Welcome to English II! Our focus this school year will be learning and developing our skills as critical thinkers, readers, writers, speakers, and listeners. The development and mastery of these important literacy skills is not only important to achieving success in the English classroom, it is a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult. Basically, the quality of life you experience now thorough adulthood will depend on how well you read, write, and communicate with others.

Curriculum Focus of Study

- **Quarter 1:** Fighting for Justice: Collection 1: “Ourselves and Others”/Collection 6: “Hard-Won Liberty”
- **Quarter 2:** The Effects of Greed on Power: Collection 2: “The Natural World”
- **Quarter 4:** How We See the World: Collection 4: “How We See Things”

English II is designed to prepare students for a level of reading and writing which will prepare students for college and career readiness. As such, we sometimes will encounter literary and nonfiction texts centered on sophisticated themes and topics. It is my hope and expectation that students will engage with all class reading assignments in a mature and academic manner; however, students may request alternate titles if they are uncomfortable with a specific piece we are studying.

Classroom Library

I have a classroom library available for students to borrow books from; students just need to check the books out. Some novels may contain some sophisticated themes and topics. If your child borrows a book that you feel is inappropriate, please have your child return the book immediately to my classroom library.

In addition, I am always willing to take donations for my classroom library. If you have any young adult novels, at your home, and that you no longer want, I will gladly accept them for my classroom library.

Electronics Policy

Electronics should not be in use unless “Electronics in Use” sign is displayed in class, and electronics are being used for academic purposes.
Focus Gradebook
Focus Gradebook is a web-based tool, found on Vportal, provided by Volusia County Schools (www.vcesedu.org) that allows twenty-hour access to students’ grades. Each parent and student is assigned his or her own login and password. Student’s login is his or her 1alpha. The student’s password is their eight-digit birthdate: ddmmyyyy.

Assessment-based Grades
In accordance with the VCS Secondary Grading Guidelines, each student’s English grade will be based on diagnostic (0%), formative (40%), and summative (60%) assessment grades. Diagnostic assessments are given prior to instruction to provide information on learner readiness; they can also be given during instruction to target areas of need for intervention. Formative assessments are essential practice opportunities and an assessment for learning. Summative assessments are a measurement of learning and determine whether or not a standard(s) (non-negotiable academic goal) has been met.

Even though summative assessments are often written assessments and not traditional “tests,” they are still authentic assessments. The expectation is that all summative assessments will be written in the classroom, under teacher supervision. This is done to ensure that the summative assessments are original to each student and allows the teacher to assess each student, at every stage of the writing process, from planning through publication (final draft).

Remediation of Summative Assessments
In accordance with the VCS Secondary Grading Guidelines, students are required to show acceptable progress in all summative assessments. Therefore, all summative assessments that do not meet proficiency (70% or higher), will receive intervention(s) of the standard(s) not met.

When summative assessments are remediated, students will have the opportunity to revise, edit, and rewrite one of their written assessments; thus, reinforcing the writing process, with the higher of the two grades recorded in Gradebook. This opportunity is given because it is our sincere hope that all students will not only be successful but also become powerfully literate young adults throughout their academic careers at DeLand High School!

Absence Protocol
When a student is absent, it is the student’s responsibility to collect any missing classwork, quizzes, or assigned homework that was due. Please check the class “ABSENT WORK” binder and/or Canvas for missing assignments and handouts. Students and parents will know that an assignment is missing by an “M” assigned to an assignment in Gradebook.

Homework
Homework includes any classwork that was started in class and may not have been completed by the end of the class period. Most importantly, homework will include weekly skill-based assignments, “Articles of the Week,” that are assigned on Monday and due on Friday. Homework is a formative grade and will reinforce the content and skills being taught in the classroom.

GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
</tr>
</tbody>
</table>

GRADE BREAKDOWN

- **Summatives** = 60%
  - Essays, VCS Performance Tasks, VLT District Assessments, project-based learning and writing assignments to assess proficiency of standards

- **Formatives** = 40%
  - DIAs, classwork, quizzes, and homework to assess proficiency of standards

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