Manzanola Jr./Sr. High School

**COURSE SYLLABUS**

**10th Grade English/English 2**

**2017-2018**

## GENERAL INFORMATION

**Instructor**: Alanna Holmes

**E-mail:** alanna.holmes@manzanola.k12.co.us

**Class Time:** 1st Hour (7:53-8:50)

**Office Hours/Plan:** 7th Hour (3:03-4:05)

 **School Phone:** 719-462-5528

**School** **Website:** [www.manzanola.k12.co.us](http://www.manzanola.k12.co.us)

### COURSE DESCRIPTION

10th Grade English focuses on further developing reading comprehension skills, strengthening literary analysis and critical thinking skills, expanding students’ knowledge and understanding of vocabulary, grammar, and mechanics, and gaining a broader grasp of reading for all purposes, writing and composition, research and reasoning, and oral expression and listening.

**TEXTBOOK**

Blue Literature Book:

*Prentice Hall Literature: Timeless Voices, Timeless Themes*. Platinum Level. Upper

 Saddle River, New Jersey: Pearson, 2002.

**CLASS RULES AND PROCEDURES**

* Students will arrive to class on time! Being tardy to class is disruptive to the learning environment, and each incident will be documented in goedustar.
* Cell phones must be turned off and kept out of sight, unless being used for a teacher approved educational activity. Cell phones that are out and causing distraction will be confiscated, the insubordination will be documented in goedustar, and a parent/guardian will have to come to the school to pick up the cell phone.
* Students are expected to complete the daily writing assignment (creative, reflective, or analytical) at the beginning of class. All daily writing assignments will be collected on Thursday, followed by a quiz over the material to assess understanding. Late assignments will not be accepted.
* Daily attendance will account for 20% of a student’s overall grade.
* Students will bring their textbooks, novels, and classroom supplies (pencils, papers, flash drives, etc.) to class every day. Be prepared to learn!
* Students will be respectful to the instructor, to their peers, to themselves, and to the classroom environment. Bullying, insolence, and intolerance will not be tolerated. This is a safe environment where students can express themselves freely with no threat of psychological, physical, or emotional harm or injury.
* Homework will be collected at the **beginning** of class. Students will place homework in the black organizer on the teacher’s desk. Late work is not accepted.
* The instructor dismisses the class, not the bell. Students will not begin gathering books, papers, or supplies before being dismissed—it is rude and disruptive. Likewise, students will not line up at the door to wait for the bell to ring.

**REQUIRED SUPPLIES**

* Pens or pencils (no red ink, please)
* A folder for storing your work
* A flash/jump drive on which to save your documents

# **APPROXIMATE POINTS FOR ASSIGNMENTS (subject to change)**

Essays/tests/projects = 100 points each

AR tests = 100 points/quarter

In class essays = 50 points each

 In-class writings/journals = 20% of overall grade

 Quizzes = 2 points per question

 Homework assignments = 25-50 points each

Contests =100 points each

**LATE WORK**

Any assignment not submitted at the beginning of class is considered late and will not be accepted.

Be responsible for completing and submitting your homework and assignments! You will know when your work is due, so plan ahead and be responsible!

Technical difficulties (work not saved, flash drive lost, printer not working, etc.) are bound to occur, so ensure you plan ahead. Excuses will not change a late grade of a zero.

**ACCELERATED READER**

 Please see the attached handout regarding Accelerated Reader.

**CONTESTS**

 Students are required to enter their work in at least two contests during the year:

Chinook and the OJC writing competition. Students who fail to properly submit their work, or who plagiarize or submit previous work, will earn a zero out of 100 possible points.

**CONCEPTS AND SKILLS STUDENTS WILL MASTER**

**Colorado Learning Standards Addressed:**

 Standard 1: Students will deliver organized and effective oral presentations for

 diverse audiences and varied purposes.

 Students will effectively operate in small and large groups to

 accomplish a goal—this requires active listening.

 Standard 2: Reading for all purposes: students will read a wide range of

 literature to understand important universal themes and the

human experience.

Students will engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.

Students will interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

 Standard 3: Students will effectively use content-specific language, style, tone,

 and text structure to compose or adapt writing for different

 audiences and purposes.

 Students master the techniques of effective informational, literary,

 and persuasive writing.

 Students will apply standard English conventions to effectively

communicate the written language.

 Standard 4: Students will use primary, secondary, and tertiary written sources

 to generate and answer research questions.

 Students will demonstrate the use of a range of strategies,

 research techniques, and persistence when engaging with difficult

 texts or examining complex problems or issues.

**COURSE CALENDAR (subject to change)**

In addition to reading outside novels (Accelerated Reader), sharing information about those novels, and creating individual projects, students will complete the following units:

**Unit One:**

 Discuss epics and legends (pre-test)

 *Don Quixote* excerpt

 Vocabulary and grammar

 Modern superhero connection/informational essay

 “Morte d’Arthur”

 “Arthur Becomes King of Britain” excerpt

 Word analysis/literary essay

 *Star Wars: An Epic for Today*

Video clips

 “Rama’s Initiation” excerpt

 Drawing inferences exercise

 Post-test

 Grammar, mechanics, literary techniques, and terminology

 Greek roots

 AR readings

**Unit Two: Poetry**

How to read poetry (pre-test)

 Audio connections

 Vocabulary

 “The Stolen Child”

 Creating a crime report

 “Cat’s in the Cradle”

 Audio samples

 Performance projects

 WWI background

 “In Flanders Fields”

 “The Kraken”

 “Meeting at Night”

 “Reapers”

 “Prayer of First Dancers”

 Poetry readings

 Figurative language

 Post-test

 Critical analysis essay

 Grammar, mechanics, literary techniques, and terminology

 Greek roots

 AR readings

**Unit Three: Nonfiction**

“The Marginal World”

 Travel exercises

 Travel itineraries/brochures (research and oral presentations)

 “A Child’s Christmas in Wales”

 Personal histories/accounts

 PostSecret exercise

 Holocaust background (pre-test)

 Historical details

“Keep Memory Alive”

 Vocabulary development

 *Night*

Post-test

 Grammar, mechanics, literary techniques, and terminology

 Greek roots

 AR readings

**Unit Four: The Research Paper/Persuasive Writing**

 Selecting topics for research

 Discuss primary, secondary, and tertiary sources

 Discuss credible, reliable sources

 Outlining

 Drafting the research paper

 Revisions, editing, final publishing

 Presentations

**Unit Five: World Literature**

Short stories and excerpts from:

 Kafka, Franz

 Achebe, Chinua

 Nabokov, Vladimir

 Hemingway, Ernest

 Other selected works

 Vocabulary development

 Critical analysis/literary essay

 Grammar, mechanics, literary techniques, and terminology

 Greek roots

 AR readings

**Accelerated Reader**

**Directions**:

* Students will take the STAR reading test to determine their reading levels.
* Students will select a book of their liking that they have **NOT** previously read.
* After reading the book, students will log into their accounts and take an Accelerated Reader quiz online. Tests can only be taken once! Students must ensure they have read and understood the book before taking a test!

**Requirements**: Students must read books that have corresponding Accelerated Reader tests, take the tests, and earn points each quarter.

**Grading**: Grades will be calculated each quarter based on the following Accelerated Reader points earned, and will be based on 100 classroom points:

0-2 AR Points = 0% = F

3-5 AR Points = 50% = F

6-8 AR Points = 69% = D+

9-11 AR Points = 79% = C+

12-15 AR Points = 89% = B+

16-18 AR Points = 95%= A

19-20 AR Points = 100% = A+

Any AR points above 20 will earn one bonus point (extra credit), up to ten points per quarter. Keep in mind that extra credit in NOT generally offered in this class.

* For example, if a student read one book worth 5 points, took the test, and only scored a 3, his/her score for the quarter would be 50/100.
* If a student read three books worth 30 points total, took the tests, and scored a 28, his/her score would be a 100/100 plus 8 bonus points.

10th Grade English/English 2 Contract

2017-2018

I have read the preceding syllabus and agree to the requirements and terms set forth herein.

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Student Name (Printed) Student Signature

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Parent/Guardian Name (Printed) Parent/Guardian Signature

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Date

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Parent/Guardian Home/Cell phone number

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Parent/Guardian email address