



English 10
(10 credits- 2 semesters)

EZS302

GENERAL INFORMATIONTerm and Year: Fall 2016/ Spring 2017Name of Instructor: Donald LeeRoom Number: C-210E-mail Address: donald-lee@scusd.edu**TEXTBOOKS AND/OR REQUIRED READING**

- *Holt Literature & Language Arts, 4th Course*
- *Elements of Literature (Holt)*
- *Holt Interactive Reading, Grade 10*
- Additional short stories, poems, novels, including but not limited to:

Novels

Of Mice and Men by John Steinbeck
The Count of Monte Cristo by Alexandre Dumas

Poems of Edgar Allan Poe
Animal Farm by George Orwell
Speak by Laurie Halse Anderson

GENERAL COURSE OVERVIEW

English 10 is a graduation requirement which follows the California State Framework and the California State and Sacramento City Unified School District Academic Standards. English 10 is a critical literature-based instructional program designed to develop student reading, writing, speaking, listening, and critical thinking skills.

This class is designed to help students develop their writing skills, evaluate various aspects of literature, and gain experience in writing *short stories, biographical or autobiographical narratives, literature responses, expository composition (including analytical essays and research reports), persuasive compositions, business letters, and technical documents.*

Students will refine their grammar and vocabulary skills in order to prepare for continuing their high school education. The purpose of the course boils down to **Thinking, Knowing, and Expressing.**

COURSE REQUIREMENTS & RIGOR

Mastery of content in this class requires participation in group and class discussions and activities, as well as individual study and preparation. We will often repeat skills until the students can use those skills without having to think about said skills. These skills include, but are not limited to: analysis, close reading, essay writing, research, logic, reflection, infer, grammar, writing, presenting, note taking, and much more!

Assessments (Mid-term/Final Exam, Quizzes, Essay Binder Check)	25%
Projects (Portfolio/ Presentations, IRC)	25%
Writing (Essays)	25%
Classwork (including warm-ups, Participation)	25%

GRADING SCALE

A=90%+	D=60%+
B=80%+	F=59% or below
C=70%+	

All make-ups (including quizzes) must be completed within five days of an excused absence. Late assignments have 10% subtracted for each day late.

BEHAVIOR EXPECTATIONS

Students are expected to be respectful, courteous, and civil. The following are a few of the more notable expectations students will follow:

1. Be in your seat and ready to begin work when the bell rings.
2. Treat others with respect at all times
3. Be on task, and respect quiet/ one voice time.
4. Keep your electronic devices hidden and silent.
5. Adhere to the JFK expectations of academic integrity.*

*Plagiarism: Any student found willfully plagiarizing will lose all credit for the assignment, and they will not have the ability to make up those lost points. Plagiarizing twice will result in a failing grade for the semester. Anytime a student uses previously submitted material for this class, that is plagiarism. If you are unsure see me and I will make it clear.

CLASSROOM JOBS

Classroom recorder: Duties include, collecting assignments for absent students, writing down assignments, taking clear notes during class, and providing notes and assignments to missing students when they return.

Distribution technician: Duties include passing out and collecting books, assignments, and class items. DTs will also make sure the room remains clean.

Classroom liaison: Duties include answering the phone, taking messages, going to the office, and dealing professionally with visitors to the classroom.

If you are interested in one of the above positions, write a note that explains how you will do a great job and turn it in by September 9. Include why you want the job and what qualifications you bring to the position. These jobs pay both culinary and academic rewards. There will be two people picked for each position, a primary and a back-up. Primaries can be fired for incompetence and be replaced.

UNIT INFORMATION/COURSE OBJECTIVES

The following is a schedule of topics, assignments, and activities for the semester. Please refer to the calendar in class to any changes and modifications. Bring this with you every day!

Week	Topic	Reading/ Source	Activities
1 6-9 Sept 4 days	Introduction to English 10 Note Taking	Rules Syllabus Handouts: 5 styles of note taking 5 Part Lecture	<ul style="list-style-type: none"> o Course Intro o Expectations o Classroom procedures o Note taking Skills: o Outline, mapping, charting, sentence, and Cornell
2 12-16 Sept	Time and sequence Cause and effect Explicit vs Implicit	"Timothy" by The Buoy "Contents of the Dead Mans Pocket" by Jack Finney	<ul style="list-style-type: none"> o Reading o Inference/ Close reading; listening o Vocabulary o Word roots o Quotes o Quickwrites o Mind teasers
3 19-23 Sept	How to write an essay	Essay Format "The Love Letter" by Jack Finney	<ul style="list-style-type: none"> o Essay Format o Interactive Reader
4 26-30 Sept	1st Essay	Essay Format Rebuttals	<ul style="list-style-type: none"> o 1st Topic o 5 stages of writing o Pre-assessment writing TBD

5 3-7 Oct	Characterization	"Everyday Use" by Alice Walker Read or die!	<ul style="list-style-type: none"> o Reading o DA APE- Understanding through character traits o D- o A- o A- o P- o E-
6 10-14 Oct	2nd Essay	Essay Format Write or die! Type or die!	<ul style="list-style-type: none"> o 2nd Essay topic o Peer edit o Typing an essay-Times New Roman 12pt font, double spaced
7 17-21 Oct	Spooky poem performance	"The Raven" Edward Gorey Shel Silverstein	<ul style="list-style-type: none"> o Dramatic readings o Creation of poetry o Teamwork o Quiz
8 24-28 Oct	Horror in fiction and non-fiction	Sideshow Lecture Samhain Lecture <i>Freaks</i>	<ul style="list-style-type: none"> o Lecture-Choice of note style o Film o Storytelling
9 Oct 31-4 Nov Quarter ends	Conflict Point of View Setting	"By the Waters of Babylon"	<ul style="list-style-type: none"> o Allusion o Untrustworthy narrator
10 7-10 Nov 4 days	3rd Essay	Essay Format	<ul style="list-style-type: none"> o 3rd Essay o Letter writing techniques
11 14-18 Nov <i>Thanksgiving</i>	Inference Context Clues	"Calling Home"	<ul style="list-style-type: none"> o Reading o Explicit vs implicit o Creative Writing
12 Nov 28-2 Dec	4th Essay	Essay Format	<ul style="list-style-type: none"> o Informative essay
13 5-9 Dec	Symbolism Allegory	"Through the Tunnel"	<ul style="list-style-type: none"> o Symbols: What do they mean? o Allegory
14 12-16 Dec	Theme	Essay Format	<ul style="list-style-type: none"> o Argumentative essay
15 19-23 Dec <i>Winter Break</i>	5th Essay	<i>Count of Monte Cristo</i>	<ul style="list-style-type: none"> o Theme o Genre

16 9-13 Jan	Irony Ambiguity	“Lamb to the Slaughter” “The Listeners”	<ul style="list-style-type: none"> o Verbal Irony o Situational Irony o Dramatic Irony o Ambiguity
17 17-20 Jan 4 days	Review Catch up week	Finish all semester work	<ul style="list-style-type: none"> o Prepare for midterm
18 23-27 Jan Shortened days Semester ends	Mid-Term		<ul style="list-style-type: none"> o 2 hour test
New Semester			
19 Jan 30-3 Feb	Play as Literature	<i>Animal Farm</i>	<ul style="list-style-type: none"> o Assignment of characters o Reading in character
20 6-10 Feb	Play as Literature	<i>Animal Farm</i>	<ul style="list-style-type: none"> o Character sheets o Summary
21 14-17 Feb 4 days	6th Essay	Essay format	<ul style="list-style-type: none"> o Persuasive essay
22 21-24 Feb 4 days	Reading a novel	<i>Speak</i>	<ul style="list-style-type: none"> o Literature reading techniques o <i>Speak</i> Art Project
23 Feb 27-3 Mar	Reading a novel	<i>Speak</i>	<ul style="list-style-type: none"> o Literature reading techniques o <i>Speak</i> Art Project
24 Mar 6-10	ERWC Expository Reading and Writing Course	<i>Fast Food: Who's to Blame?</i>	<ul style="list-style-type: none"> o Reading texts for meaning and comparison o Essay writing o College writing vs high school o Multiple readings for purpose
25 Mar 13-17	ERWC Expository Reading and Writing Course	<i>Fast Food: Who's to Blame?</i>	<ul style="list-style-type: none"> o Reading texts for meaning and comparison o Essay writing o College writing vs high school o Multiple readings for purpose
26 Mar 20-24	ERWC Expository Reading and Writing Course 7th essay	<i>Fast Food: Who's to Blame?</i>	<ul style="list-style-type: none"> o Reading texts for meaning and comparison o Essay writing o College writing vs high school o Multiple readings for purpose

27 Mar 27-31	Reading a novel	<i>Of Mice and Men</i>	<ul style="list-style-type: none"> o Allegory revisited o Literature reading techniques o OMM Projects
28 Apr 3-7 Quarter ends Spring Break	Reading a novel	<i>Of Mice and Men</i>	<ul style="list-style-type: none"> o Allegory revisited o Literature reading techniques o OMM Projects
29 Apr 17-21	8th Essay	Essay format	<ul style="list-style-type: none"> o Literature comparison essay
30 Apr 24-28	Poetry	Various poems	<ul style="list-style-type: none"> o Analysis o Creation o Portfolio
31 May 1-5	Job Portfolio	Interview Article	<ul style="list-style-type: none"> o Front Cover o Cover Page o Table of contents
32 May 8-12	Job Portfolio	Lecture- Doing what you want vs what people will pay you for.	<ul style="list-style-type: none"> o Job Collage o Vocabulary o Lecture #1 o Possible Research essay
33 May 15-19	Job Portfolio	"Ex-Basketball Player" Lecture- How to get a job.	<ul style="list-style-type: none"> o Interview with 2 people o Lecture #2 o Poem o How to read a paycheck
34 May 22-26	Job Portfolio	Lecture-Job vs Career vs Profession	<ul style="list-style-type: none"> o Want Ads o Application o Resume o Lecture #3
35 May 30-2 June 4 days	Job Portfolio	Computer Lab	<ul style="list-style-type: none"> o Mock Job Interviews o Job Sites o Life Map o Portfolio Review
36 June 5-9 June 9 th Short day	Job Portfolio	<i>Waging a Living</i>	<ul style="list-style-type: none"> o <i>Waging a Living</i> Film o Worksheet o Extra credit Quotes o Mingle
37 June 12-15 Shortened days	Finals	Final Exam	<ul style="list-style-type: none"> o Testing o Last day/ Go over grades

English 10 Executive Summary

Please sign on this page to confirm you understand.
Students and parents understand that...

- I teach this class with the thought in mind that each student will be going on to a college when they graduate. If they have other plans inform me and I will be glad to assist.
- Every student needs to bring paper, something to write with, and a three ring binder (1") to class EVERY day.
- Students will have to complete 1 essay a month. Approximately 9 over the course of the year
- Outside research is necessary for the class.
- Please sign up for my Remind account. Follow the instructions on the take home sheet.

Please sign and return the following page of the syllabus to Mr. Lee

Student Information Record

Student Name: _____

Student Email: _____

Parent/Guardian(s) Names	Phone #	Email

In the space below, please provide any information about your child that might be pertinent to his/her educational experience this year (i.e., physical or cognitive limitations, exceptional experiences or capabilities).

I have read, understood, and will abide by all of the provisions of the entire English 10 syllabus.

Student Signature

Date

Parent Signature

Date
