**Sophomore English
2014-2015
Ms. Caler**

The following is the syllabus for your class. Because I am incredibly flexible, and find that each class works at its own pace, I plan lessons weekly. I adjust my lesson plans and daily goals according to my class’s learning, understanding, and mastery of skills and concepts. I use the Common Core Standards to guide my planning, along with the needs and skill level of not only my individual classes, but individual students.

**The School Year:** Using thematic units in the classroom helps students to, “come to better personal understanding of the topic and their related experiences, gain fluency with tools that will enable them to read and produce new texts in the future, and work within a social context in which they can develop this new knowledge to the best of their potential” (Smagorinsky 112). Thematic units really help students to develop a thorough and personal understanding of a subject, especially a controversial subject. By critically examining a text for a theme, “the point is to help adolescent readers read text and worlds more carefully as they become aware of the ideologies within which both are inscribed” (Appleman 76).

This year, we adopted a new text book. *Pearson Common Core Literature* has five units, and each one is divided by thematic exploration. The following is how each unit is divided:

Unit 1: Can progress be made without conflict?
Unit 2: What kind of knowledge changes our lives?
Unit 3: Does all communication serve a positive purpose?
Unit 4: To what extent does experience determine what we perceive?
Unit 5: Can anyone be a hero?

We will explore the text day by day, reading a variety of materials not only in this text, but in our previous text book, *Literature and the Language Arts*, as well. Both have a plethora of invaluable materials needed for students to grow, learn, and continue to build on the previous year’s skills.

**Course Overview:** English 10 exposes students to a comprehensive study of literature from classic to contemporary.  Student work will be centered on critical thinking concepts, including analytical reading of literature, vocabulary study and frequent assignments of analytical and persuasive composition.  Students will engage in seminar discussion, self-evaluation and collaboration.  This course also emphasizes the kind of writing that will prepare a student for the different kinds of writing required in both high school and college.  It encompasses a wide range of writing from the research paper to personal essays to analytical writing, persuasive writing and writing about literature.  It also provides information and guidelines for critical reading, critical thinking, researching, and other topics essential for success in writing.

In Sophomore English, we will emphasize organizing, developing, editing and revising compositions. Students will learn traits of great writing from a balanced repertoire of reading and writing while applying skills learned to real-world situations. Students will write a variety of pieces and will receive a rubric for every essay.

Our literature studies will introduce literary terminology, critical and analytical reading and appreciation of literature. Students will read from selected novels, as well as short stories, essays, and poetry. This is an interactive course that requires student involvement including, but not limited to, research, debate, and presentations.

**Course Objectives:**

Students will be able to…

1. Use English academic skills to be successful in other content classes.
2. Demonstrate facility in critical as well as creative thinking processes.
3. Analyze and examine a variety of genre to nurture an appreciation of literature.
4. The students will use current technology to enhance acquisition of English and learn in all curricular areas.
5. Read various texts: literature, short stories, poetry and research articles.
6. Work together to find meaning in value in all our readings.
7. Conduct research to support and argument claims and positions.
8. Constantly write to express our ideas and positions.
9. Work in groups to complete projects.
10. Present findings and information with peers.
11. Expand our understanding of grammar.
12. Learn and use more complex vocabulary.

**Sample Texts:**

Because both of the texts we will be exploring are so rich and full of many choices, it would take a great deal of paper to list everything we will be reading. Below, I’ve listed some texts we will read. The examples are not the *only* ones we will read, but just a sample:

*The Monkey’s Paw
One Thousand Dollars
The Masque of the Red Death
The Garden of Stubborn Cats
From Don Quixote
from A Connecticut Yankee in King Arthur’s Court
Prometheus and the First People
Cupid and Psche
The Orphan Boy and the Elk Dog
Games at Twilight
from Things Fall Apart
Civil Peace
Like the Sun
Two Friends
from A Doll House
The Tragedy of Julius Caesar
Antigone
I Am Offering this Poem
Metaphor
The Fish
Sonnet 18
Do Not Go Gentle into That Good Night*And many more. Since the textbooks are new, I welcome and encourage parents to come in and take a look through them. I am confident you will find them enriching and full of a broad range of genre.

**Areas of Focus:** Throughout this year, we will be focusing on building our reading, writing, and comprehension skills. More specifically, we will work on:

Reading: *Text Analysis, Comprehension, Language Study, Conventions, Language Study Workshop.*

Discussing: *Comprehension and Collaboration, Presentation of Ideas, Responding to Text, Speaking and Listening Workshop.*

Researching: *Research and Technology, Investigate the Topic: Perseverence.*

Writing: *Write to Sources (Sequel, Letter; Literary Review, Character Analysis, Retellings, Explanatory Essay, Cause-and-Effect Essay, Profile, etc.), Writing Process Workshop.*

Vocabulary: *Academic, Commonly Used Words, Connotative, Denotative, in Context, Figurative and Literary, Poetic.*

**EVALUATIVE CRITERIA:**

Students’ assignments are evaluated on the following grading scale:

A 100-90%

B 80-89%

 C 70-79%

D 60-69%

F 59% and below

Test scores, daily work, papers, and projects are not weighted, but each assignment is given a particular value. Students’ interim and quarter grades are based on total points received. Each quarter is worth 50% of the student’s semester grade.

**Washington State Common Core Standards:** 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. Throughout this year, we will be meeting the required CCSS for our state. You may access the Common Core online at <http://www.corestandards.org/ELA-Literacy/> and follow the links provided.