



ENGLISH 3P HONORS: 2017-2018 CLASS SYLLABUS

Instructor: Ms. Adriana Alba

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Class Objectives

English 3P Honors will focus on analyzing the historical context and philosophical background that gave rise to the canon of American Literature and Composition. Class content will provide a survey of the major literary forms, topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on developing a critical understanding of major literary forms of the United States as an emerging nation, analyzing major literary themes and philosophical trends, and will show understanding through research and composition of formal academic essays, speeches, and presentations using representative forms of discourse. As this is considered an Honors course, be prepared to synthesize class content with independent research and reading.

Texts, Materials, and Technology

Beers, Kylene, etc. *California Collections*. Sacramento: Houghton Mifflin Harcourt, 2017. E-book: <https://my.hrw.com/>

Composition Book, Glue, Writing Utensils, AERIES & Google Classroom Account & App

Homework & Assignments

NOTEBOOKS, which include both class and homework, will be collected every three weeks. (See interactive Notebook Rubric and Guidelines for details.) *All assignments are to be turned in the day they are due.*

Make-ups are permitted for tests, quizzes, homework, etc. following an excused absence. Students are solely responsible for informing themselves about work missed during absences. Worksheets and assignments will be listed on the weekly and daily class updates www.msalbasclass.com/weeklyupdates and in our Google Classroom Page. *Late work is not accepted, but students must submit Missing Assignment Log Sheet.*

Tests

Every unit will be closed with an assessment of students grasp of key standards, concepts, terms, and skills covered by both lecture and textbook material. Study guides will be provided. Additional support can be obtained by visiting me during after school hours.

Grading Policy

Grades will be based on tests, quizzes, homework packets, projects, writing assignments, and participation. The value of each of these components at the outcome of the semester is as follows:

40% Writing Assignments & End of Unit Projects (Summative)

30% Timed Writes & Tests (Summative)

20% Notebook (Formative)

10% Quizzes (Formative)

Grading Scale

Grading is based on mastery of knowledge and skills demonstrated through assessment evidence. Every assignment and assessment will be given a level of mastery score between one and five in a give category. At the end of the semester, a letter grade will assigned on the average of the 1-5 in each grading category. At the end of the semester, a letter grade will be assigned based on the average of the 1-5 scores of all the grading categories.

You will have opportunities to redo assignments or retest assessments to demonstrate a possible higher level of mastery. If a higher level of mastery is demonstrated, it will replace the lower score for that assignment or assessment.

5.0 = Letter grade **translates to an A** and reveals ADVANCED Mastery that exceeds assignment requirements through synthesis and connections beyond the assigned readings.

4.0-4.4 = Letter grade translates to a B and reveals PROFICIENT mastery of standards and meets assignment requirements with no major errors.

3.0= Letter grade translates to a C and reveals BASIC understanding of content standards and meets basic assignment skills but there are errors regarding more complex ideas and processes.

2.0 = Letter grade translates to a D and reveals BELOW BASIC understanding of content standards through evidence of partial knowledge and some basic skills and requirements, but there are major errors that demonstrate for further practice.

1.0 = Letter grade translates to an F and demonstrates FAR BELOW BASIC understanding of content standards due to major errors and limited evidence of assignment requirements.

Electronic Device Policy

Use of interactive technology (i.e. cell phones, tablets, etc.) is allowed ONLY when it is required for the assignment, for contacting group members or research. Silence device and place it in your backpack during class. Photos or video may not be taken in class without prior permission.

Interactive Notebook Guidelines

Your Interactive Student Notebook will be your property and the key to success in my class. It will contain notes, handouts, and valuable information concerning class material. It will also contain your thoughts, creativity, and personality – so take care of it! **Your Interactive Student Notebook must come to class every day!** This is essential—along with quizzes it is 30% of your grade!

Your Interactive Student Notebook must contain the following aspects:

1. All Work is listed in Table of Contents and ORGANIZED in chronological order.
2. All work follows DIRECTIONS.
3. All work is COMPLETE.
4. All work is INSIGHTFUL & REFLECTIVE
5. All works shows exceptional EFFORT through the use of color, annotations, etc.

COURSE CALENDAR FOR QUARTER 1

Note: This course calendar is tentative and serves as a general outline of the topics and assignments. I teach according to my students' needs so things will most likely change.

WEEK	TOPIC	Due this week
8/30-9/1	Welcome Back and Pre-Assessment	<ul style="list-style-type: none"> ◇ Summer Reading Annotations ◇ Pre-Assessment Writing Exam
9/4	Labor Day Holiday: No School	<ul style="list-style-type: none"> ◇ Join Google Classroom and Social Media Accounts
9/5-8	"Coming to America" Unit Introduction <i>The Crucible</i> Research Questions	Summer Novel Focus and Questions Socratic Seminar #1
9/11-15	"Of Plymouth Plantation" (5A) by William Bradford	<ul style="list-style-type: none"> ◇ Progress Check 1.1 ◇ Summer Novel: Response Essay
9/18-22	"Indian Boy Love Song" by Sherman Alexie "Blaxicans and Other Reinvented Americans" (87A) by Richard Rodriguez	<ul style="list-style-type: none"> ◇ Summer Novel: Response Essay ◇ 9.4-22 Notebook Due
9/25-29	"Mother Tongue" (96B) by Amy Tan Introduction to <i>The Namesake</i> by Jhumpa Lahiri "	<ul style="list-style-type: none"> ◇ Progress Check 1.2 ◇
10/2-6	Immigrant's Fate is Everyone's" (Online) by Viet Thanh Nguyen Coming to America Socratic Seminar Introduction <i>The Namesake</i> Ch. 3-8	<ul style="list-style-type: none"> ◇ Progress Check 1.3
10/9-13	<i>The Namesake</i> Ch. 9-12 Coming to America Socratic Seminar #2	<ul style="list-style-type: none"> ◇ 9.24-10.13 Notebook Due
10/16-20	Unit Timed Write: Theme Analysis	<ul style="list-style-type: none"> ◇ The Namesake Unit Final ◇
10/23-27	"Building a Democracy" Unit Introduction: "The Declaration of Independence" by Thomas Jefferson (11A) "Speech to the Virginia Convention" by Patrick Henry (Online) "The United States Constitution: Preamble and Bill of Rights" (121) "Thomas Jefferson: Best of Enemies" by Ron Chernow (141A) "Abigail Adams' Last Defiance" by Woody Holton (150b)	<ul style="list-style-type: none"> ◇ Learning Stations ◇ Progress Check 2.1
10/30-11/3	"The Interesting Life of Olaudah Equiano" by Olaudah Equiano (Online) "To the Right Honourable William Earl of Dartmouth" by Phyllis Wheatley "Did a Fear of Slave Revolts Drive American Independence?" (Online)	<ul style="list-style-type: none"> ◇ Progress Check 2.2 ◇ 10.16-11.3 Notebook Due
10/31-11/4	Building a Democracy Socratic Seminar Unit Timed Write: Rhetorical Analysis	<ul style="list-style-type: none"> ◇ Unit Timed Write
11/10	Veterans Day: No School	<ul style="list-style-type: none"> ◇
11/13-17	Quarter 1 Benchmark	<ul style="list-style-type: none"> ◇ Unit Timed Write