



## LISLE SENIOR HIGH SCHOOL

---

# English II Honors

### Department Contact Information

Teacher	Email	Phone Number
<b>Erin Kern</b>	ekernr@lisle202.org	630-493-8320
Courtney Multhaupt	cmulthaupt@lisle202.org	630-493-8322
Courtney Cunningham	dsally@lisle202.org	630-493-8324
<b>Svea Patrick</b>	spatrick@lisle202.org	630-493-8373
Pat Woyna	pwoyna@lisle202.org	630-493-8323

### DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication. The curriculum offers the opportunity for students to hone their language potential in courses that are challenging but commensurate with their abilities while preparing them to engage in a complex, dynamic society. Students who successfully complete the required eight credits for graduation will meet the both the career and college readiness standards as outlined in New Illinois Learning Standards (NILS).

### COURSE DESCRIPTION

Literature studies will concentrate on authors of prose, fiction, nonfiction, poetry and drama. Students will be able to read, comprehend, interpret, evaluate and use written material in coordination with the literature they have read. The objective is to learn and review grammar, usage and punctuation skills as they apply to the composition process.

Through a focused study of SAT vocabulary, students will determine the meaning of unknown words, choosing flexibly from a range of strategies. In addition, students will become critical speakers and listeners, understanding the importance and variety of speech communications.





## LISLE SENIOR HIGH SCHOOL

---

### COURSE LEARNING STANDARDS

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





## LISLE SENIOR HIGH SCHOOL

---

### **COURSE GRADING POLICY**

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

### **LATE WORK POLICY**

#### **Summative Assignment Submission**

- On time assignments will earn 100% of earned score
- Up to 3 weeks late will earn up to 90% of earned score
- Past deadline, there will be zero credit earned for no evidence of mastery

### **COMMUNICATION WITH COURSE TEACHER(S)**

Electronic communication with your teacher must come through google classroom or your school email. The best way to contact me is through email. If you do not get a response within 48 hours, please call or resend the email, as it might have gone to the spam folder. I am always happy to meet with you before or after school.

### **REASSESSMENT POLICY**

Specific questions regarding reassessment should be directed to course instructor.

### **OTHER SUPPORT**

All class information can be found on the google classroom page. Peer tutors are available before, during and after school. Check in with the Library for peer tutoring either before or after school or during your study hall. Make an appointment with your teacher for before or after school. The Learning Lions lab is available in the library on Monday, Tuesday, and Thursday from 2:40 until 3:50 pm.





**LISLE SENIOR HIGH SCHOOL**

---

