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## English 10

# Course Syllabus

## Fall/Spring Semester

**Mrs. Kokes**

### Mission

The mission of Avon School District is to ensure that all students successfully reach their potential (1[[1]](#endnote-1)).

### Vision

The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff (1).

### Course Description/Overview

“Literature opens minds. It should also open doors to a student’s future. This course is a comprehensive literacy program that teaches students to become better readers, better writers, and better thinkers so they’re better prepared for college, careers, and beyond” (*Prentice Hall* *Literature* CC2).

### Course Learning Objectives (Essential Questions)

1. Is there a difference between reality and truth? (Unit One- Fiction and Nonfiction)
   * Prediction
   * Cause and effect
2. Can progress be made without conflict? (Unit Two- Short Stories)
   * Making inferences
   * Drawing conclusions
3. What kind of knowledge changes our lives? (Unit Three- Types of Nonfiction)
   * Main idea
   * Prediction
4. Does all communication serve a positive purpose? (Unit Four- Poetry)
   * Reading fluently
   * Paraphrasing
5. To what extent does experience determine what we perceive? (Unit Five- Drama)
   * Summary
   * Compare and contrast
6. Can anyone be a hero? (Unit Six- Themes in Literature: Heroes and Dreamers)
   * Cultural context
   * World views

### English/Language Arts Common Core Standards

LITERATURE (FICTION)

**Key Ideas and Details**

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Unit One
* Unit Two
* Unit Four
* Unit Five

RL.9-10.2. 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.

* Unit Two
* Unit Five
* Unit Six

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

* Unit One
* Unit Two
* Unit Five
* Unit Six

**Craft and Structure**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

* Unit One
* Unit Two
* Unit Six

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

* Unit One
* Unit Two
* Unit Five
* Unit Six

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

* Unit One
* Unit Two
* Unit Five
* Unit Six

**Integration of Knowledge and Ideas**

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

* Unit Four
* Unit Five
* Unit Six

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

* Unit Two
* Unit Five
* Unit Six

**Range of Reading and Level of Text Complexity**

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* Unit One
* Unit Two
* Unit Four
* Unit Five
* Unit Six

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

INFORMATIONAL TEXT (NONFICTION)

**Key Ideas and Details**

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Unit Two
* Unit Three
* Unit Four
* Unit Six

RI.9-10.2. 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.

* Unit One
* Unit Three
* Unit Four
* Unit Five

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

* Unit One
* Unit Two
* Unit Three

**Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

* Unit One
* Unit Two
* Unit Three

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

* Unit One
* Unit Two
* Unit Three

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

* Unit One
* Unit Two
* Unit Three
* Unit Five

**Integration of Knowledge and Ideas**

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

* Unit One
* Unit Three
* Unit Four
* Unit Five

RI.9-10.8. 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.

* Unit Two
* Unit Three
* Unit Six

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

* Unit Three

**Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* Unit One
* Unit Three

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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WRITING

**Text Types and Purposes**

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

* Unit Three

W.9-10.2. 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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

* Unit Two
* Unit Four

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

* Unit Two
* Unit Five
* Unit Six

**Production and Distribution of Writing**

W.9-10.4. 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.)

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

W.9-10.5. 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.

* Unit One
* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

**Research to Build and Present Knowledge**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

* Unit Two
* Unit Four
* Unit Five
* Unit Six

W.9-10.8. 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.

* Unit Five

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

* Unit Three
* Unit Six

**Range of Writing**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* Unit Three
* Unit Five

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SPEAKING AND LISTENING

**Comprehension and Collaboration**

SL.9-10.1. 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.

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.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

* Unit One
* Unit Three
* Unit Five
* Unit Six

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

* Unit One
* Unit Two
* Unit Five
* Unit Six

**Presentation of Knowledge and Ideas**

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

* Unit Two
* Unit Three
* Unit Four
* Unit Five
* Unit Six

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

* Unit One
* Unit Four
* Unit Five

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

* Unit Three

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LANGUAGE

**Conventions of Standard English**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.\*

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

* Unit One
* Unit Two
* Unit Four

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Use a colon to introduce a list or quotation.

Spell correctly.

* Unit Two
* Unit Four
* Unit Five

**Knowledge of Language**

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

* Unit Three

**Vocabulary Acquisition and Use**

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

* Unit Two
* Unit Five

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

* Unit One
* Unit Five

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Unit One
* Unit Five
* Unit Six

### Write to Learn (from South Dakota Department of Education website)

South Dakota Codified Law 13-3-55 requires all public schools to administer an annual writing assessment as directed by the South Dakota Department of Education. In response to this law, the South Dakota Department of Education has adopted an online formative assessment model (Write to Learn).   
  
With this model, students in grades 5, 7, & 10 in all public schools use an online literacy program which provides immediate feedback on essay and summary writing activities. With the feedback provided by the online program, teachers are able to use the data provided by the program to better shape instruction and promote student achievement.

### Course Resources

**Course Website(s)**

* Mrs. Kokes Website <http://lk115.k12.sd.us/> (Also accessible through Avon School site)

#### Required Course Text

* *Prentice Hall Literature* (2012)

#### Course Supplies

* Notebook/paper
* Folder
* Writing utensil (pencil or blue/black ink pen)
* Whiteout/red pen (as needed)
* Textbook/Novel
* Computer/internet (class time will be provided as needed)

### Grading

#### Criteria

#### All assignments are weighted equally, but will be given varying point value. Daily work will range between 5-25 points per assignment. Tests and Projects will range from 25- 100 points. Semester grade is determined by 40% first quarter, 40% second quarter, and 20% semester exam. Not all students will take the semester exam. (See Semester Examinations Policy page 14.)

#### Late Assignments

Daily work and projects are created by teachers in order to see which concepts you fully understand and which areas you still need to review. If you do not understand an assignment, you need to see Mrs. Kokes before/after school, during study hall, or set up another time that works for **your** schedule. Late work will not be tolerated. If you fail to hand in an assignment you will attend 8th Period after school until the assignment is completed with quality. (Quality means 60% or more of the answers must be correct.) You will lose 25% of your original grade for any assignment turned in after the due date. If you do not understand the assignment, seek extra help or ask questions. Not handing in your assignment is NOT a wise option.

If you are absent, the district makeup policy will be followed. You will receive one school day for each day missed. For example, if you miss 3 days of school, you receive 3 days to make up the work. (See page 3 of the handbook.)

**Grading Scale**Percentage GPA Points

A+ . . . 100 Superior 4.00   
A . . . 95 - 99 Superior 4.00   
A- . . . 93 - 94 Superior 3.67   
B+ . . . 91 - 92 Above Average 3.33   
B . . . 88 - 90 Above Average 3.00   
B- . . . 86 - 87 Above Average 2.67   
C+ . . . 83 - 85 Average 2.33   
C . . . 78 - 82 Average 2.00   
C- . . . 75 - 77 Average 1.67   
D+ . . . 72 - 74 Passing, Below Average 1.33   
D . . . 63 - 71 Passing, Below Average 1.00   
D- . . . 60 - 62 Passing, Below Average 0.67   
F . . . 59 & Below Failing 0.00

### Course/District Policies

* Cheating – **AVON SCHOOL DISTRICT 4-1 CHEATING POLICY** (19)
  + Definition of cheating: Soliciting, acquiring, supplying or use of answers on

tests, quizzes, study guides or other assignments. Any type of plagiarism and/or copyright infringement on work turned-in is in violation of the cheating policy.

* + Punishment:
    - 1st Offense: Inform Parents; 1 day in-school suspension; Mandatory Semester

tests, 1 hour Saturday detention, "0" credit for the assignment.

* + - 2nd Offense: Inform Parents; 2 day in-school suspension; mandatory semester tests throughout high school; 3 hour Saturday detention;

"0" credit for assignment; Not eligible for the honor roll for the remainder of the year.

* + - 3rd Offense: Meeting with parents; 3 day out-of-school suspension; loss of credit for the class.
  + The classroom teacher will bear the responsibility to verify any and all cheating.
  + Only the classroom teacher and/or the secondary principal may impose the punishment.
* Cell Phones- See revised Avon School Policy 2012-13
* Food- Candy and gum chewing is allowed if it is done in a proper manner. HOWEVER, individual teachers may ask students not to eat candy or chew gum in their classrooms or study hall. There will be NO POP OR FOOD allowed in classrooms without prior approval from the administration (6).
* Classroom Disruptions/Behaviors- refer to the Disciple Grid on pages 6-7 in handbook.

### Course Schedule (Tentative)

*Week of*

*Aug 19*  Unit One – Fiction and Nonfiction & *Fahrenheit 451*

*Aug 26* Unit One – Fiction and Nonfiction & *Fahrenheit 451*  
  
*Sep 2* Unit One – Fiction and Nonfiction & *Fahrenheit 451*

*Sep 9* Unit One – Fiction and Nonfiction & *Fahrenheit 451*

*Sep 16* Unit One – Fiction and Nonfiction) & *Fahrenheit 451*  
  
**Midterm Wednesday, September 18**

*Sep 23* Unit Two- Short Stories

*Sep 30* Unit Two- Short Stories

*Oct 7* Unit Two- Short Stories

*Oct 14* Unit Two- Short Stories

**End of the First Quarter Thursday, October 17**

*Oct 21* Unit Two- Short Stories

*Oct 28* Unit Two- Short Stories

*Nov 4* Unit Three- Types of Nonfiction

*Nov 11* Unit Three- Types of Nonfiction

*Nov 18* Unit Three- Types of Nonfiction

##### Midterm Monday, November 18

*Nov 25* Unit Three- Types of Nonfiction

*Dec 2* Unit Three- Types of Nonfiction

*Dec 9* Unit Three- Types of Nonfiction

*Dec 16*  Unit Three- Types of Nonfiction

**Semester Test TBA (Thursday, December 19 or Friday, December 20)**

*Jan 6*  Unit Four- Poetry

*Jan 13* Unit Four- Poetry

*Jan 20* Unit Four- Poetry

*Jan 27* Unit Four- Poetry

*Feb 3* Unit Four- Poetry

**Midterm Wednesday, February 5**

*Feb 10* Unit Five- Drama

*Feb 17* Unit Five- Drama

*Feb 24*  Unit Five- Drama

*March 3* Unit Five- Drama

**End of the Third Quarter Tuesday, March 11**

*March 10* Unit Five- Drama

*March 17* Unit Five- Drama & *A Separate Peace*

*March 24* Unit Five- Drama & *A Separate Peace*

*March 31* Unit Five- Drama & *A Separate Peace*

*April 7* Unit Five- Drama & *A Separate Peace*

**Midterm Monday, April 14** *April 14*  Unit Six- Themes in Literature: Heroes and Dreamers & *To Kill A Mockingbird*

*April 21* Unit Six- Themes in Literature: Heroes and Dreamers & *To Kill A Mockingbird*

*April 28* Unit Six- Themes in Literature: Heroes and Dreamers & *To Kill A Mockingbird*

*May 5* Unit Six- Themes in Literature: Heroes and Dreamers & *To Kill A Mockingbird*

*May 12*Unit Six- Themes in Literature: Heroes and Dreamers & *To Kill A Mockingbird*

**Semester Test TBA (Tuesday, May 20 or Wednesday, May 21)**

1. *Cited handbook pages can be accessed through the “Handbook” link on the Avon School Website or through the Avon School Main Office* [**www.avon.k12.sd.us**](http://www.avon.k12.sd.us) [↑](#endnote-ref-1)