



ENGLISH 3P HONORS: 2017-2018 CLASS SYLLABUS

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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 = 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 40% of your grade!

Your Interactive Student Notebook must contain the following aspects:

1. A **COVER** with your basic information - your name, the course name, your class period, and my name.
2. A **TABLE OF CONTENTS** identifying the material contained in the notebook in chronological order and the page number in your notebook.
3. All materials that are contained in your notebook must be complete and have a title, **including the date**. This is primarily aimed at class materials, such as starters, notes and diagrams, as well as homework assignments and readings.

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 | ◇ Summer Reading Annotations |
| 9/4 | Labor Day Holiday: No School | ◇ 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 |
| 9/11-15 | "Of Plymouth Plantation" (5A) by William Bradford Introduction to Research | ◇ Progress Check 1.1 ◇ Summer Novel: Background Articles |
| 9/18-22 | "Blaxicans and Other Reinvented Americans" (87A) by Richard Rodriguez "Mother Tongue" (96B) by Amy Tan | ◇ Progress Check 1.2 ◇ Annotated Bibliography |
| 9/25-29 | "The Immigrant's Fate is Everyone's" (Online) by Viet Thanh Nguyen Coming to America Socratic Seminar Unit Timed Write: Argumentative Essay | ◇ Socratic Seminar ◇ Argumentative Essay ◇ 9.4-22 Notebook Due |
| 10/2-6 | Introduction to Literary Research Essay Introduction to <i>The Namesake</i> by Jhumpa Lahiri | ◇ Progress Check 1.3 ◇ Summer Reading Introduction Paragraph & Outline. |
| 10/9-13 | <i>The Namesake</i> p. _____ - _____ | ◇ Progress Check 1.4 ◇ Summer Reading Introduction Paragraph & Outline. ◇ 9.24-10.13 Notebook Due |
| 10/16-20 | <i>The Namesake</i> p. _____ - _____ Socratic Seminar Unit Timed Write: Theme Analysis | ◇ The Namesake Unit Final ◇ Summer Reading Research Draft 1 |
| 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) | ◇ Learning Stations ◇ Progress Check 2.1 ◇ Summer Reading Research Final Draft in MLA format Due w/ ALL Background Work |
| 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) | ◇ Progress Check 2.2 ◇ 10.16-11.3 Notebook Due |
| 10/31-11/4 | Building a Democracy Socratic Seminar Unit Timed Write: Rhetorical Analysis | ◇ Unit Timed Write |
| 11/10 | Veterans Day: No School | ◇ |
| 11/13-17 | Quarter 1 Benchmark | ◇ Unit Timed Write |