English II, Level 1

Grade 10

Class Syllabus & Outline

Dr. Edward G. Doucette

English Language Arts Content Coordinator

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Somerset Berkley Regional High School 2011-2012

Welcome to Grade 10 English at Somerset Berkley Regional High School. Though I am new to the position as ELA Content Coordinator, I am not new to education. While you are beginning the second of four years of high school, I am beginning my fortieth year in education. I am excited to be your teacher and look forward to year filled with adventures in learning. This year you will learn how to become more sophisticated and reflective readers, writers, thinkers, and speakers.

**Academic Expectations** The academic expectations are aligned to the SBRHS Core Beliefs and Values Statement and the Common Core Standards for College and Career Readiness.

* Students at Somerset Berkley Regional High School will:
	+ Read analytically to support conclusions drawn from text
	+ Produce clear and coherent writing that is appropriate to task, purpose and audience
	+ Adapt speech to a variety of contexts and tasks
	+ Solve problems and complete tasks by reasoning critically and creatively
	+ Process information critically to become capable researchers
	+ Demonstrate technological literacy to facilitate learning

**Social and Civic Expectations**

* Students at Somerset Berkley Regional High School will:
* Demonstrate responsible behavior and citizenship
* Respect themselves and others
* Communicate and collaborate effectively with others

**Required Materials**

* A notebook that is used exclusively for English Class
* A reader’s and writer’ journal for daily response to text (May be a separate section in notebook)
* A folder that is used exclusively for English Class
* A pen, pencil, and highlighter
* Textbook: *The Language of Literature: American Literature* (2006), McDougal Littell Inc., and other novels, short stories, poetry, non-fiction, and dramas as needed.

**Mutual Responsibilities**

To achieve the academic and social and civic expectations (see above) of SBRHS requires a great deal of effort on the part of teacher and learners.

* I will come to class prepared to teach and work; therefore, you will come prepared to learn and work.
* I will come to class with the materials and assignments I need to teach you; therefore you will come to class with the materials and assignments you need to learn from me and each other.
* I will arrive to class on time; therefore, you will arrive to class on time.
* I will always demonstrate respect for you; therefore, you will always demonstrate respect for me and each other.
* I will be clear and precise in my expectations; therefore, you will clear and precise in your response.
* I will create a positive and safe learning community; therefore you will behave positively and safely in this community.
* I will challenge you with meaningful and thought provoking work; therefore, you will become thoughtful and critical thinkers, readers, writers, and speakers.
* I will give you clear and timely feedback about your work; therefore, you will become more sophisticated in you work.

**Make Up Policy**

The make up policy described in the Somerset Berkley Regional High School student handbook will be followed. Please make every effort to make up work that you have missed as soon as possible.

**Academic Integrity**

I expect that everything you put your name on is your work. If the work you submit is the work of more than one person (by design), the names of each contributor must be on the work. I have a zero tolerance policy regarding plagiarism (We will discuss this further).

**After School**

I am available for after school assistance, extra help, or make up work. Please let me know when you are coming and what assistance you require. I will provide a calendar for you to note this information. Seek extra help as soon as you need it.

**Cell Phones and Electronic Devices**

All cell phones and electronic devices must be turned off unless we are using them for instructional purposes. I will let you know in advance if we will be using such devices to support learning.

**Contact information**

Dr. Edward G Doucette: doucettee@sbregional.org

**Course Description**

This accelerated course chronologically surveys American literature from the pre-colonial period to the present.

Students will continue their mastery of the following skills: analysis of literature, critical thinking and reading, understanding language, and the writing process. Students are challenged to read and analyze literary selections from a humanistic approach that regards literature in context with the history, the arts, and literary movements of the time period. Grammar, vocabulary, and composition are taught utilizing a whole language method that incorporates skill instruction with the literature. Frequent formal writing assignments and oral presentations are required. Time will be devoted to MCAS preparation*. Students should have earned a grade of B or better in 9th grade Level 1 English.*

This course is organized around multi-genre units of study, essential questions/universal themes, and the 6-traits of writing. The genres to be interpreted and analyzed include short story, literary non-fiction, drama, novel, memoir, and epic and lyric poetry.

**Units of Study** (Aligned to the Massachusetts Frameworks for ELA and the Common Core Standards for Career and College Readiness

**Unit 1:** The New World: Duration 3 weeks

* Essential Question: Why do people explore new worlds?
* 6-traits focus: Ideas, Voice, and Word Choice
* Core works: various from text

**Unit 2:** A New Nation: Duration 6 weeks

* Essential Question: Why was the founding of America unique?
* 6-traits focus: Ideas, Organization, and Voice
* Core Work: Selected American Literary Nonfiction and *The Crucible*.

**Unit 3**: American Romanticism: Duration 7 weeks

* Essential Question: What is American Individualism? How did the writer’s of this era develop an unique American Literary Voice?
* 6-traits focus: Ideas, Voice, and Word Choice
* Core Work: Hawthorne’s *The Scarlet Letter*, Melville’s *Billy Bud*, Irving’s *The Legend of Sleepy Hollow*, Junger’s *The Perfect Storm* and selected short works.

**Unit 4**: A Troubled Young Nation: 5 weeks

* Essential Question: What is an American?
* 6-traits focus: Ideas, Organization, Voice, and Sentence Fluency
* Core works: various from text

**Unit 5**: Emerging Modernism: Duration 7 weeks

* Essential Question: How did modernization result in isolation and disillusionment in the early American twentieth century?
* 6-traits focus: Ideas, Voice, and Word Choice
* Core Works: Titles by Hemingway, Fitzgerald, Salinger, Hansberry, and Williams

**Unit 6:** Challenges and Successes of the Twentieth Century: Duration 6 Weeks

* Essential Question: Does twentieth century American literature represent a fulfillment of America’s promise as discussed in Unit Four?
* 6-traits focus: Ideas, Organization, Voice, Sentence Fluency, and Word Choice
* Core Work: Various from text—Literary and Literary Nonfiction

**Unit 7**: MCAS Preparation: Duration 2 weeks—will be implemented in early March.

**Grading Procedures**

Assignments Each Quarter Point Count

1. Three formal critical essays X 150 points = 450 points\*\*
2. Twelve short literature response essays X 25 points = 300 points
3. Reader’s response journal X 200 points = 200 points
4. End of quarter common benchmark x 200 points = 200 points
5. Twenty homework assignments X 10 points = 200 points
6. Twenty entrance or exit quizzes X 10 points = 200 points
7. Eight partners/group work X 25 points = 200 points
8. Mid-quarter on demand test X 150 points = 150 points
9. Notebook X 100 points = 100 points

Total Points per Quarter = 2000 Points

**For the whole year**

Sub-Total Points per year = 4 X 2000 or 8000 Points

Final Exam X 1000 Points = 1000 Points

Total Year Points = 9000 Points

\*\* During Quarter 2 or 3, students will write a research paper in place of the three formal critical essays for the same number of points (450)

* Grade 10: 4-6 typewritten page citing 5-7 sources

**Have a wonderful year.**

**Dr. Edward G. Doucette**