

10th/11th Grade English Course Syllabus
School for Excellence
Mr. Lopez

Instructor: Mr. Lopez
Course Periods: 3, 5, 7
Office Hours: By appointment, 2:00 – 2:30: Room 429
Email: Via Skedula
School Website: www.schoolforexcellence.org

Course Description:

This course is designed to immerse the student into the depths of academic rigor and complexity through the forms of literature (poetry/prose, short stories, dramas, and novels), international music and Art History. Throughout the course of the semester, students are required to complete various projects/papers based on the analytical pillars of reading, writing, listening/speaking, and language. Consistently, students are required to complete the assigned readings and participate in daily re-reading, writing, and analytical interpretations of the covered material. Additionally, students are required to study weekly vocabulary based homework assignments (1 page) to be due each Friday, along with daily reading responses to ensure student comprehension/reaction and critical interpretation of the material covered. At the end of each unit, students are required to complete a final paper/project influenced by the corresponding book of the time. Throughout the year, there will also be several opportunities for students to attend poetry workshops and Poetry Readings at Fordham University. Pending completion of the academic year, students will be college/career ready and prepared for the Common Core English Regents, June 2018.

Course Objectives:

By the end of the year, students will:

1. Read literary and informational text to determine key ideas, details, and to interpret complexity:

CCSS.ELA-Literacy.RL.11-12.1

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.

CCSS.ELA-Literacy.RL.11-12.2

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.

2. Write different text types and understand purposes for writing:

CCSS.ELA-Literacy.W.11-12.1

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

CCSS.ELA-Literacy.W.11-12.3

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

3. Understand the Process: Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4

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.)

CCSS.ELA-Literacy.W.11-12.5

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 [here](#).)

4. Fruitful Speech: Comprehension and Collaboration:

[CCSS.ELA-Literacy.SL.11-12.1](#)

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.

[CCSS.ELA-Literacy.SL.11-12.1.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.

5. Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.SL.11-12.4](#)

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.

6. Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.11-12.4](#)

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.

[CCSS.ELA-Literacy.L.11-12.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Foundational Classroom Texts and Units, Texts and Assignments (unlimited): Fall 2017

Unit X: Creating a Community of Readers, Thinkers, Writers, and Fruitful Speakers

Texts: Assortment of Poetry/Prose (Snow White and the Seven Dwarfs, Cinderella)

Assessments: English Baseline Assessment, Independent/Guided Reading Project I, Independent/Guided Reading Project I Presentations, Reader's Autobiography

Unit Overflow: Concentrated Poetry/Prose Packets (Throughout Academic Year)

Readings:

- 400 to 17th Century (Geoffrey Chaucer, Edmund Spenser, Sir Philip Sidney, William Shakespeare, Christopher Marlowe, John Milton, John Donne)
- 18th Century Poetry (William Wordsworth, William Blake, John Keats, Samuel Taylor Coleridge)
- 19th Century Poetry (William Bryant, Emily Dickinson, Henry Wadsworth Longfellow, Ralph Emerson, Henry James Thoreau, Walt Whitman, Robert Frost)
- 20th and 21st Century Poetry (T.S. Eliot, ee cummings, Pablo Neruda, Octavia Paz, Miguel Pinero, Pedro, Pietri, Jimmy Santiago Baca, Julia de Burgos)

Assessments: Annotation Project, Creative Writing Project

Unit of Short Stories:

Text(s): Nathaniel Hawthorne's Young Goodman Brown, The Birthmark. The Minister's Black Veil, Edgar Allen Poe's The Fall of the House of Usher, Dantecat's The Book of the Dead, Jesus Colon's A Puerto Rican in New York City, Washington Irving's The Legend of Sleepy Hollow

Assessment: Thinking and Writing Process I

Unit of Dramatic Plays:

Text(s): Arthur Miller's The Crucible

Assessment: English Midterm, Thinking and Writing Process II

Unit centered on a Novel: The Novel

Text(s): TBD

Assessment: Thinking and Writing Process III

Grading Policy for Fall 2017 (Semester grades are posted on Skedula)

- Class work and participation (40%)
- Papers and Projects (40%)
- Homework (5%)
- Regents Preparation (5%)
- Organizational Skills (10%)

Grading for Writing Responses on Reading Material:

9: 93 – 100	8: 90 – 92	7: 87 – 89	6: 83 – 86	5: 80 – 82
4: 77 – 79	3: 73 – 76	2: 70 – 72	1: 67 – 69	

Grading for Overall Assignments:

A	93% - 100%	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	67% - 69%
B	83% - 86%	D	63% - 66%
B-	80% - 82%	D-	60% - 62%
C+	77% - 79%	F	0 - 59%

Grading for Papers:

A range paper:	Excellent
B range paper:	Very Good
C range paper:	Good/Average
D range paper:	Below Average/Poor
F range paper:	Unacceptable/incomplete

Classroom Expectations and Rules: (This you will exercise consistently.)

- Memorize, do your work and be on time!
- Listen carefully, concentrate and speak clearly
- No cheating and no foolishness!
- Be organized and stay focused! (Be prepared)
- Respect and clean after yourself.
- Bathroom only after the first 10 minutes and before the last 10 minutes: (Lopez Policy)
- Do not wear your headgear, use electronics, eat smelly food, and throw things around while cursing (Did you understand this?).

Classroom Routine:

These are the simple actions you are expected to do each and every day in class.

- Sign in and sit at your assigned seat at all times!
- Copy the Aim and complete the Do Now (continue work from previous day)
- Fruitfully participate in class instruction (learning activities)
- Demonstrate annotated evidence of your understanding of concepts and reading material through written, oral and visual responses.

English Class Agenda:

- Sign in and gather materials - (3 minutes)
- Quick Write (Do Now) - (5 - 7 minutes)
- Instructional Development - (8 -13 minutes)
- Learning Activities/Work Period - (15 – 20 minutes)
- Closing (Exit Slip) - (5 - 7 minutes)

Class Materials:

Must be brought to class every day and cannot be discarded until the course has been successfully completed.

- Your brain, your eyes, your ears, your productive words, your hands, and feet (THIS YOU KEEP FOR ONE HUNDRED YEARS!!!)
- A binder, a journal book or loose sheets of lined paper (be prepared to take notes)
- A black pen/a blue pen / a colorful pencil
- The reading material of the current unit
- Class folder will be provided for each student (left in the classroom)

Attendance / Lateness Policy:

If for any reason you miss class, it is your responsibility to make up the work.

If you are absent, bring in a parent / doctor's note.

Lateness will not be tolerated. It is your responsibility to get to class on time.

Plagiarism: (this section was taken off the UCONN website because I was getting sleepy.)

- The consequences for plagiarism can include failure of the assignment and/or failure of the course.
- Plagiarism—Plagiarism is using someone else's words or ideas without proper acknowledgement. It can range from improper citations to submitting someone's entire essay as your own. Intentional plagiarism is not tolerated and will result in the failure of this course. We will have a more in-depth discussion of plagiarism in class, and if you are ever in doubt over the proper citation, ask me.
- One of the aims in this course is for you to learn how to conduct yourself as part of a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise.
- Plagiarism is a big deal.

Mr. Lopez's Philosophy of Education:

Classroom Exclusive