Course Syllabus – Spring 2020

Teacher: Steinke (Walker-2nd)
Room: 306
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Course: ENGLISH 10
Conference Time: 1st/4th/6th/8th

Course Description: In this class students will ask themselves “How does the outside world see me?” By analyzing literature that questions worldviews, the natural world, how we respond to and perceive our changing environment, the role of power and liberty, students will have to confront how the world see them and why? By examining this field of knowledge students will come to a better understanding of themselves and the world around them.

New York State Standards
Students will read, write, listen and speak for
--Information and Understanding
--Literary Response and Expression
--Critical Analysis
--Social Interaction

Please note:
--Schedule is subject to change due to book availability
--Spelling and vocabulary are studied across the marking periods in conjunction with the literary text
--Projects are done every marking period and will be compromised of one of the following:
  --Research Papers (process and product)
  --Group Oral Presentations
  --Technology-based Presentations
  --Cooperative Experiences

The Academic overview of the course is to prepare the students to take the English Regents Exam and pass the exam with a grade over 79, thereby fulfilling the New York State Standards listed above.

The Thematic Content of the course will be based on following:
In this [course], we shall look at the world and try to see it whole. To do this is sometimes called to philosophize, and philosophy has been defined as the love of, and seeking after, wisdom. Socrates said: “Wonder is the feeling of a philosopher, and philosophy begins with wonder.” …One way of looking at the world as a whole is by means of a map, that is to say, some sort of a plan or outline that shows where various things are to be found--not all things, of course, for that would make the map as big as the world, but the things that are most prominent, most important for orientation--outstanding landmarks, as it were, which you cannot miss, or if you do miss, you will be left [totally perplexed or lost]. …[The thematic map or guidebook to be created in this course will be] constructed on the recognition of four Great Truths--or landmarks--which are so prominent, so all-pervading, that you can see them wherever you happen to be.

The guidebook, it might be said, is about how “Man lives in the world.” This simple statement indicates that we shall study:

1. “The World”
2. “Man”--his equipment to meet the world
3. His way of learning about the world; and
4. What it means to “live” in this world

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The Great Truth about the world is that it is a hierarchic structure of at least four great “Levels of Being.”
The Great Truth about man’s equipment to meet the world is the principle of “adequateness.”
The Great Truth about man’s learning concerns the “Four Fields of Knowledge.”
The Great Truth about living in this life, living in his world, relates to the distinction between two types of problems, “convergent” and “divergent.”

A map or a guidebook—let this be understood as clearly as possible—does not “solve” problems and does not “explain” mysteries; it merely helps to identify them. Therefore, everybody’s task is as defined by the last words spoken by the Buddha: “Work out your salvation with diligence,” [or in other words “Question Authority,” that is, learn to question everything about yourself and the world around you.]

--excerpted from A Guide for the Perplexed by E.F. Schumacher

Expected Student Learning Outcomes:

Upon completing the ELA 10 courses, students should be able to:

- Read and listen critically and analytically, identify an argument’s major assertions and evaluate its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using Standard English and appropriate technology to critique and improve one’s own and others’ texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- Approach writing as a process that involves the steps of prewriting, drafting, revising and editing complete coherent essays

Types of Assignments

- Daily reading assignments
- Marking Period Projects
- Journals/Response logs - Reflections
- Group work/Projects - team building, cooperative learning, group presentations

Grading Policy

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<thead>
<tr>
<th>Content &amp; Skills Mastery Level</th>
<th>Numerical Values for Transcripts</th>
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</thead>
<tbody>
<tr>
<td>Exceeding Mastery (EM)</td>
<td>100</td>
</tr>
<tr>
<td>Meeting Mastery (MM)</td>
<td>90</td>
</tr>
<tr>
<td>Approaching Mastery (AM)</td>
<td>75</td>
</tr>
<tr>
<td>Developing Mastery (DM)</td>
<td>65</td>
</tr>
<tr>
<td>Not Yet (NY)</td>
<td>55</td>
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</tbody>
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ALL ASSIGNMENTS MUST BE COMPLETED in order to pass the class. Assignments may be given either as homework, in-class exercises or discussions. No late assignments will be accepted unless you receive specific approval from Mr.

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Steinke or Ms. Walker. You will be allowed to revise all assignments that were turned in on time for a higher grade. Students who do not complete all assignments place themselves in jeopardy of failing the class.

Homework assignments will be given in class and/or with the syllabus and should be completed by the due date. Homework should be neat, legible, and demonstrate both time and effort in its completion. Homework assignments should be typed and double-spaced and adhere to MLA guidelines.

Unit Topic
A general outline of the year’s units (three per semester) follows:

Unit 1 -- Ourselves and Others

Unit 2 -- The Natural World
Possible Texts: “My Life as a Bat” by Margaret Atwood, “When I Heard the Learn’d Astronomer by Walt Whitman

Unit 3 -- Responses to Change
Possible Texts: from “The Metamorphosis” by Franz Kafka, “Magic Island” by Cathy Song

Unit 4 -- How We See Things

Unit 5 -- Absolute Power

Unit 6 -- Hard-Won Liberty
Possible Texts: “Letter from Birmingham Jail” by Martin Luther King Jr, “Speech at the March on Washington” by Josephine

Activities and Strategies for All 10th Grade Units:

Speaking/Writing Process: ( informational, argumentative, personal narrative); thesis statements, controlling ideas, topic sentences, evidence; Jane Schaffer paragraphs, TEAL (topic, evidence, analysis, link) for paragraph development; Jigsaw; Socratic Seminar; Debate; Four Corners; Gallery Walk; technology support (differentiated texts from Achieve 3000 and other web-based sources), visual aids with Promethean Boards, Power point presentations, real-world pamphlets, flyers and how-to manuals, journal writing; Writing Portfolios (with goals, self-assessments, peer assessments, lists, brainstorm, seed ideas, drafts, assessments using rubrics, exemplars/models, final products); shared writing activities; silent notes; evidence of student knowledge and self-assessment of mastery of the CCLS; practice PARCC tasks/exams as available (with an eye toward taking the new CCLS aligned state exam)

Reading/Listening Process:
Mini lessons on reading comprehension strategies (making predictions, making inferences, visualizing, questioning the author); Jigsaw; Socratic Seminar; G.U.M. (grammar, usage & mechanics) taught in context; guided reading; explicit vocabulary instruction (pre-taught uniform word banks from those listed here for each unit, power academic vocabulary words, flashcards, vocabulary charades, vocabulary notebooks, Word of the Day routine, Freyer Model, LINCS ), Gallery Walk; Grade Level Texts as Whole Class Study, plus “Just Right” independent reading books selected from classroom & school library

Provision for Multiple Entry Points: Anchor Activities (related to specific units, posted in rooms), Anticipation Guides (to reveal prior knowledge, interests, goals), Student self-assessments and goal-setting statements based on an introduction to the CCLS, questions and tasks based on “Depth of Knowledge” levels (a taxonomy explicitly taught to students and posted in rooms),

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graphic organizers for reading and writing tasks (e.g. the Frame, The Concept Diagram); accommodations from “Universal Design for Learning” (e.g. providing texts in large font and providing books on tape, video versions, adapted texts), Learning Centers for targeted skill building, learning style surveys and resultant flexible grouping, projects based on UbD “Six Facets of Understanding” to target skills and interests

Formative Assessments for All 10th Grade Classes:
- Writing and Reading Conferencing
- Exit Tickets
- Group share-outs
- Turn & Talk
- Stop & Jot
- Fist to Five
- Cubing
- Journal Writing
- Recitation
- Debate
- DOK - Upper Level Questions
- Quizzes
- Group Reports
- Over the shoulder observations/notes
- Writing Portfolios
- Hot seat
- Philosopher’s seat

10th Grade Writing/Research Focus: The ability to provide valid, relevant and well-chosen textual evidence should be the focus. All arguments advanced in seminars and in essays must be supported with documented evidence. Across a 10th grader’s school day, 80% of the writing they do should be analytical, with 70% of the reading they do consisting of nonfiction. To learn better how to document source information, freshmen are required to attend at least one orientation lesson in the library during first marking period, which serves to orient students to using the library for pleasure reading and for research. The librarians introduce techniques for documenting source material using the Modern Language Association (MLA) Style and acquaint students with the Dewey Decimal students and the layout of the library in a scavenger hunt. They also show students how to access the school’s online catalogue and how to check out Ebooks from our library. Teachers follow up with frequent reinforcement on how to document ethically and avoid plagiarism, and may take students for several library orientations during ninth grade. Freshmen receive the school’s academic policy statement, along with class contracts (to be signed by parents the first week of school).

Summative Assessments – CCLS-aligned performance assessments; Unit tests at end of each marking period (with units paced to correspond to six marking periods); Writing Portfolios; Group Projects; Research Papers (MLA)

Required Texts:  *HMH Collections, Short Stories, Essays, Poems and Plays*

Required Materials for Daily Class:
1. Notebook
2. Pencil/pen
3. Independent Reading Book
4. Work Folder

Homework: Any classwork that is not completed in class becomes homework.

Subject Matter:

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Writing Samples:
journal writing, sentence writing strategy, paragraph writing strategy, informative essay, narrative, 5 paragraph essay

Literature:
Assorted short stories, poems, novels, plays and articles.

Classroom Rules:
1. Homework must be handed in on time or you will lose valuable points.
2. Participate in classroom discussions.
3. Respect your classmates, teachers, paraprofessionals, custodians, other staff, and school property.
4. Two latenessess in one week will result immediately in a call home.

Communication:
I updated all of the grades weekly on Skedula, and all students’ grades can be accessed through Pupil Path. Failing students will receive phone calls home in order to improve performance.

Plagiarism/Academic Dishonesty

Plagiarism is the intentional theft of another person’s intellectual work and an attempt to pass it off as your own. Copying from the internet, your friend, or even your own past work (without proper citation) can be plagiarism. If you are unsure whether you are plagiarizing, come speak with me. Academic dishonesty includes plagiarism and any form of cheating – copying a test or homework, having a friend or family member write a paper for you, etc.

Plagiarism or any form of academic dishonesty is a serious offense and will be addressed as such. Academic dishonesty is most harmful to you, the student, as it robs you of an opportunity to improve your skills and demonstrate your learning.

- For a first offense, you will be given a zero for the assignment and I will contact your parents.
- For a second offense, the principal will be notified and administrative consequences will follow.

General Information: If you are having trouble with this class, go immediately to Mr. Steinke/Ms. Walker-2nd). If you wait till the end of the marking period, it will be TOO LATE. The teacher is available to help you understand so you can be successful in this class.

Parent Name:________________________________Signature:________________________________

What is the best phone number to reach you? ________________________________
If you have an email address: ________________________________

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