



# Dallas High School Home of the Dragons



English 10

2013-2014

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**Office Hours:** Tues-Friday 3:00-4:00 PM. Additional times by arrangement.

**Course Description:** Sophomore English is required of all sophomore students. Students will use writing skills in a variety of modes of communications and self-expression and to develop an understanding of humanity's rich literary history. The emphasis of the class will be on how the individual student can apply what is taught, written about, or read to their daily lives.

**Texts:**

Selected Short Fiction and Poetry

*Literature*, Grade 10 Basal, Prentice Hall

*The Great Gatsby*, by F. Scott Fitzgerald

*The Tragedy of Julius Caesar*, by William Shakespeare

## **Course Outline**

	<b>UNIT TOPIC</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>STANDARDS ASSESSED</b>
<b>Unit 1:</b> (6 Weeks)	Literary Analysis: “Decisions, Decisions: Character & Motivation”	Short essay test on characterization, conflict, irony, and climax of <i>To Build a Fire</i>	Reading Standards 9-10.RL.1-5 Writing Standards 1, 2 & 9
<b>Unit 2:</b> (6 Weeks)	Novel: <i>The Great Gatsby</i>	Five-paragraph, in-class paper with Constructive Feedback and Peer Editing.	Reading Standards 9-10.RL.2-4 Writing Standards 1, 2, 3, 4 & 9
<b>Unit 3:</b> (4 weeks)	Poetry	Individual and Paired Poetry Analysis Presentation	Reading Standards 9-10.RL.4-6 Speaking Standards 4 & 6
<b>SEMESTER BREAK</b>			
<b>Unit 4:</b> (4 weeks)	Nonfiction Reading and Analysis: “The Power and Problem of Persuasion”	Constructive Compare/Contrast Response to Reading	Reading Standards 9-10.RI.1-2 Writing Standards 1, 2, 3, 4 & 9
<b>Unit 5:</b> (8 Weeks)	Shakespeare: <i>The Tragedy of Julius Caesar</i>	Argumentative, Five-paragraph Paper (In Class)	Reading Standards 9-10 RL. 2, 3,4 & 7 Writing Standards 1, 2, 3, 4 & 9
<b>Unit 6:</b> (4 Weeks)	Public Speaking	Impromptu, 3-5 minute speech.	Speaking Standards 4 & 6
District Writing Assessment given three times during the school year: in September; near the end of Semester 1; and at year’s end.			

## **Standards to Be Assessed: “Students Will Be Able To...”**

### **READING STANDARDS**

- 9-10.RL.1      Use textual evidence to back up their assertions and inferences.
- 9-10.RL.2      Define the central theme--the universal truth—stated in a complete sentence and supported with evidence.
- 9-10.RL.3      Identify character motivations and place them into characterization categories (flat, static, etc.) SWBAT judge a character’s personality via the STEAL method.
- 9-10.RL.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).
- 9-10.RL.5      Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RI.1      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2      Determine a central idea of a text and analyze 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.

### **SPEAKING STANDARDS**

- 9-10.SL.4      Organize 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      Modify communication 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.
- 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem.
- 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources

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: