

School: Crook County High School

Instructor's Name: Kelli Johnson
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Course Title: English 11A

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Contact Times: 7:30-8:00am &
3:10-3:45pm

Semester I X II

Course Description:

In this course, students will continue to refine and develop their skills in the four domains of literacy: reading, writing, speaking, and listening. Junior English focuses on American Literature. We will start by reading works written in the 17th and 18th centuries and work our way forward. In addition, this English curriculum will focus on the argumentative style of writing while also continuing the build skills in expository, analytical, and narrative forms of writing. Daily, the students will be practicing their writing through various exercises and note taking. The goal during the junior year is to prepare students to be successful in taking the Smarter Balance Assessment, which is to be taken in the spring.

Standards that will be met through this course:

Unit 1: Argumentative Writing Workshop

W.1.a-e: Write arguments to support claims with valid reasoning and relevant evidence.

W. 4: Produce clear and coherent writing appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

RI.5: 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.

RI.6: 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.

RI.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI. 9: Analyze eighteenth-century foundational U.S. documents of historical and literacy significance for their themes, purposes, and the rhetorical feature.

Unit 2: Native American Creation Myths

W.2 a-f: 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.

RL.1: Cite 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.

RL.2: 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.

Unit 3: The Crucible

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

RL.1: Cite 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.

RL.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a drama.

RL.5: Analyze the impact of the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic meaning.

RL.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant.

Unit 4: Transcendentalism

W.2 a-f: 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.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.11-12.6: Determine 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.

Texts:

Holt McDougal 11th grade Literature Anthology

- “Sinners in the Hands of an Angry God”
- *The Crucible*
- “The World on the Turtle’s Back”
- “The Declaration of Independence”
- “The Speech at the Virginia Convention”
- “Letter from a Birmingham Jail”

Supplemental Texts:

The Adventures of Huckleberry Finn

The Great Gatsby

The Absolute True Diary of a Part Time Indian

Articles from various sources (newspaper, magazines, scholarly journals, etc.)

Film/Video/Electronic Media:

The Crucible* (PG-13)

The Great Gatsby*

*material may contain violent, religious and/or controversial material

Notification of the Right to Object to the Use of Materials Any resident of the district may raise objection to instructional materials used in the district’s educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material. The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

English 11A Class Goal:

All students who attend class 80% or more will improve their argumentative writing score in at least one area (Content and Ideas, Organization, Sentence Fluency, and Conventions) on the Oregon State Writing Rubric.

Citizenship (Behavior Expectations):

In my classroom, I expect you to act responsibly and respectfully at all times. This means:

- Arriving to class on time and prepared to learn
- Speaking to each other respectfully- no put downs, name calling, ect.
- Respecting the items in the classroom- not drawing on desks or whiteboard, breaking items, touching teaching technology without teacher permission, ripping or drawing on pages of textbooks or novels

- Using the bathroom pass only when necessary- You will need to sign in and out with the date and time on the clipboard in order to use the bathroom. Only one student can use the bathroom at a time since I have one hall pass. I will treat you all as responsible adults when it comes to the bathroom pass, however, if a student begins to abuse their bathroom pass privileges, I will revoke their ability to use the pass. Use your breaks and passing periods wisely.

Please come into this classroom knowing that I will treat you with respect. My classroom is a place where we will be writing, discussing, and reading, and in this, we will be sharing things about ourselves. This needs to be a safe place to share, learn, and grow as individuals. I will expect you to use appropriate language, be open to understanding those around, and respect our classroom environment.

Other things to be aware of:

Use the door at the back of the classroom only- We have two doors in our classroom, however, the door towards the front of the room will be locked at all times so you cannot enter the classroom through it. Make sure to enter and exit from the door located towards the back of the classroom.

Evaluation (grading)

Grades may be comprised from scores in any of the following:

Daily Opener

Daily Assignment/Homework

Projects

Presentations

Quizzes

Exams

Class Participation

Essays

Etc.

Grading Scale

For this class, all assessments will be worth 90% of the grade (includes essays, 8 sentence paragraphs, final projects) and 10% of the grade will be based on in class work (openers, quick writes, text analysis questions, ect.). If a student does not receive the grade that they would like on an assessment, they are able to edit and rewrite as many times as necessary to achieve the grade they are seeking until the end of the midterm or semester. Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Grades based on percentages:

100-90 A

89-80 B

79-70 C

69-60 D

59-00 F

Both students and parents can view his/her student's grades online. Grades online will be updated every week. Students are responsible for all assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time.

Consequences for Late Work:

While it is ideal for students to turn all of their work in on time, this does not always happen. If a student begins to fall behind on assignments, lunch tutoring will be assigned in order for students to complete their assignments. No points will be taken from the assignment itself. I will take late work up until the midterm and end of each semester. If a student is absent, it is the student's responsibility to acquire make-up assignments upon returning to class.

Students who are involved in school-related absences (sporting events, choir concerts, etc) **must get make-up work in advance**, as they are pre-arranged absences.

Extra Credit Policy: No extra credit will be awarded

Classroom Discipline Plan:

First offense: verbal warning, possibly sent to the hallway to 'cool off.'

Second offense: parent contact and possible detention

Third offense or First severe infraction of the rules: Office referral, parent conference, suspension, or removal from class.

Electronic Device Policy:

Students are required to keep their cell phone (ipod, etc.) put away (not visible) and silenced or turned off.

Cell phones are not to be used in class for communications via texting, phone calls, or social media.

Please refer to the Student Handbook for details about school wide policies regarding this matter.

****Parents, please do not call or text your child during class. If there is an emergency, please call the school directly.**

Passes for Bathroom and Drinking Fountain

I have one student hall pass. Only one student is allowed at a time. Passes are not allowed to be used in the first or last ten minutes of class. Students are to sign out and in on the clipboard. Additionally, students who abuse the hall pass will first be warned and then may have their pass privileges revoked in my class for the remainder of the semester.

Cheating:

Any student who cheats on an assessment will receive a major referral. They will be allowed to make up the assessment.

Parent Communication:

Please provide your email as the primary form of communication regarding absences, missing assignments, behavior, etc. I will respond to you within one business day.

Parent Email: _____

Student Signature _____

Date _____

Parent Signature _____

Date _____