

Course Title: English 10A

School: Crook County High School

Instructor's Name: Amy Duke

E-mail Address: amy.duke@g.crookcountyschools.org

Semester: I & II

Contact Phone: 541-416-6900

Contact times: 7:45-8am & 3:17-3:30pm

Student Action Required:

Students will be required to sign up with Remind (text @cc10eng to 81010) and have access to their school Google email account in order to join the online Google Classroom. I will be using these applications to provide students: reminders, upcoming assignments, handout and assignment attachments (word doc or pdf), to provide additional resources for students, and communicate with students.

*We will be using Chromebooks, Google Classroom, and Google Drive **DAILY** in class and for homework assignments and sharing documents and turning in assignments electronically.

***It is imperative that students come to class EVERYDAY with their Chromebook charged and ready to go, or they'll be unable to participate in any class assignments for that day.**

***Parents can opt to receive weekly progress summaries of their student's assignments in Google Classroom via email. Please print your email address at the end of this document.

Course Description: In this course students will continue to build upon the skills of reading, writing, listening, and speaking that were established in English 9. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will include responses to literature and opinion/analysis based. Writing focus is on the Explanatory and Argumentative Essay. Students will type final draft papers and use MLA format with a works cited page.

Learning Standards

Students will write and learn the aspects and process of Explanatory and Argumentative Essay writing

Students will read and discuss the literary aspects of short stories, dramas, novels, and poetry.

Students will prepare for the State Reading and Writing tests.

Materials:

Texts:

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| * <i>Holt McDougal Literature</i> Sophomore Anthology | * <i>1984</i> by George Orwell |
| * <i>Of Mice and Men</i> by John Steinbeck | * <i>Night</i> by Elie Wiesel |
| * <i>The Book Thief</i> by Markus Zusak | * <i>To Kill a Mockingbird</i> by Harper Lee |
| * <i>Ender's Game</i> by Orson Scott Card | * <i>Nine Stories</i> by J.D. Salinger |

Film, Videos/ Other Electronic Media:

- | | |
|--|---------------------------------------|
| * <i>Of Mice and Men</i> | * <i>The Boy with Striped Pajamas</i> |
| * <i>Paperclips</i> | * <i>Freedom Writers</i> |
| *Various TED Talks clips | * <i>To Kill a Mockingbird</i> |
| * <i>Scottsboro: An American Tragedy</i> (not rated – a PBS Documentary) | |
| * <i>The Murder of Emmett Till</i> * (not rated – a PBS film) | |
| * <i>New York Times video: A Right to Die?</i> | |
| *Various Poetry performances by Buddy Wakefield, Anis Mojgani, Gina Loring, Andrea *Gibson and Derrick Brown | |

**some material may contain violent, religious and/or controversial material*

Notification of the Right to Object to the Use of Materials

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 is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member 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. If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Goals:

Course Title: English 10A

By the end of the semester 100% of students will meet or exceed subject level learning standards in English/Language Arts as measured by a score of 80% or better on the assessment portions of the course.

Citizenship (Behavior Expectations):

In my classroom I expect you to act responsibly at all times. If you conduct yourself in an adult-like manner, then you will be treated as an adult.

I only have one hall pass and only one student can be out of the class at a time. Misuse of this pass, such as giving it to other students or using it to skip class, will result in loss of privileges and potentially a trip to the office.

Furthermore, my classroom environment is based on **RESPECT**, which is a necessary component to a successful classroom. I enter the door each day prepared to respect you, and therefore, I expect you to enter the classroom each day prepared to respect me and your classmates. Respecting one another will allow us to establish honest relationships with one another. Please keep in mind that all students in class are at different levels of expertise and have different abilities. Be respectful when peer-revising and/or critiquing another's work.

Evaluation (grading):

Grades may be comprised from scores in any of the following:

Daily Opener	Daily Assignment/Homework	Projects	Presentations	Quizzes
Exams	Class Participation	Essays	Etc.	

Grading Scale:

100-90 A	89-80 B	79-70 C	69-60 D	59-00 F
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All work will be weighted as follows: Assessment 90% Classwork/Homework 10%

Both students and parents can view his/her student's grades online (updated every Tuesday).

Feedback:

Responding to and grading writing takes time and careful thought. I will provide feedback on things you are doing well in your writing as well as those areas in which you can make some improvements. In any given writing assessment, students will receive one of three kinds of feedback: a completed rubric that indicates your score on various aspects of your writing, a summary comment—usually a brief paragraph indicating strengths and areas for improvement—or a few marginal comments about specific paragraphs, sentences, or words in your papers. I invite you to come and see me during ELO if you would like more feedback on a paper or clarification of any comments I've written, because I really want you to learn and grow with every assignment you do for this class.

I do not mark all sentence-level errors in your paper (that would be an editor's job). Instead, I might mark one or two patterns of error and provide you with some suggestions about where to turn for additional help with this. Please take time to read my comments and use them to help you produce even better work on your next essay.

With all assignments, my goal is to respond to and return your work in approximately one week. Sometimes I will return papers sooner than that, sometimes later (depending on workload) but please plan on approximately one week being a standard response time.

**Students are responsible for all assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time (before or after school).

Late Work:

Students must turn in assignments on time to receive full classroom credit.

Students will have an opportunity to revise/re-do all assessments. *(Please note subsequent assessments will not be the same as the initial assessment and may require prior prep work).*

Extra Credit Policy:

No extra credit will be awarded.

Course Title: English 10A

Classroom Discipline Plan:

*First offense: verbal warning, possibly sent to the hallway to 'cool off.'

**Second offense: parent contact and possible detention

***Third offense or First severe infraction of the rules: Office referral, parent conference, suspension, or removal from class.

Electronic Device Policy:

Students are required to keep their cell phone (ipod, etc.) put away (not visible) and silenced or turned off.

*Cell phones are not to be used in class to play games or for communications via texting, phone calls, or social media.

**Parents, please do not call or text your child during class. If there is an emergency, please call the school directly.

**Violation of this policy will result in a referral and two lunch detentions. Continued violations of the cell phone usage policy will be dealt with as insubordination.

Passes for Bathroom and Drinking Fountain:

I have **one** student hall pass. Only one student is allowed at a time.

Passes are not allowed to be used in the first or last ten minutes of class.

Additionally, students who abuse the hall pass (i.e. using the bathroom everyday of the week during my class) will first be warned and then may have their pass privileges revoked in my class for the remainder of the semester.

Cheating:

*All students who are involved in cheating or plagiarizing will receive a major referral (this includes "sharing" your Google docs).

Period: _____

Parent Communication:

Please provide your email as the primary form of communication regarding absences, missing assignments, behavior, etc. I will respond to you within one business day.

Student's Name: _____ Student Signature: _____
_____ (please print)

Date: _____

Please Initial:

Course Title: English 10A

_____ *I've read the digital syllabus for 10 English (located in the Google Classroom and/or the ParentVue Gradebook).*

_____ *My child has explained how Google Classroom will be used as the daily primary source for ALL assignments and feedback.*

Parent's Name: _____
(please print)

Phone: _____

Parent Signature: _____

Email: _____
(please print)

CCHS Sophomore English (Common Core Standards, Unit by Unit)

A Note on Vocabulary Assessment:

Vocabulary will be assessed within various summative assessments throughout units. (With the exception of state testing or District Writing Assessments [to be discussed as a team]) The standards addressed for this portion of the curriculum are as follows:

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Course Title: English 10A

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

English 10A

Unit One: The Short Story and Literary Analysis (4 Weeks)

Standards Addressed

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **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.

Unit Two: The Expository/Dist. Assessment (2 wks)

Standards Addressed

- **RI.9-10.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **(10A Writing)W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Course Title: English 10A

Unit Three: Novel Unit-*Night*

- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **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.
- **RL.9-10.9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **W.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- **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.

Unit Four: Novel Unit- *Of Mice and Men* (7 weeks)

- **RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*)
 - **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
 - **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.

Course Title: English 10A

English 10B

Unit One: Novel Unit- To Kill a Mockingbird (6 Week Unit)

Standards Addressed

- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **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.

Dist. Writing Assessment

(2 weeks to execute-See Calendar for Details)

Unit Three: Research Project (4 Weeks)

- **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.
- **W. 9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W. 9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare]”).

Course Title: English 10A

- Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **W. 9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit Four: Poetry Workshop (*2 Week Unit*)

Standards Addressed

- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.10.** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research

General Standards to Address in each Unit

General Reading

- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.10.** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

General Writing

- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Course Title: English 10A

- **W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

General Language

- **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.
- **L.9-10.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- **L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).