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| **School Year** | 2015-2016 | **Teacher Name** | René BeVier Dill |
| **Office** | 303 | **Website** | [http://dilldrama.weebly.com](http://dilldrama.weebly.com/) |
| **Phone** | 720-972-4685 |  | https://lh5.googleusercontent.com/Vw4jIHpwi1idyBZ6-lgaj9zGurMueUfL_kNNrvSQFtfT6Zscat4SGIiLO8NrMlAIbZbwPpDXJTWlB7fqhutkyt5FBAHHb7FgVo6k5wlmW1EzPbRrE281s94oz-VDU49-Lsc3R98 |
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| **Course Name** | English 10 Literature and Composition | | | |
| **Course Description** | This course will focus on a literary exploration of human thought and the great ideas that humanity has expressed through literature. The “Big Ideas” are as follows: The individual within or versus society, the creation/organization of society/government, social justice, ethics, and innovation/exploration. Students will participate in a variety of inquiry-based learning activities and discussions. They will write narrative, informative, and persuasive, and analytical pieces, and read to explore the relationship between a work’s historical or cultural context and the impact of the work itself. Readings will include a range of literature from the U.S. and around the world. This course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author’s intent and theme and to recognize the techniques used by the author to deliver his or her message. | | | |
| **Unit of Study** | **Approximate Timeline of Unit** | **Primary Text(s) with Descriptions from Amazon.com and notation of mature content** | **Text(s) support students with the following assessments:** | **Targeted Date of Assessment** |
| Impact of Craft on Meaning | 8weeks  8/24-10/16 | ***Across the Wire*, Luis Alberto Urrea**  Luis Alberto Urrea's Across the Wire offers a compelling and unprecedented look at what life is like for those refugees living on the Mexican side of the border—a world that is only some twenty miles from San Diego, but that few have seen. Urrea gives us a compassionate and candid account of his work as a member and "official translator" of a crew of relief workers that provided aid to the many refugees hidden just behind the flashy tourist spots of Tijuana. His account of the struggle of these people to survive amid abject poverty, unsanitary living conditions, and the legal and political chaos that reign in the Mexican borderlands explains without a doubt the reason so many are forced to make the dangerous and illegal journey "across the wire" into the United States. More than just an expose, Across the Wire is a tribute to the tenacity of a people who have learned to survive against the most impossible odds, and returns to these forgotten people their pride and their identity. (Sexual Content, Profanity, Violence)  **Various short stories and essays in a variety of media.** | **Text-based discussions:**  Students use close reading  skills to analyze how author’s point of view is revealed as well as how diction, syntax, and figurative language, affect the meaning, connotation, and impact of the text. Students make strong use of textual evidence to support their claims.    **Narrative writing:**  Students write nonlinear narratives that develop real or imagined experiences using a range of literary techniques, including figurative language, precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Ongoing    Oct 16  Q1 Ends |
| Persuasion and  Rhetoric | 10/17-11/2o | **Various Rhetorical Pieces drawn from the *10th Grade Reader*.** | **Text-based Discussions:**  Students use close reading skills to analyze how seminal U.S. documents of historical  and literary significance  address related themes and concepts. Students make strong use of textual  evidence to support their  claims.    **Rhetorical Analysis of**  **Seminal U.S. Documents**  **Including Research:** Students research the historical context and audience of two Seminal U.S. Documents which address related themes or concepts, and analyze how each speaker’s ideas or claims are developed and refined by their use of rhetorical and persuasive techniques. | Ongoing    End of November |
| Social Commentary and Activist Writing | 7 weeks  11/28-1/30 | **Fahrenheit 451**  Ray Bradbury’s internationally acclaimed novel Fahrenheit 451 is a masterwork of twentieth-century literature set in a bleak, dystopian future.  Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden.  Montag never questions the destruction and ruin his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television “family.” But then he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people didn’t live in fear and to a present where one sees the worldthrough the ideas in books instead of the mindless chatter of television.  When Mildred attempts suicide and Clarisse suddenly disappears, Montag begins to question everything he has ever known. He starts hiding books in his home, and when his pilfering is discovered, the fireman has to run for his life. | **Social Commentary or**  **Activist Writing Using**  **Research:**  Students research a contemporary issue and  write a social commentary or piece of activist writing (i.e. letter to editor or legislator) using information from sources and persuasive techniques.  **Peer Writing Conferences:**  Students develop, revise, and edit writing toward achieving the standards.  **Publish:**  Students use technology to update and publish a piece of writing, perhaps soliciting reader feedback.  **Formal Presentation:**  Students make strategic use of digital media and formal English to enhance understanding of findings, reasoning, and evidence and to add interest. | End of January |
| Bias and Perspective | 2/2-3/11 | **Various Rhetorical Pieces drawn from the *10th Grade Reader*.** | **Student-led Text-based**  **Debates or Structured Group Discussions:** Students use close reading skills to analyze the logic, use of evidence, language and emphasis used by two or more authors presenting distinct interpretations of a subject. Students make strong use of textual evidence to support their claims.  **Informational Synthesis**  **Writing:**  Students write to inform how various accounts of a subject use details to vary what is emphasized, making claims regarding important connections and distinctions between the representations, including what is emphasized or absent in each account.  **Peer Writing Conferences:**  Students develop, revise, and edit writing toward achieving the standards. | Beginning of March |
| Connections and Transformations | 3/11-5/26 | **Taming of the Shrew by William Shakespeare**  The Taming of the Shrew is a comedy by William Shakespeare, believed to have been written between 1590 and 1592.  The play depicts the courtship of Petruchio, a gentleman of Verona, and Katherina, the headstrong, obdurate shrew. Initially, Katherina is an unwilling participant in the relationship, but Petruchio tempers her with various psychological torments—the "taming"—until she becomes a compliant and obedient bride. The subplot features a competition between the suitors of Katherina's more desirable sister, Bianca.  The play's apparent misogynistic elements have become the subject of considerable controversy, particularly among modern audiences and readers. It has been adapted numerous times for stage, screen, opera, and musical theatre; perhaps the most famous adaptations being Cole Porter's musical Kiss Me, Kate and the 1967 film version of the original play, starring Elizabeth Taylor and Richard Burton. The film 10 Things I Hate About You is also loosely based on the play. | **Text-Based Discussions:**  Students use close reading  skills to analyze traditional,  classical, and contemporary works of literature while studying authors that employ allusion to affect reader’s  interpretation of complex  characters, tone, and/or  theme. Students make strong use of textual evidence to support their claims.  **Literary Analysis:**  Students write analysis of two or more works of literature, making a claim regarding how the authors’ use of source  material contributes to the  development of complex  characters, tone, and/or  theme. | End of May |
| **Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor.  The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student.  An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.** | | | | |

**For additional information regarding primary texts please visit:**

* Amazon book reviews: [www.amazon.com](http://www.amazon.com)
* Goodreads.com:  [www.goodreads.com](http://www.goodreads.com)
* Common Sense Media: [www.commonsensemedia.org](http://www.commonsensemedia.org)
* Thriving Family--A Focus on the Family publication: [www.thrivingfamily.com/family/Media.aspx](http://www.thrivingfamily.com/family/Media.aspx)

**For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives**

*(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)*

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| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **D** | 60-69 |
| **F** | 59 or below |

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| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
| * The Six P’s are a classroom norm: Be Prompt; Be Prepared; Be Polite; Have P.M.A; Participate, and Produce! * Each student will be given only 4 Bonus passes for each semester.  You must use these wisely; They can be used for passes to your locker and the library.  They also can be used for a 4 day extension on homework.     IF YOU DON’T USE THEM, YOU CAN TURN THEM BACK TO ME AT THE END OF THE QUARTER FOR EXTRA CREDIT POINTS! Each pass can also be attached to assignments of the student’s choosing.  EACH REQUEST IS WORTH 5 Formative or 2.5 Summative POINTS * Besides writing utensils and a folder to keep handouts in, you MUST HAVE A SPIRAL NOTEBOOK, where you will be expected to keep daily notes and writing prompts**.** |
| **Student Expectations** |
| * Mrs. Dill has a strict tardy policy because a great deal of instruction is given at the BEGINNING OF CLASS. If you are tardy, you must fill out a tardy slip BEFORE YOU ARE INVITED TO SIT DOWN IN THE CLASSROOM.   When a student has three or more tardies, a lunch detention will be given. * Cellphones and other electronic devices are to be used for educational purposes only. If the cellphone is being used inappropriately, it will be taken away and turned into student relations on repeat offences. **If a cellphone is ever out during a formal presentation, it will be turned in immediately to student relations.** * Homework is collected in color coded and numbered according to period folder. Your folder is\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_.  It can be found in the plastic box by MRS. Dill’s desk and if you get an assignment in by 3:15 the day it is due, it will not be late.  **Mrs. Dill does not accept late work unless you attach a late pass. The late pass only gives you a 4 day extension on an assignment. If it’s past this time-frame, it will not be accepted.** * It is a student’s responsibility to get all late work from the teacher, not the other way around. * *Accommodations will be made on an individual basis for students with special needs and learning differences* |