

## CCHS English 11A Syllabus Semester 1 2019-20

**Instructor:** Chelsea Kurtz

**Location:** Room 228

**Contact:** 541-416-6900 Ext. 3140

[chelsea.kurtz@crookcounty.k12.or.us](mailto:chelsea.kurtz@crookcounty.k12.or.us)

[chelsea.kurtz@g.crookcountyschools.org](mailto:chelsea.kurtz@g.crookcountyschools.org)

**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:** attached at the end of syllabus

### **Materials:**

*Texts:*

Holt McDougal Junior Literature Anthology

Supplementary Texts:

*The Crucible*

*A Raisin in the Sun*

“The Lottery”

*Film/Video/Electronic Media:*

*The Crucible\** (PG-13)

*The Lottery*

*The Wave*

*In Search of History: Salem Witch Trials* (not rated – a History Channel Documentary)

YouTube media to help with literary and rhetorical analysis

*\*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.

**Feedback on your work:** I do not mark all sentence-level errors in your paper (that would be an editor’s job). Instead, I mark one or two patterns of error and provide you with some suggestions about where to turn for additional help. Please take time to read my comments and use them to help you produce even better work on your next essay.

With all assignments, my goal is to respond to and return your work in approximately one week. Sometimes I will return papers sooner or later than that, but please plan on approximately one week being a standard response time. You will be able to see my feedback immediately in Google Docs and Google Classroom.

**Citizenship:** Come prepared to learn and to contribute to a positive classroom environment. Take responsibility for your own learning. Show respect for the learning environment, yourself, other students, and the teachers and staff

members. Follow the rules and guidelines for behavior in the student handbook. Show up on time and with supplies needed: paper, writing utensil, and a **charged** Chromebook.

**Classroom Discipline Plan:** First offense: verbal warning- possibly sent to the hallway to 'cool off.' Second offense: parent contact. 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.**

**Google Classroom-** all students will be enrolled in a digital classroom. Google Classroom contains all resources for students to access 24/7 and will be where students turn in their assignments.

\*Students will be using their Chromebook **daily** in this class. It is **imperative** that you come to class prepared with a charged Chromebook and/or charging cord to plug in.

**Passes for Bathroom and Drinking Fountain:** See Student Handbook “Passes for Bathroom and Drinking Fountain”. Students will receive 5 (no more than 5 min.) hall passes for S1-use them wisely and in case of emergency. Passes are not allowed to be used in the first or last ten minutes of class and only one student at a time is allowed to use a pass. 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.

**Late/Missing Work:** Students must turn in assignments on time to receive full credit. Late work will be worth 70%. Students will have an opportunity to revise or redo all assessments that were turned in on time. It is the student’s responsibility to acquire make-up assignments via Google Classroom or during ELO time. 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 **after** checking Google Classroom. Students who are involved in school-related absences (sporting events, choir concerts, field trips, etc.) **must get make-up work in advance**, as they are pre-arranged absences.

**Cheating:** Cheating or plagiarism in any form will result in a major referral. Students who knowingly help others to cheat will also major referral.

**GRADING POLICY:** A 90-100% B 80-89% C 70-79% D 60-69% F below 60%.

For this class, all assessments will be worth 90% of the grade (includes: essays, 8 sentence paragraphs, text analysis questions, final projects etc.) and 10% of the grade will be based on in class work (openers, quick writes, text analysis, in-class activities, etc.). If a student does not receive the grade that they would like on an assessment, they are able to edit and rewrite it to achieve the grade they are seeking up to 7 days past the feedback/returned date. 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 will be updated online each week where both students and parents can view his/her student’s grades. **Google Classroom is where all resources and assignments are posted at all times.** 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 after checking Google Classroom.

**(Return THIS sheet only) Keep the syllabus for YOUR records.**

**CCHS English 11A Syllabus Semester 1 2019-20 AGREEMENT:**

\_\_\_\_\_ I have read and agree to the above syllabus information.

Student NAME PRINTED: \_\_\_\_\_ Class Period \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ My student showed me the digital syllabus via their **Google Classroom** and explained how they **will be using Google Classroom daily.**

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent email: \_\_\_\_\_

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## Literature

11-12.RL

### *Key Ideas and Details*

- 11-12.RL.1 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.
- 11-12.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.
- 11-12.RL.3 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).

### *Craft and Structure*

- 11-12.RL.4 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. (Include Shakespeare as well as other authors.)
- 11-12.RL.5 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.
- 11-12.RL.6 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).

### *Integration of Knowledge and Ideas*

- 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 11-12.RL.8 (Not applicable to literature)
- 11-12.RL.9 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.

## Range of Reading and Level of Text Complexity

11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Reading Standards: Informational Text

### Informational Text

11-12.RI

#### Key Ideas and Details

- 11-12.RI.1 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.
- 11-12.RI.2 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.
- 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

- 11-12.RI.4 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 a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- 11-12.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.
- 11-12.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.

#### Integration of Knowledge and Ideas

- 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 11-12.RI.8 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 (e.g., *The Federalist*, presidential addresses).
- 11-12.RI.9 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.

## *Range of Reading and Level of Text Complexity*

11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Writing Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Writing

### 11-12.W

#### *Text Types and Purposes*

- 11-12.W.1 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 counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - 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.
  - 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 argument presented.
- 11-12.W.2 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.

- f. 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).

- 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. 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.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### *Production and Distribution of Writing*

- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 11-12.W.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- 11-12.W.6 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.

#### *Research to Build and Present Knowledge*

- 11-12.W.7 Conduct short as well as more 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.
- 11-12.W.8 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.
- 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grades 11–12 Reading standards* to literature (e.g., “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”).
  - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Range of Writing

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Language Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Language

11-12.L

#### Conventions of Standard English

- 11-12.L.1 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 (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- 11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
  - Spell correctly.

#### Knowledge of Language

- 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or 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.

#### Vocabulary Acquisition and Use

- 11-12.L.4 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*).

- c. 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.
- d. 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).

11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Speaking and Listening

11-12.SL

#### *Comprehension and Collaboration*

- 11-12.SL.1 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.
- a. 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.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. 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.
  - d. 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.
- 11-12.SL.2 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.
- 11-12.SL.3 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.

#### *Presentation of Knowledge and Ideas*

- 11-12.SL.4 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.
- 11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)