



# Dallas High School Home of the Dragons



Accelerated English 10

2013-2014

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**Office Hours:** Tues-Friday 3:00-4:00 PM or during 6<sup>th</sup> Period. Additional times by arrangement.

**Course Description:** In Accelerated English 10, we will study the major genres of literature through a wide scope of novels and plays. Focus on **close reading, persuasive writing, and literary analysis** are par for the course. Accelerated English requires a commitment to read the material and be prepared to respond in discussion and through writing. **Writing is a strong focus in this course.** We will be writing a LOT. The long-term goal is to prepare you for Advanced Placement, College Writing, and post-secondary education. As such, the Accel 10 curriculum is based on College Board and AP endorsed texts...which are generally more challenging, and require a bit more diligence to analyze

**Texts:**

Selected Short Fiction and Poetry

*The Kite Runner*, by Khaled Hosseini

*The Scarlet Letter*, by Nathaniel Hawthorne

*The Tragedy of Julius Caesar*, by William Shakespeare

*The Great Gatsby*, by F. Scott Fitzgerald

**I recommend purchasing a new or used copy of each text, in order to annotate and highlight on the page. Class copies are provided otherwise.**

## Course Outline

	UNIT TOPIC	SUMMATIVE ASSESSMENT	STANDARDS ASSESSED
<b>Unit 1:</b> (6 Weeks)	“Alienation and Adversity”: Assessing the Human Experience through Literature ( <i>The Kite Runner</i> )	In-Class Argumentative Paper on <i>The Kite Runner</i>	Reading Standards 9-10.RL.1-3; 11-12.RL.3, 4, & 9  Writing Standards 1, 2 & 9
<b>Unit 2:</b> (6 Weeks)	<i>The Scarlet Letter</i> : Interpreting Tone and Author’s Purpose	3-5 page Compare/Contrast paper on how the authors’ tone and style in <i>The Scarlet Letter</i> and <i>The Kite Runner</i> relate to a common motif or theme.	Reading Standards 9-10.RL.1& 3; 11-12.RL.2 & 4  Writing Standards 1, 2, 3, 4 & 9
<b>Unit 3:</b> (4 weeks)	Elements of Poetry—What’s It All Mean? (6 Weeks)	Final Assessment: Timed, in class reading comprehension (AP style) test (MC) and Timed Essay.	Reading Standards 11-12.RL.4-6
<b>Semester Break</b>			
<b>Unit 4:</b> (4 weeks)	Shakespeare: <i>The Tragedy of Julius Caesar</i>	In-class persuasive paper	Reading Standards  11-12.RL.1, 2, 5, 7  Writing Standards 1, 2, 3, 4 & 9
<b>Unit 5:</b> (8 Weeks)	The American Dream? ( <i>The Great Gatsby</i> )	<u>Timed</u> AP-style tests.  1) Analysis essay on text excerpt  2) Free Response essay.	Reading Standards 9-10 RL. 2, 3,4 & 7  Writing Standards 1, 2, 3, 4 & 9
<b>Unit 6:</b>	Public Speaking— Persuasive/Extemporaneous	Extemporaneous, PERSUASIVE speech, using rhetorical appeals to advance their position on a given issue.	Speaking Standards 4 & 6

## **Standards to Be Assessed:**

### **READING STANDARDS**

- 9-10.RL.1 Students will be able to use textual evidence to back up their assertions and inferences.
- 9-10.RL.2 SWBAT define the central theme--the universal truth—stated in a complete sentence and supported with evidence.
- 9-10.RL.3 SWBAT identify character motivations and place them into characterization categories (flat, static, etc.) SWBAT judge a character's personality via the STEAL method.
- 11-12.RL.3 SWBAT critique author's choices, such as plot and character development.
- 11-12.RL.4 SWBAT look at word and structure choices to ascertain the author's tone.
- 11-12.RL.5 SWBAT explain how the poets' choices of structure—open v. closed, rhyme, meter—help to contribute to the poem's effect on the reader, and the theme/meaning.
- 11-12.RL.6 SWBAT discern the subtleties between figurative and literal language in a poem, particularly in cases of hyperbole or understatement.
- 11-12.RL.7 SWBAT compare/contrast two versions of the play as interpreted by Hollywood, and assess the quality of interpretation. Students will also be given opportunities to create scenes PRIOR to seeing how Hollywood does it, to interpret scenes based on their own close reading.
- 11-12.RL.9 SWBAT compare works on the same theme/subject, from the same era, and ascertain author's tone and argument as it relates to the shared theme or message. (e.g., Melville and Hawthorne. Or, "Young Goodman Brown" and "Scarlet Letter")

### **SPEAKING STANDARDS**

- 9-10.SL.4 SWBAT organize their ideas, and support those ideas, in a clear and logical way. Speeches should be easy to follow, as an audience member. Logic must be clear and appropriate for the audience
- 9-10.SL.6 SWBAT modify their speeches for different audiences, to express tone, formality, etc. This will be done with practice exercises, impromptu activities, and revision strategies.

### **WRITING STANDARDS**

- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly.

9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.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.

And CCSS Standards 9-10.L.1-4, which focus on effective use of word choice, grammar, and conventions in writing.

**Career Related Learning Standards:** Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
  - Students will identify tasks that need to be done and initiate action to complete the tasks.
  - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
  - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
  - Students will maintain regular attendance and be on time daily.
  - Students will maintain appropriate interactions with colleagues.

### **Grading and Assessment:**

Student's final grade for each course will be broken down into two categories:

1) **Academic:** based on assessments, tests, projects and performances that measure learning.

2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

**The Final grade is calculated as follows: 75%** of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.

- Retakes are not allowed on Personal Management assignments.
- All PM assignments must be submitted by the date of the final assessment over that unit.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)
- Tardies and Unexcused absences will be reflected in your Personal Management grade.
  - 75% of your PM grade will be based on assignments, participation, and timeliness
  - 25% of your PM grade will be based on being ON TIME, including attendance.
    - For every Tardy, students will lose 10% of this grade.
    - For every Unexcused Absence, students will lose 20% of this grade.
  - There is no penalty for Excused Absences.

#### **EXTRA CREDIT:**

Extra Credit is *not* available in this course. Extra Credit has been proven to avoid the standards to which the assignments and projects are designed. Students should **do the work assigned**. BUT...**Students may redo ANY major paper, test, or project to earn a higher score**. Students must discuss options with the teacher. **It is up to the student to advocate for himself or herself**

#### **CELL PHONES and TECHNOLOGY**

We all have cell phones, which are evermore tantalizing with apps, texting, gaming, etc. I firmly believe that students who cannot go 90 minutes without texting or checking their phones lack the attention and work ethic that are essential for success in the world. As someone equally addicted, I know there's a TIME and a PLACE for cell phones; the classroom is NOT one of those.

I follow the DHS Cell Phone policy:

"Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

**1st offense** - confiscated device is delivered to the main office and returned to the student at the end of the school day.

**2nd offense** - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.

**3rd offense** - discipline referral for "insubordination", parent contact, and student will no longer be allowed to have the device at school without administrator permission

**Be engaged in the class, and save your texting for passing periods and lunch.**

**PLAGIARISM/ACADEMIC HONESTY:**

Plagiarism, collusion and academic dishonesty will not be tolerated on any assignments. Downloading previously printed or posted material from the Internet or other electronic means that are claimed as your own or copying another's work is strictly prohibited. Plagiarism, collusion and academic dishonesty will result in the **failure of the assignment or project without an opportunity to recover it as well as Administrative actions** as prescribed in the Dallas High School Student Handbook. (This is a really, REALLY big deal. In short, if it's not *your* idea, you need to cite your source.)

**QUALITY / FORMAT for PAPERS**

All formal papers must have the following heading format:

**NAME**

**TEACHER**

**CLASS/COURSE**

**DATE**

Seymour Smiles

Mr. Berg

Accel 9

September 2, 2013

Survival Makes Us Mad: *The Lord of the Flies*

Blah blah blah lah blah blah lah blah blah blah blah.

Blah blah blah lah blah blah lah blah blah blah blah blah blah.

Any TYPED assignments will be in black or blue printer ink only, using a standard 12 pt font (Arial, Times New Roman, or Courier)

- All papers should be DOUBLE-Spaced
- All papers should use 1" Margins
- All papers MUST have page numbers at the top or bottom, with student last name (Ex: Doe—3)
- All student-formatted assignments will be submitted with the following heading in the UPPER LEFT CORNER of the paper:



**Parents:** Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with (Fill in the name of your course here) . If you have questions, please call 503-623-8336 EXT 114, or email using the email address provided in this document.

***I acknowledge that I have read this syllabus and agree to its guidelines.***

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: