

English 11: Syllabus
Riverside High School, Room 217
2017-2018
Mr. Nate Deans Jr.

“Without a struggle, there can be no progress.” --Fredrick Douglass

Instructors:

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Course Description:

The central purpose of this course is to expand students' skills in all communication arts. These include reading comprehension, analyzing literature, writing, listening, speaking, discussing, using language, increasing and improving vocabulary, using media and technology, and employing advanced research skills. Students will apply these skills as they continue to increase their abilities as creative and critical thinkers. The goal of this course is for students to exhibit their ability to meet grade-level expectations by successfully completing embedded course assessments, including writing on-demand. Grade eleven students shall exhibit their ability to meet grade-level expectations by successfully completing embedded course assessments, including writing on-demand. Grade eleven students will display their ability to meet grade-level requirements in English language arts by creating samples of proficient works as outlined in the MPS Grade Eleven Common Course Plans and aligned to the Common Core State Standards. Resources for English 11 must demonstrate a purposeful connection to the content and skills of English 10, and include robust technological components.

Core Course Objectives:

Objectives:

- Prepare students for success in Writing and Reading at the college level.
- Practice research methods leading to the preparation of a well-documented research paper.
- Analyze and interpret samples of good writing, identifying and explaining an author' use of rhetorical strategies and techniques;
- Apply effective strategies and techniques to their own writing;
- Create and sustain arguments based on readings, research and/or personal experience;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- Write thoughtfully about their own process of composition;
- Revise a work to make it suitable for a different audience;
- Analyze image as text

Materials Needed:

- A notebook (a three ring binder or spiral)
- Blue or black ink pen/s
- Loose leaf paper
- Flash Drive

Texts:

- *Pentice Hall Literature*, Virginia Student Edition, The American Experience
- Various texts/ Novels read throughout the semester

Course Requirements:

- Good attendance
- Classroom participation
- Collaboration from peers
- Quality communication skills
- Writing various papers
- Creating various projects

Grading Scale:

Students will complete two types of assignments: Learning Activities and Evidence.

Students will be assigned learning activities on a regular basis which are designed to move students towards achievement of the course standards. Learning activities are an expected component of the course. Three (3) missed learning activities will result in a phone call home.

Evidence assignments are how students demonstrate their level of mastery of the course standards. Evidence assignments will require students to apply the skills they have gained from completing the learning activities. Evidence may address multiple standards at a time.

Evidence will be evaluated using the following scale:

Grade Entered into Infinite Campus	Meaning of Grade
Advanced (AD) = 100 %	<ul style="list-style-type: none"> • The student exhibits exceptional mastery of the course objective. • Exceeding grade level expectations.
Proficient (PR) = 85%	<ul style="list-style-type: none"> • The student provides evidence of mastery of the course objective. • Meeting grade level expectations.
Basic (BA) = 65%	<ul style="list-style-type: none"> • The student provides evidence of a beginning understanding of the course objective, but has not mastered the objective. • Just below grade level expectations.
Minimal (MI) = 50%	<ul style="list-style-type: none"> • The student attempts the task but provides no evidence of mastery of the objective. • Far below grade level expectations.
No Evidence (O)	<ul style="list-style-type: none"> • There was no attempt or attempt was plagiarized. • The students was absent or copied from another student

Late assignments will not be evaluated/graded without a student/teacher conference so that teacher feedback can be provided on the learning activity and/or evidence. **I will be available on Wednesdays and Thursdays from 2:45-3:30 in my classroom.**

Students may re-attempt a piece of evidence if they wish to be re-evaluated: **REVIEW/REVISE/REDO**. Students must meet with their teacher AND have all learning activities completed in order to re-attempt a piece of evidence.

Class Procedures:

- The instructor will greet students at the door.
- Students will be on time and be prepared to work when they enter the classroom.
- If you are late, please have a pass that states your reason for being late.
- Students will bring materials with them to class
 - ❖ textbooks
 - ❖ English Portfolio
 - ❖ blue or black ink pen
 - ❖ loose leaf paper
- Students will respond politely to the instructor and to each other.
- Students will make every effort to pay attention and stay on task.
- There will only be **THREE** bathroom passes given for each semester. Students must receive permission to leave the room for whatever reason. Reasons must be valid and not a deterrent for missing on learning opportunities. Students leaving without permission will be liable of being marked absent for the day and/or a referral to their administrator.

(Please note that the above procedures are the expectations of a learning environment. My goal is to treat each of you with respect and dignity. It is my hope that you not only value your education, but the education of those in the classroom. I consider your education a team effort. Your role and my role are both important to your success.)

Failure to abide by the discipline policy and procedures could result in one of the following:

- Verbal warning
- Phone Call Home
- Detention
- Suspension
- Behavior Contract
- Any other disciplinary action not included in this section

Final Assessments and Amnesty Days

Students will have an opportunity to defend their mastery of the standards and skills on specific Amnesty Days. These days will be dedicated to allowing students to focus on specific tasks that will reflect their true understanding of the content covered during the school year. Also, all students will be taking the course final assessments at the end of semesters 1 and 2. Students that have demonstrated proficiency (letter grade of 'B' or

higher) in a course and have met the following criteria will be exempt from the final assessment for the course.

The criteria for students to exempt from the Course Final Assessment are:

1. Must demonstrate proficiency (Letter grade of 'B' or higher)
2. Have 95% attendance or higher in the course (No more than 4 excused absences)
3. No unexcused absences
4. Off the Unfinished Business List (fees and fines)

School Wide Reading and Writing Strategies

This school year, our school has adopted school wide reading and writing strategies that will be used in each classroom. The following strategies are:

1. School-Wide Reading Strategy=Close Reading with Annotation
2. School-Wide Writing Strategy=Claim, Evidence, Reasoning/Explanation

As the year progresses, students will be expected to effectively use these strategies in all of their courses in order to be successful in class and prepared for college and career readiness.

Discipline Policy:

- Be on time
- Treat everyone with respect (including yourself!)
- Stay on task (no sleeping or disruptive talking)
- Follow school rules (all school rules will be observed in my classroom)
- **Cheating and plagiarism are unacceptable and a student who is caught cheating or plagiarizing will be sent to the office with a discipline referral.**
- No more than three bathroom passes will be allowed each six weeks. Please try not to ask at all.

Accommodations:

Any student requiring accommodations should inform the instructor in writing, listing specifics as well as appropriate documentation. Arrangements to meet accommodations will then be made.

Course Outline:

*** Schedule is an approximation and is subject to change without notice**

Unit One: College Preparation & Critical Reading- 2 weeks

Objectives:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 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.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references as needed.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Reading: Prose Fiction ACT passages

Writing: Resume w/ Cover Letter, College Application Essay

Vocabulary: Unit One

Assessment: Vocabulary Test, Practice ACT passages, Reading Quiz

Outside Reading: Summer Reading assignment

Unit Two: Native American Origin Myths & Writing Skills- 4 weeks

Objectives:

- 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.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Reading: Native American Oral Traditional Stories and Social Science ACT passages

Writing: Creation Myths

Vocabulary: Units Two and Three

Assessment: Vocabulary Tests, Reading Quizzes, Practice ACT for Language Arts and
Social Sciences

Unit Three: Nonfiction & Rhetoric- 2 weeks

Objectives:

- Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as words in order to address a question or solve a problem.

- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Reading: *from* “The Interesting Narrative of Olaudah Equiano”, “The General History of Virginia”, “Plymouth Plantation”, *from* “The Autobiography of Benjamin Franklin”, “Declaration of Independence” and other supplemental texts.

Writing: Multiple drafts of the Argumentative Essay

Vocabulary: Unit Four

Assessment: Reading Quizzes, Vocabulary Test

Unit Four: Fiction & Style- 4 weeks

Objectives:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Come to discussions prepared; having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Reading: *Kindred* by Octavia E. Butler

Writing: Student selected on demand timed essay for *Kindred*

Vocabulary: Units Five and Six

Assessment: Vocabulary Test, Reading Quizzes, Unit Test

Unit Five: Poetry & Tone- 2 weeks**Objectives:**

- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Poetry from Harlem Renaissance Poets (Hughes, Mckay, Cullen, etc.)

Writing: Poetry Analysis and on demand timed Reflective Essay

Vocabulary: Poetic terms and Figurative Language

Assessment: Poetry Quiz, Practice ACT for Language Arts

Unit Six: Debate & Argument- 4 weeks**Objectives:**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Provide a concluding statement or section that follows from and supports the argument presented.

Reading: Various Non-Fiction Texts (newspaper, magazines, etc.)

Writing: On Demand Argumentative Essay

Vocabulary: Units Seven and Eight

Assessment: Vocabulary Tests, Reading Quizzes, Practice ACT Test

Unit Seven: Synthesis Project- 2 weeks

Objectives:

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Reading- Student selected novel

Writing- Reflective Essay

Vocabulary- Unit Nine

Assessment- Vocabulary Test, Practice AP Test, Collaborative Project

Outside Reading: Student selected independent novel

Unit Eight: Research Unit- 4 weeks

Objectives:

- Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy].

Reading- Student selected researched nonfiction material

Writing- MLA Style Argumentative Research Paper

Vocabulary- Research terms

Assessment- Oral Presentation, Practice ACT Test

Unit Nine: The Contemporary Tragic Hero- 2 weeks

Objectives:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading- *Fences* by August Wilson

Writing- Timed on Demand Literary Analysis

Vocabulary- Units Ten and Eleven

Assessment- Vocabulary Tests

Unit Ten: Short Story Unit- 2 weeks

Objectives:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Reading- “Story of an Hour”, “Girl”, “The Things They Carried”, “Rockpile”, “The Life

You Save May Be Your Own” and other supplemental stories.

Writing- Narrative


Vocabulary- Unit Twelve

Assessment- Vocabulary Test

RUHS Citizenship Rubric

“Try your hardest, do your best and give your all.”

To earn a RESPECT CITIZENSHIP grade you must meet 3 or more criteria in one number band.

	Be <u>R</u> esponsible	Be <u>R</u> espect <u>U</u>	<u>H</u> onorAcademics	Be <u>S</u> afe
4	<p><i>Always</i></p> <ul style="list-style-type: none"> on time to class phones, electronics are off and unseen food and drinks are not present during class (except water) 	<p><i>Always</i></p> <ul style="list-style-type: none"> respectful of staff, students and school property uses appropriate language demonstrates appropriate school behavior 	<p><i>Always</i></p> <ul style="list-style-type: none"> prepared for class participates on task works to potential demonstrates academic integrity 	<p><i>Always</i></p> <ul style="list-style-type: none"> follows school and classroom rules follows staff directives secures personal belongings follows dress code
3	<p><i>Consistently</i></p> <ul style="list-style-type: none"> on time to class phones, electronics are off and unseen food and drinks are not present during class (except water) 	<p><i>Consistently</i></p> <ul style="list-style-type: none"> respectful of staff, students and school property uses appropriate language demonstrates appropriate school behavior 	<p><i>Consistently</i></p> <ul style="list-style-type: none"> prepared for class participates on task works to potential demonstrates academic integrity 	<p><i>Consistently</i></p> <ul style="list-style-type: none"> follows school and classroom rules follows staff directives secures personal belongings follows dress code
2	<p><i>Occasionally</i></p> <ul style="list-style-type: none"> on time to class phones, electronics are off and unseen food and drinks are not present during class (except water) 	<p><i>Occasionally</i></p> <ul style="list-style-type: none"> respectful of staff, students and school property uses appropriate language demonstrates appropriate school behavior 	<p><i>Occasionally</i></p> <ul style="list-style-type: none"> prepared for class participates on task works to potential demonstrates academic integrity 	<p><i>Occasionally</i></p> <ul style="list-style-type: none"> follows school and classroom rules follows staff directives secures personal belongings follows dress code
1	<p><i>Rarely</i></p> <ul style="list-style-type: none"> on time to class phones, electronics are off and unseen food and drinks are not present during class (except water) 	<p><i>Rarely</i></p> <ul style="list-style-type: none"> respectful of staff, students and school property uses appropriate language demonstrates appropriate school behavior 	<p><i>Rarely</i></p> <ul style="list-style-type: none"> prepared for class participates on task works to potential demonstrates academic integrity 	<p><i>Rarely</i></p> <ul style="list-style-type: none"> follows school and classroom rules follows staff directives secures personal belongings follows dress code

I have read and understood all of the instructions and procedures listed in this syllabus. Failure to do so may result in one of the disciplinary actions taken that has been mentioned in the syllabus.

Student

Name: _____

Student Signature:

I/We have read and understood all of the instructions and procedures listed in this syllabus. I/We understand and are willing to communicate and cooperate in order to help our child succeed in this class.

Parent/Parents Name:

Parent contact information:

Parent Signature(s):
