- *See [CCSD Board Policy JFC](#) for more details.*

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Please sign and return your Syllabus. Parents/Guardians if you have any questions or concerns please contact your student's teacher.

Student Name: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____