

English 3-4 Course Syllabus 2019-2020

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English 3-4 Course Description:

This required course emphasizes issues of justice and power. Students will continue to develop their understanding of literary terminology; develop reading, writing, and speaking skills; and develop analytical and critical thinking skills. Through classic, contemporary, and world literature, students will explore universal themes in literature, such as the basic nature of humanity, brother's keeper, the nature of justice, dreams/goals, forgiveness, and the search for wisdom in a sometimes confusing, cruel world. We will study texts with an activism lens, analyzing power dynamics and people and characters who disrupt and fight against injustice.

Essential Questions:

What experiences are universal and what aren't?

What responsibility do I have to other human beings?

What are the costs and benefits of losing innocence?

What does it mean to be heroic?

What responsibility do I have for addressing injustice?

What is injustice and how do we identify it?

How do people justify the use/misuse of power?

Major Texts:

Of Mice and Men

Persepolis

Lord of the Flies

A Raisin in the Sun

Major Assignments:

5-Part Paragraphs

Thematic, motif, and character analysis essays

Personal narrative

Socratic seminars

Writing 10th Grade Priority Standards

W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.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.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.

Speaking and Listening 10th Grade Priority Standards

SL.10.1 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Reading Literature 10th Grade Priority Standards

RL.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.

RL.10.2 Determine a central idea or theme 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.10.4 (Supporting standard) 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.

Reading Informational Text 10th Grade Priority Standards

RI.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.10.2 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.

RI.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.

Language 10th Grade Priority Standards

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.

Required materials:

Multnomah County Library card

Pens and pencils

English 3-4 notebook

Planner

Binder section or folder English 3-4

Reading material (novel, short story, article, etc. we are reading)

Grading : Each unit will include classwork, quizzes, graded discussion, and a final test, project, or essay.

Classwork will be graded for completion; everything else will be graded for correctness. Grades will be updated on Synergy at least every two weeks.

Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=0-59%

Late Work Policy:

Late classwork will be accepted for half credit if turned in before the end of the unit. Projects and major writing assignments will be accepted late with a grade penalty of 10% for the first three days, and a penalty of 20% thereafter. Students have one week to make up quizzes and tests. If an extension is needed, student must communicate with me no fewer than twenty-four hours before the assignment is due.

Absences:

If a student is absent, they must refer to Google Classroom to find the missed activities and assignments. Students are expected to return to class knowing what occurred during the missed class(es) and with any handouts distributed during the absence(s). Handouts can be printed from Classroom or found in the English 3-4 bin.

Tutorial:

If a student is struggling in class or has missed several classes, they should attend tutorial. I am in M-210 on A-Tutorial and in M-232 on B-Tutorial. I am also available by appointment in the afternoon.