



Course Syllabus		
Franklin High School		2019-2020
Course Title:	English 3/4	Grade Level(s): 10
Prerequisites: None		
Course description:		
<p><u>Themes/Content:</u> justice, power, how authors communicate their views.</p> <p><u>Reading:</u> a variety of texts, including but not limited to: short stories, essays, plays, novels, poetry, nonfiction, drama, and non-print media.</p> <p><u>Writing:</u> explanatory and argumentative texts with a focus on literary analysis, examining how authors (in both literary and informational texts) use evidence to develop themes or messages.</p> <p><u>Skills/Standards:</u></p> <ul style="list-style-type: none">• Identify themes• Cite evidence to support claim• Develop claims and arguments• Evaluate arguments• Drive discussion using text evidence and argument strategy• Use proper grammar and punctuation <p>Honors option available. Expectations and credit are given on an individual basis. Honors curriculum involves a higher standard for student leadership, engagement in the humanities, and more rigorous assessments.</p>		

Standards:

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.

RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

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.

W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Schedule of topics/units covered:

First semester:

Short stories from *Living Up the Street*, the play *In the Heights*, *Raisin in the Sun*, and *Deadly Unna?*, Articles and poems

Essay writing-expository and argument

Second semester:

Social Justice poetry-reading and creating, Justice narrative, *Nervous Conditions*, *Persepolis*, *There There*, stories from *Refugees*

Essay writing-compare and contrast essay and argument

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Challenge assignments and enrichment opportunities, honors credit offered. Graphic organizers, sentence starters, models for writing.

Audio books and summaries for reading.

Website for content and information when not in class

Final proficiencies:

C or better on summative assessments

Participation in Socratic Seminar and/or formal discussion

C or better on argument essay, either first or second semester

Assessment (pre/post)/evaluation/grading policy:

*70% papers, tests, quizzes and projects

*20% classwork/homework(completed assignments and quality work)

*10% participation

Behavioral expectations:

Respect yourself and others

- No racist, sexist, or homophobic remarks will be tolerated
- No name calling or harassing
- Bring all materials to class
- Respect your personal area and the school area-keep it clean
- No talking out or turn or off subject
- Electronic devices need to be put away or used appropriately in class
- Follow all school rules (see Franklin High School Student Handbook)

Safety issues and requirements:

Understand safety procedures for fire, earthquake, lock down and lock in. When we evacuate, exit the building and meet on the 31 yard line, south. Line up in alpha order by last name.