



Student's Course Syllabus for English 2H 2024 - 2025

Teacher Contact Information

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School Site: Nevada Union High School, room J-213

Roles: English 2 Honors, NUHS Flex Time Coordinator,
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Hello, Students, Parents, and Guardians!

I am excited and challenged as we start a new school year together.

I have spent 32 years of my life teaching, going on year 21 at NUHS. My three daughters all graduated from NU, attended California colleges, and now are living and working nearby. Our family has expanded to include their partners and children! My passions are reading, sewing, quilting, being artistic and creative, playing with grandchildren, and working on house projects with my husband of 38 years, Carl.



I love getting to be a part of teenagers' lives. I love to teach high school students because this is a time when you are learning so much about yourself, your talents, and *why* you believe what you believe. I value literature because it encompasses *all* parts of life and the 'human condition.' I value writing because it develops skills of logic and communication, skills which will help you in *anything* you do later in life.

As a new school year starts, I think parents/guardians want to know 3 things: What should I be seeing at home for this class? How can I know if a grade is in danger while there is still time to remedy it? and, Is this a teacher who will get to know and truly care about my child? For questions 1 and 2, the answers are on **Schoolology**, on the **DAILY AGENDA**, and for question 3, yes! absolutely! Knowing each of my students is an important charge for me. I strive to know and value each student, wherever they are in their journey.

Students seem to want to know 2 things: if this class will be hard and if the teacher is strict. I like to say, "Yes, hard as in demanding and time consuming, but worth it," and I admit to being "kind of old-fashioned, English-teacher-strict but also nice." I care intensely, and I will work so hard for you and our class.

I will end with a **multiple choice question** for students: *What will you get out of this class?*

- A) Pithy answer: *Whatever you put into it.*
- B) Pragmatic answer: *English credits to earn a high school diploma.*
- C) Cryptic answer: *Heart, mind, and soul*
- D) Long-term answer: *Find out more about what and how you think as you progress in becoming college and/or career ready.*

The choice is up to you! Here's to an awesome year together!

Course Description - English 2H

The goal and purpose of sophomore English is to develop writers and readers with a diverse world-view who can critically evaluate sources, can sustain reading and writing for extended periods of time, and can produce multiple paragraph writings using evidence and analysis as a vehicle for developing their writer's voice. Quarterly goals will build upon each other to develop a variety of reading, language, writing, and thinking skills while focusing on the use of vocabulary to enhance and develop writing.

The "H" in English 2H stands for "honors" as is recognized by the California University system to mean an accelerated pace with more demanding expectations. Because of this, grades in an honors class get a G.P.A. bump, just like an A.P. class. The 2H class goes beyond the Essential Learning Outcomes to prepare students to take AP Language junior year and then A.P. Literature senior year. Students will practice following directions meticulously for some tasks as well as being creative and 'thinking outside the box' for others.

Essential Learning Outcomes (ELOs)

Districtwide grade 10 ELO's for English 2 (our "BOULDERS"):

- ❖ Cite textual evidence for explicit details as well as for inferences - Reading RL/RI10.1
- ❖ Write argumentative texts - Writing W10.1

Additional standards that will be addressed in sophomore honors English (our "ROCKS"):

- ❖ Determine a theme/central idea; write objective summaries - Reading RL/RI 10.2
- ❖ Analyze complex characters - Reading RL10.3
- ❖ Analyze word meanings, figurative language, connotations and their effects; analyze nuances of synonyms - Reading RL/RI 10.4, Language L10.5
- ❖ Analyze point of view or cultural experience in world literature - Reading RL10.6
- ❖ Analyze point of view and rhetoric in informational texts - Reading RI 10.6
- ❖ Write informative texts - Writing W10.2 a, b, f
- ❖ Use precise words and phrases ... - Writing W10.3.d
- ❖ Strengthen writing through planning, revising, editing - Writing W10.5
- ❖ Conduct short research projects - Writing W10.7
- ❖ Gather evidence from multiple sources, assess credibility, and integrate the information without plagiarizing - Writing W10.8
- ❖ Participate in collaborative discussions: come prepared, propel conversations, respond thoughtfully, summarize points and opinions - Speaking and Listening 10.1
- ❖ Present information, per for audience, task, & purpose - Speaking and Listening 10.4
- ❖ Demonstrate command of conventions of Standard English, parallel structure, use of phrases and clauses - Language L10.1
- ❖ Demonstrate command of capitalization, spelling, punctuation, including semicolons and conjunctive adverbs - Language L10.2
- ❖ Clarify word meanings in multiple ways, consult reference materials, examine word etymologies - Language L10.4
- ❖ Acquire vocabulary - Language L10.6

*For a full description of each standard, go to [Common Core website](#); use menu on the right to switch to the different domains, eg: Reading, Writing, Speaking & Listening, Language.

Participation Expectations for All Students

- **Uphold NUHS Miner culture, which is to be:** “Respectful, Safe, Responsible, & Ready to Learn”
- **Practice decorum — good manners** — and also distinguish between private and public behavior, at school and online.
- **Respect the space** - A lot of unseen effort goes into making this space a positive place to share and grow in.
- **Care more.** Give people, ideas & assignments chances; also, set personal boundaries as needed.
- **Do your own work;** say ‘no’ to people who want to copy; give credit instead of plagiarizing. Learn when to look online or use AI for help ... and when not to.
- **Always know what’s going on for class. Consult the online Daily Agenda. Keep track of assignments,** plan ahead, and work with due dates.
- **Most work will be turned in digitally, in Schoology.** That means knowing how to submit docs, attach digital work, and/or upload images of ‘paper & pencil’ work or notebook pages.
- **Try using humor to encourage** and engage vs. to put down or offend.
- Get sleep, eat well, **invest in yourself,** stay sober.
- **Perfectionism is not required.** Let’s learn.
- **Be gentle.** Make someone’s day better, not worse. Take a minute so you don’t write, say, record, text, post, share or do anything that harrasses, bullies, insults, or promotes exclusivity, or racism. Stop gossip; downplay drama.
- **Ignore your phone** during class. For occasional times when you “need” to take a call or respond to a text, ask to step out of the room.
- Sign up for **Flex Time** with me (no matter what your grade is!).
- **Tell me** if you start to get overwhelmed, confused, or frustrated! Send me an email or ask me to talk privately.
- **I really want to help**--now, and for your future.

Supplies

Supplies: A sturdy **3-ring binder** with section dividers and college ruled paper (may be multi-class use) and a college-ruled **spiral notebook** (just for English) because work for this class must be easy to find and kept together, neatly.

Also, some **pencils** (or **pens, blue or black** for regular work) and **highlighters** and **colored pens or markers** (3 or more different colors for annotating)

Always bring your Chromebook, charged. Know how to use your Google Drive effectively. Use shut down (vs. close the lid) often, and clear its cache (browsing history) every few weeks in order to maintain Google-Schoology connection.

Nice to Have: 3 x 5” notecards, sticky notes, Sharpies, planner

Grading Policies

GOAL = Progress Toward Mastering Grade Level Standards and Skills

Each semester, a letter grade for this class has to land on your transcript. All along, *you* will be giving *me* your grade. What should that letter grade represent?

I worry that “the system” teaches students and parents/guardians to get caught up in what I call the “tyranny of points.” Instead, how can we make our class this year be more about “learning” and less about “earning”?

Students will be invited to discuss what grades should be for, and they will often be given the tools to assess their work themselves, in collaboration with their instructor.

FEEDBACK: Always use the **feedback** that will be posted online about your work & progress.

Note: A score of 1 is a temporary score to invite a student to redo an assignment.

Grades Page - There will be 3 categories:

- Participation & Practice** - This is the bulk of assignments—practice and skill building.
- Progress Checks** (little points but big meaning) - These are quizzes and exit tickets to check for understanding or note accountability along the way.
- Achievements** (big points) - These are ‘milestone’ assignments, when we measure your skills against the “high bar” of 10th grade honors standards.

The semester grade typically ends up being around 50-50 effort & achievement.

Absences and (Let’s Avoid Being Late) Work Policy

Late work makes my teacher job significantly harder, and your teenaged life significantly more stressful. It is important to find a way to meet deadlines.

It’s a life skill that you will carry with you into your future, impacting your relationships, schooling, jobs, careers, and finances.

1. **TURN IN WORK ON TIME:** This should be your habit and your norm!
2. **REQUEST A DUE DATE EXTENSION:** For when life gets crazy or extra busy, there is a **Due Date Extension form**, but the **student must request it before the due date** for teacher approval. This can be done through email (I stop checking email at 7PM, so plan accordingly). If you ask for and are granted a due date extension, then there is **NO late penalty**. It’s a win-win.
3. **ABSENT WORK:** Read the DAILY AGENDA (*not just the grades page!!*) to see what we covered while you were out. Typically, one day absent extends the due date by one day. If you need more time, communicate with me! Work that is turned in after a deadline because of an **excused absence** is *not* penalized, but you **MUST write/type “absent” by your MLA heading** so I see it immediately.

Excused absences extend a student’s due date but *do not excuse* a student from any assignments, notes, tests, etc., that happened while they were out.

4. **UNEXCUSED LATE WORK:** If you miss a due date, you can (and should) **catch up over the weekend**. As an honors class, in English 2H, like AP World History, late work is only accepted for **one week** after the deadline, for **half credit**. After that, it’s a **zero**.
5. **MILESTONE ASSIGNMENTS:** For bigger assignments (projects, essays), the rubric will include one section about following conventions and basic expectations, including the work being submitted on time.

Words for Grades - How grades are defined for this class.

Pro-tip: The time to think about the grade you want is not at the end of a grading period but at the start, when you get an assignment.

A = WOW! exemplary!

Work, effort, or participation that is 'role model' quality and/or all that it needs to be. Accurate, complete, on topic, in-depth (without "fluff"), useful, and insightful. Full participation; fully mentally involved; useful product; 'regularly'; 'consistently'; 'no problem.' Meets and exceeds expectations and standards. Fully satisfies any instructions.

marks:	100-90% <i>does not round up</i>	✓+	"impressive" "exemplary skills" <i>thoroughly demonstrates standard</i>	😊	wow!
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B = pretty darn good! admirable work!

Accurate, complete and authentic. Work and effort that matters. Sincere; consistent; 'mostly'; 'usually'. Clearly meets expectations or standards (not *almost* meets or *mostly* meets). Very close to full effort and participation. May have room for improvement, but not due to rushing. Useful product; not busywork.

marks:	89-80% <i>does not round up</i>	✓+	"pretty good" "proficient skills" <i>clearly meets standard</i>	😊	pdg! pg!
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C = "meh" - got it done — good enough — basic

Okay-ish; adequate. May be *mostly* done or *partially* accurate. May have treated the task like busywork. Rushed work with partial effort; just 'good enough'; 'what's the least I can do'; so-so; quality varies; needs to ____. May be trying to improve. 'Out of time, but at least I turned something in.' Meets expectations or standards at a basic level but certainly could be better. 'Borderline' participation, effort, quality. Confused; misunderstood expectations or skipped instructions.

marks:	79-70% <i>does not round up</i>	✓—	"basic level" "developing skills" <i>clearly attempts to meet standard</i>	😐	ok G.E.
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D = below standard - 'not quite'

Not quite done, not quite what was expected. Missed the instructions. Should be better. Does not meet the standard(s) yet, or, not enough is done to tell if it meets the standard(s). Off-topic; struggling; sub-par; 'barely'; unsatisfactory. More incomplete than complete. Honestly not useful for contributing to a group or not ready for a teacher's eyes on it. Superficial. Sometimes, it's 'simply ran out of time/started too late.'

marks:	69-60% <i>does not round up</i>	✓— —	"needs work" "emerging skills" <i>does not quite meet standard</i>	😞	N.Q.
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- NOTE: A grade of "D" at the semester gives a student credit for passing the class but does not receive a bump in the grade point average.

F = unacceptable or not turned in, nothing to show, or plagiarized/deceived/cheated

Work that is far from complete or far below expectations and standards, including work that isn't turned in (or absent work that was never made up). Results of 59% and below on an assessment. Woefully less than what was needed or useful.

marks:	59-0%	∅	"not shown" "confused" <i>far from standard</i>	??	<i>fails</i>
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- An "F" grade also includes work that is accomplished through **copying, cheating, plagiarizing** or anything that in some way attempts to deceive your teacher.
- Taking something off the internet and changing some words is not a "short cut"; it's plagiarism, and it's a major offense, as is using AI to do the work for you.
- **A note on cheating:** It breaks trust. It takes your time, but you don't learn anything. It's bad.
- *Your integrity is worth more than a few points on a test or an assignment.*

Resources

subject resources:

[English 2H Book List](#) - what we *might* read this year!

★ [Class Policies, with memes](#)

About [Taking Notes](#)

[Oedipus the play and unit 6](#) pdf -

transitional phrases: [‘great big list’](#)
[short list](#) - [shorter list](#) - [long list](#)

Toro’s favorite online dictionary is [Vocabulary.com](#); also, check out [Educalingo](#) and [Merriam-Webster](#)

The [Purdue OWL](#) (Online Writing Lab) for research and all things MLA

The [Excelsior OWL](#) for research & MLA ...

[Grammar: Avoid Mind Crashing!](#) — [Terms of Grammar Land](#) - [Proper Nouns & Titles](#)

to access our textbook: *My Perspectives* - Access in your Drive via Google Waffle icon, scroll to bottom for “Pearson EasyBridge”; click on orange icon. Use Menu to get to unit.

[study sheet](#) of Eng. 2H terms & concepts - [Literary Terms Explained](#) slide show

organization, life, & wellness resources:

[Student work planner template](#) for keeping track of work in all your classes

[tips on studenting, from students](#)

[Meditation Room](#)

[Anxiety Release Menu](#)

[Get Focused, Stay Focused](#) on Career Readiness

about [Effort & Achievement](#)

handout, [“After High School ...”](#)

[“The Effort Effect”](#)

about [Carol Dweck research on mindset](#)

subject resources:

★ [Toro’s Essay Writing Helps](#)

MLA - [how to format a doc for MLA](#)

[MLA Looks Like This](#)

[samples](#) for works cited page and corresponding in-text citations

[Citation Guide](#) for MLA, for all different genres

13 kinds of plagiarism? Read [this!](#)

Is it [Academic Honesty?](#)

Proofreading: [Check Before You Turn In!](#)

- [Literary Present Tense](#) -

Ms. Stroeve’s [writing template](#)

[Literary Terms: Definitions and Examples](#)

★ [Common Core standards for grade 10 English](#)

★ [Common Core Introduction](#) - A “Vision” /Goals for What Students Become

[How to Diagram Sentences](#) - another [Sentence Diagramming Guide](#)

technology resources:

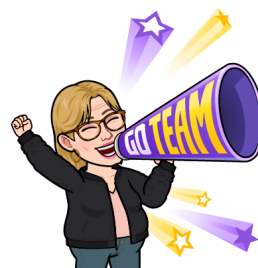
[How To Submit An Assignment On Schoology](#)

[Chromebook troubleshooting](#) or email helddesk@njuhsd.com

[Tips and Tricks for Chromebooks](#)

download [Grammarly](#)

Google Docs: [Voice Typing](#) or [Text to Speech](#)



An informational page for Parents & Guardians to keep at home . . .

1. How do I check my student's grade or find out what's happening in English?

- a. To check grades, look on Schoology This will typically be two weeks behind (updated approx. bi-weekly).
- b. To know what happens day by day in class, bookmark our English 2H with Toro **Daily Agendas**. I update this every afternoon on even days to reflect what we did that day.
- c. Spot check *English binder or notebook*. Pick a page and ask your student, 'What's that about?'
- d. Every paper should be neatly kept, in a logical section, not loose or stuffed in the backpack.

2. How will Mrs. Toro support my student?

- a. Common Core Standards
- b. work with teens' developmental needs
- c. organized, clear instruction
- d. creativity
- e. care for each student individually
- f. recognize effort *and* achievement
- g. hold students accountable (Cut off for late work is 1 week after due date—half credit.)
- h. offer [Due Date Extension](#) form

3. How can I support my teenager?

- a. access to internet, Google Drive, printing
- b. sleep and nutrition
- c. For unexpected family drama/trauma, send email to alert me to "handle with care"
- d. Know that your teen truly can excel at so many classes, sports, and extracurriculars — just not all of them, all at the same time.
- e. Discuss drugs: clarify "use" vs. "abuse"; teach effects on adult vs. on adolescent cognitive development; clarify family standards compared to school standards.
- f. Learn about your student's phone and app habits. What are they doing with 'screen time'?
- g. Let your young person *think* you think they are adults, but *know* they are not yet. Teens still want and need boundaries from caring adults.

4. What supplies does my student need?

- a. *sturdy* 3-ring binder with section dividers and college ruled paper (may be multi-class use)
- b. a spiral or composition notebook (just for Eng.)
- c. pencils (or pens, blue or black for regular work)
- d. highlighters and colored pens (3 or more different colors for annotating)

Nice to have: 3 x 5" cards, sticky notes, Sharpies, planner

5. How are absences, make-up work, and (please don't have) late work handled?

- a. Clear all absences through NU's attendance office.
- b. No penalty for work turned in after a deadline if there is an excused absence. Student must write/type **ABSENT** by assignment heading.
- c. Use **online Daily Agenda** to get not just assignments but lessons and other details.
- d. Students can ask me for a **Due Date Extension** when their life gets crazy; the student must ask at least a day before, with a 7PM cut off for emails.
- e. Parents may contact me to request reduced work if your child suffers from a long illness or injury.

6. How do we get help when it is needed?

- a. Contact our counselors - regular NU and crisis
- b. clubs, sports, NEO ...
- c. Title One tutoring after school is free.
- d. Students should sign up for my Flex Time.

7. How can I support Mrs. Toro?

- a. Remember that I will have *lots* of teens to take care of. So, email me - **initiate** communication!
- b. Parents & guardians, please, **don't text** your child during class, or at least let them know they can wait until passing period to respond. If it is an emergency, call NU at (530) 273-4431.
- c. If you are upset or worried about your child and this class for any reason, it usually works best to meet face to face. Email me (maybe wait 24 hours?!) and we will set a time to meet. ;-)

If you can donate, class always needs Kleenex and pencils!

intentionally blank

PARENTS/GUARDIANS, PLEASE FILL OUT & RETURN TO MRS. TORO

Student's name (print): _____ class period: _____

Name of last year's English teacher? _____ at _____ (school)

Have you seen the printed "Student's Course Syllabus for English 2H"? Check all that apply:

- I have seen it and read it.
- My student has let me know where their printed Course Syllabus for English 2H is.
- I plan to read it when I have time. ;-)
- My student has not shown it to me or talked about where it is.
- Other:

Does the student travel between two households, or are there any other home/family circumstances you would like me to be aware of and sensitive to?

What would you like me to know about your child?

Parent/Guardian signature _____ date _____

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