

COURSE SYLLABUS

CHAVIVA HIGH SCHOOL ENGLISH 10

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WELCOME

Welcome to English 10 at Chaviva High School! I'm so excited to be teaching you this year again, and know we will have an engaging and productive time together. The emphasis in this course is on developing both critical thinking skills and an appreciation of literature through the analysis of a variety of texts, including Rose's *Twelve Angry Men*, Knowles' *A Separate Peace*, Wilder's *Our Town* and Twain's *Adventures of Huckleberry Finn*, and a selection of short stories. Vocabulary will be taken from the literature and reinforced through the use of an organized program of study which includes studying prefixes, suffixes, roots, and analogies, and completing challenging sentences to better prepare for standardized testing. Through practice in producing a variety of forms of writing for different audiences and purposes, you will work to develop a personal style while improving both basic and more advanced writing skills. Grammar usage will be integrated into the study of literature and writing. Expectations include a willingness to take risks, contribute, and work creatively. Students will select and read their own choice books as a regular part of the course.

SCHEDULE FOR 2021/22 ACADEMIC YEAR

Unit One / *Adventures of Huckleberry Finn*

Unit Two / *Twelve Angry Men*

Unit Three / Short Stories

Unit Four / *Our Town*

Unit Five / *A Separate Peace*

OBJECTIVES

Over the course of the year, we will closely examine various literary works as well as primary source documents to develop an appreciation of classic pieces of literature and to enhance analytical skills. Our written assessments will be based directly off of these literary works. The class will focus on the development of critical thinking skills as we draw connections between literature, non-fiction selections, and world events. As the year progresses, students will:

- read challenging texts, both with the class and on their own, for comprehension and analysis;
- recognize literary techniques and incorporate them in their own writing;
- critically analyze texts in combination with primary source documents, historical events, and their own lives and points of view;
- practice expository, persuasive, and creative writing, demonstrating proper grammar and the use of sophisticated vocabulary;
- demonstrate the depth of their new understanding by extending this knowledge through creative projects such as writing alternative endings to literary works and engaging in debates and other projects of the students' choice, with the approval of the teacher; and
- collaborate in group projects to develop the vital skills of attentive listening, cooperation, and negotiation.

COURSE METHODOLOGY

This is an inquiry-based course where you will discover and utilize knowledge of English Language Arts via lectures, readings, and class discussions with other students. Acting as a facilitator, Ms. Landy will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities, both in class and at home. For each work of literature we study, information will be provided about the author and his/her influences and purpose for writing in order to better enable you, the student, to understand the author's point of view.

WRITING AND OTHER ASSESSMENTS

Writing will be done on a daily basis, with direct feedback offered individually through the use of a recorded "voicenote", which will be embedded directly on the submitted assignment, and/or via direct commenting on the submitted Google doc. Writing will focus on the expository essay; however, creative and persuasive writing will also be explored to help you develop your voice and to enhance your use of descriptive language. Oral presentations will provide an alternative method of assessment as well as promote ease with public speaking. Essays will increase in sophistication, and as sentence- and paragraph-strengthening techniques are learned about and applied, students will be responsible to incorporate those skills directly into their writing. Assignments and other relevant information will be posted exclusively on Google Classroom; students will submit their work to Google Classroom.

GRADING

Grading is based on a numerical system. Point values are assigned to all major, and some minor, assignments. For example, a simple homework assignment may be worth 10 points, while a major essay may be worth 250 points. At the end of the marking period, the points a student earns are divided by the sum of the points possible, producing a percentage grade. Students are responsible for any assignments they miss while they are absent, and all grades are viewable on igradeplus and/or Google Classroom. Assignments turned in late will lose points. All students will follow the CHS standards for academic and intellectual integrity and will be upheld to such.

Tests, Projects, Assignments (80%)

- minimum of two major assessments per unit that will require students to demonstrate mastery of the skills covered in that unit
- assessments can include tests, written assignments, and oral/creative extension projects
- minimum of two major units of study per marking period

Student Engagement / Participation (10%)

- group work and class discussions are essential aspects of language arts and our classroom community
- students will receive grades based on their contributions to class discussions and their participation in group work
- negative behavior will adversely affect grades

Attendance (10%)

- attendance in class will be calculated as per CHS policies

*I have reviewed the above syllabus and am aware that a copy is available on Google Classroom.
I know I/my child will be upheld to CHS' and Ms. Landy's highest standards.*

Student Name: _____

Parent Name: _____

Sign by typing your name. As always, mark this as DONE on GC.