

# **SYLLABUS**

## **2020-2021**

|         |                          |
|---------|--------------------------|
| Teacher | Mrs. Talin Ordekian      |
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|  |   |
|--|---|
| Course Name  | English   |
| Course Number  | E220-E221   |
| Grade Level  | Second  |
| Textbooks  | Excursions  |
| Resources  | Time-Saver lesson Resources, Excursion Transparency, Sound/spelling cards, Student Practice Book, Big Book of Rhymes and Poems, Grammar worksheets, grade level appropriate reading materials, Write Reflections, and three-subject notebook. |
| Required Materials   | Excursions Textbooks (2), Practice Book, Write Reflections' binder, spelling book, and three-subject notebook.  |
| <p>Course Description:</p> <p>The second grade English program focuses on the understanding and development of age appropriate reading strategies, reading comprehension skills and strategies, writing and language arts skills, word analysis skills, and weekly vocabulary development and spelling concept skills. Besides the weekly stories that the program provides, students are also introduced to grade level literature to improve on their comprehension skills, learn about the types of books that would interest them, and encourage them to read for pleasure in order to become fluent readers.</p> <p>The Write Reflections program is a systematic, research-based writing curriculum that contains sequenced step-by-step lesson plans, classroom PowerPoints, assessments, and rubrics. It provides daily warm-up exercises and mini-lessons that teach brainstorming, organizing, vocabulary, grammar, punctuation, sentence fluency, reading comprehension, and text response skills, thus reinforcing our daily English language instruction.</p> |   |

| Schoolwide Learner Outcomes (SLO)   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| A-a   | A-b | A-c | R-a | R-b | R-c | M-a | M-b | M-c | E-a | E-b | E-c | N-a | N-b | N-c |
| Re-enter in the following boxes the designated SLOs numbers, which are addressed by this course |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|   |     |     | R-a | R-b | R-c | M-a | M-b | M-c | E-a | E-b | E-c | N-a | N-b | N-c |

# Content Standards

The following is the Common Core or California Department of Education Content Standards

## Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

## Craft and Structure:

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

## Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.2.8

(RL.2.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# **Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

| <b>Semi-Quarter 1</b> |   |
|-----------------------|---|
| Week 1                | Welcome students to 2nd grade<br>Explain classroom rules and consequences<br>Discuss materials needed |
| Week 2                | Theme 1 Lesson 1 “Arthur’s Reading Race”<br>Spelling, Vocabulary, and Comprehension Test on Friday    |
| Week 3                | Theme 1 Lesson 2 “Frog and Toad All Year”<br>Spelling Test on Friday                                  |
| Week 4                | Theme 1 Lesson 3 “Henry and Mudge”<br>Spelling, Vocabulary, and Comprehension Test on Friday          |
| Week 5                | Theme 1 Lesson 4 “Dogs”<br>Spelling and Vocabulary Test on Friday                                     |

| <b>Semi-Quarter 2</b> |   |
|-----------------------|---|
| Week 1                | Theme 1 Lesson 5 Theme Review “Neighborhood News”<br>Grammar Test on Friday   |
| Week 2                | Write Reflections   |
| Week 3                | Theme 2 Lesson 6 “Winners Never Quit”<br>Spelling and Comprehension Test  |
| Week 4                | Theme 2 Lesson 7 “Gus and Grandpa and the Two-Wheeled Bike”<br>Spelling, Vocabulary, and Comprehension Test on Friday |
| Week 5                | Theme 2 Lesson 8 “The Great Ball Game”<br>Spelling and Vocabulary Test on Friday                                      |

## **Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

| <b>Semi-Quarter 3</b> |  |
|-----------------------|--|
| Week 1                | Theme 2 Lesson 9 “Click, Clack, Moo: Cows that Type”<br>Spelling, Vocabulary, and Comprehension Test on Friday |
| Week 2                | Write Reflections  |
| Week 3                | Theme 2 Lesson 10 Theme Review “A trip to the Fire Station”<br>Grammar Test on Friday                          |
| Week 4                | Theme 3 Lesson 11 “Jamaica Louise James”<br>Spelling and Vocabulary Test on Friday                             |
| Week 5                | Thanksgiving Week<br>Write Reflections   |

| <b>Semi-Quarter 4</b> |   |
|-----------------------|---|
| Week 1                | Theme 3 Lesson 12 “At Play: Long Ago and Today”<br>Spelling, Vocabulary, and Comprehension Test on Friday |
| Week 2                | Theme 3 Lesson 13 “Big Bushy Mustache”<br>Spelling and Vocabulary Test on Friday                          |
| Week 3                | Theme 3 Lesson 14 “Rain Forest Babies”<br>Spelling, Vocabulary, and Comprehension Test on Friday          |
| Week 4                | Christmas Crafts and Worksheets<br>Write Reflections  |
| Week 5                | Theme 3 Lesson 15 Theme Review “A Birthday Mystery”<br>Grammar Test                                       |

## **Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

| <b>Semi-Quarter 5</b> |  |
|-----------------------|--|
| Week 1                | Theme 4 Lesson 16 “Mr. Putter and Tabby Write the Book”<br>Spelling and Vocabulary Test on Friday                  |
| Week 2                | Theme 4 Lesson 17 “Annie’s Gifts”<br>Spelling, Vocabulary, and Comprehension Test on Friday                        |
| Week 3                | Theme 4 Lesson 18 “Ah, Music!”<br>Spelling and Vocabulary Test on Friday   |
| Week 4                | Theme 4 Lesson 19 “The Life of George Washington Carver”<br>Spelling, Vocabulary, and Comprehension Test on Friday |
| Week 5                | Theme 4 Lesson 20 Theme Review “What’s My Job?”<br>Grammar Test  |

| <b>Semi-Quarter 6</b> |  |
|-----------------------|--|
| Week 1                | Theme 5 Lesson 21 “A Chair for My Mother”<br>Spelling and Vocabulary Test on Friday                |
| Week 2                | Write Reflections  |
| Week 3                | Theme 5 Lesson 22 “Serious Farm”<br>Spelling, Vocabulary, and Comprehension Test on Friday         |
| Week 4                | Theme 5 Lesson 23 “The Bee”<br>Spelling and Vocabulary Test on Friday                              |
| Week 5                | Theme 5 Lesson 24 “Watching in the Wild”<br>Spelling, Vocabulary, and Comprehension Test on Friday |

## **Subject Matter Covered**

Please, include the textbook chapters and additional resources to be used

| <b>Semi-Quarter 7</b> |   |
|-----------------------|---|
| Week 1                | Theme 5 Lesson 25 Theme Review “Town Hall”<br>Grammar Test                      |
| Week 2                | TerraNova Testing Practice  |
| Week 3                | TerraNova Testing   |
| Week 4                | Reading a Novel (Book Talk)   |
| Week 5                | Theme 6 Lesson 26 “Where on Earth Is My Bagel?”<br>Spelling and Vocabulary Test |

| <b>Semi-Quarter 8</b> |   |
|-----------------------|---|
| Week 1                | Theme 6 Lesson 27 “My Name Is Gabriela”<br>Spelling, Vocabulary, and Comprehension Test on Friday |
| Week 2                | Theme 6 Lesson 28 “Let’s Go Rock Collecting”<br>Spelling and Vocabulary Test on Friday            |
| Week 3                | Write Reflections   |
| Week 4                | Theme 6 Lesson 29 “The Lizard and the Sun”<br>Comprehension and Grammar Test on Friday            |
| Week 5                | Theme 6 Lesson 30 Theme Review “Cross-County Vacation”  |

# Classroom Rules

## **This section includes classroom rules set by the school administration**

- Students must be in the classroom and seated at their desks when the bell rings
- Students must work quietly in a low tone during group activities
- Students must not chew gum, eat, or drink in the classrooms
- Students must follow teachers' directives without challenge at all times
- Students must address the school personnel as Mr. (Baron), Mrs. (Digin), Ms./Miss (Oryort)
- Students must raise a hand to request permission to talk or to ask questions
- Students must be highly attentive to class instructions
- Students must avoid sleeping in the classroom
- Students must be under supervision at all times
- Students may not be in a classroom without the presence of a teacher
- Restroom visits must be done at recesses only, except in emergency situations
- Students cannot visit other classrooms
- Students may not have incomplete or missing homework assignments
- Students must bring the required workbooks and textbooks to classroom
- Students must be prepared for classroom work
- Students must not miss parental signatures in assignment book or on tests.

The Cooperation Grade reflects a student's behavior and work habits in the classroom. Therefore, the Cooperation Grade is assigned based on the number of violations committed relative to the above-mentioned Classroom Rules. If a student frequently violates the above-mentioned Classroom Rules, the teacher must submit a "Referral Form" to the Office for proper action. Teachers are responsible in dealing with the above-mentioned classroom infractions as follows:

| <b>Classroom Infractions &amp; Cooperation Grade</b> |                   |                                      |
|--|-------------------|--------------------------------------|
| 4  | Excellent         | Exemplary conduct and no infractions |
| 3  | Good              | Good behavior and no infractions     |
| 2  | Needs Improvement | 1-5 infractions                      |
| 1  | Unsatisfactory    | 6-10 infractions                     |

At the end of each quarter, two and more "Unsatisfactory" grades in Cooperation will lead the Administration to issue the student a probation contract. If the performance of the student has not improved in the following quarter, then the student will be denied registration the ensuing year or face expulsion process.

## **This section includes additional classroom rules set by the teacher**

In order to provide a healthy, safe, and happy environment for your child, we have created some classroom rules and consequences which are posted on the classroom wall.

### **Classroom Rules:**

1. Raise your hand before you speak or get out of your seat.
2. Come to school ready and on time.
3. Be on task and focused.
4. Keep your working area clean.
5. Be respectful towards others.
6. Have fun and learn!

# Assessment Method

## This section includes rules set by the school administration

### Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

### Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

### Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

## This section includes additional grading rules set by the teacher

**TEST: 40%**

**QUIZ: 20%**

**HOMEWORK/ PROJECTS: 20%**

**CLASS PARTICIPATION/CLASSWORK: 20%**