**English 11 Syllabus – First Semester**                                                            Teresa Hultz

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Educational Philosophy: To prepare students to be lifetime learners, critical thinkers, and effective communicators in today’s society.

Instructional Goals:

* To explore, develop an appreciation for, and analyze British literature
* To increase critical reading skills of both fiction and nonfiction selections
* To evaluate non-print media
* To continue development of grammatical and writing skills necessary for future college work and life.
* To research and present findings in a scholarly manner
* To participate in oral discussion and presentations both individually and in collaborative groups

Course Description: English 11 students will continue to grow as readers, researchers, writers, and critical thinkers to a level above the regular classroom expectations and in preparation for college. Students will master grammatical skills and analytical writing skills. Students will participate in group discussions, individual presentations, and collaborative presentations to develop better communication/oral skills.  Students will read various selections including texts from British literature and significant documents from United States history. This course is aligned with the state course of study and the county pacing guide. Additionally, this course will reinforce skills for ACT mastery.

Course Textbook: *Mirrors and Windows: American Tradition*

Course Materials:     blue/black pens, pencils, loose-leaf paper, three-ring binder, marble composition book, outside reading novels, any reading material not provided by the school.

Required Outside Reading Novels: Every student is required to read an additional outside novel each nine week grading. The assessment on each of these novels will count as one test grade that grading period. Students will select one novel from each grading period as options are available. Selection will be due by the second week of each grading period. Assessment will be on the eighth week of each grading period. The following list is a work in progress at this time! If you have a suggestion, let me know!

First Nine Week Period

Student choice

Second Nine Week Period

*In Cold Blood* by Truman Capote, *Catcher in the Rye* by J.D. Salinger, *Five People you Meet in Heaven* by Mitch Albom

Third Nine Week Period

*I am a Soldier Too: The Jessica Lynch Story* by Rick Bragg, *No Easy Answers: The Truth Behind Death of*

*Columbine* by Brooks Brown, *Catch Me If You Can: The Story of a Real Fake* by Frank W. Abagnale, *The*

*Game of My Life: A True Story of Challenge, Triumph, and Growing Up Autistic* by Jason McElwain,

*Tuesdays With Morrie* by Mitch Albom

Fourth Nine Week Period

*Life on the Color Line* by Gregory Howard Williams, *The Color Purple* by Alice Walker (mature readers only),

*Days of Grace* by Arthur Ashe, TBA

* Students will have the opportunity to order additional reading material through the school. The deadline for ordering is firm.

Assessment:

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| --- | --- | --- |
| Assessment (Oral and Written) | This might include tests, major presentations, major projects, major writing assignments, and research papers. | 50% |
| Everything Else | This might include quizzes, homework, classwork, reading checks, warm-ups, class discussions, group activities, student journals, constructed responses, minor presentations, minor writing assignments, participation, and other such tasks. | 50% |

Attendance

* Attendance is taken by the seating chart. If you are not in your assigned seat at the beginning of class, you will be marked absent.
* Students are responsible for missed work due to absence. Make-up work will be accepted only with receipt of an excused absence slip from the attendance officer or homeroom teacher.

Accommodations: Accommodations will be made per individualized educational programs with the cooperating special education teacher.

Classroom Procedures

* Be on time. Tardiness and class cutting are unacceptable.
* Quietly enter the classroom, submit your homework at the beginning of class, and begin the warm-up activity
* Write only on the front of collected assignments and stay inside both the right and left margins. Respond in sentences unless specifically instructed to do otherwise.
* If you receive a “See me” comment on a returned paper, please see me before you leave class. Do not interrupt class.
* To receive a permanent grade for an assignment graded “INC” resubmit both a corrected revision and the original by the next class period. Staple the revision on top of the original.
* Raise your hand to be recognized---no unnecessary talking.
* Remain attentive and on-task at all time---no heads on desks/no sleeping.
* Emailed assignments must be each sent as a separate attachment.
* Maintain desk and surrounding area keeping them clean and tidy. Discard trash at the end of class.
* Remain in desk unless given permission. The bell does not dismiss; the teacher dismisses the class.
* Complete and submit all assignments on time
* All in-class assignments must be written in blue or black ink only. All out of class essays must be typed, double spaced, 12-pitch, Times Roman font. Papers that do not adhere to these guidelines will not be accepted.
* Computers will be utilized in the final publishing of all major essays, research papers, and projects. Reference and Internet use must be documented in MLA formatted parenthetical citations and Works Cited/annotated bibliographies. The capabilities to quickly change, shift, correct, and produce a final product by using the computer are essential.
* This course requires the reading of several works not included in the textbook. Please be aware that there will be costs incurred for these. Additionally, various essays and/or speeches will be read and may be accessed and printed via the internet. *Cliff Notes* and on-line summaries have some food materials, but they will not replace the reading of the works themselves.
* Students will not bring food or drink to class and will refrain from any personal grooming.
* No gum.
* Absolutely no personal electronic equipment including but not limited to cell phones and Ipads. Special circumstances will be addressed one on one.
* Report to class each day properly attired and in full compliance with the mandatory school uniform policy. Clothing must conform to the school uniform policy. Students will be sent out of class for infractions. Students will not wear hats, hoodies (hat), nor sunglasses. Sun glasses may not be worn around the neck in class. Shirts must be tucked-in!
* Tend to your business on your time, not class time
* Classroom temperature is controlled by the teacher and only the teacher. Cold natured students should be bring a school approved jacket.

Classroom Consequences: Every student shall accept his or her responsibility to provide a safe, healthy, and respectful learning environment where ideas and dreams flourish. Any student who misbehaves or who distracts other students in any way will 1) receive a verbal warning, 2) have parents called, 3) receive two days detention, 4) receive five days detention, 5) receive an office referral (discipline progression). Major incidents disruption the class will result in student being immediately removed from the classroom and sent to the office. Repeated incidents will result in a referral to the alternative school.

Teacher Expectations

* Be a positive influence on others.
* Respect others through word and deed.
* Be prepared to learn. Enter the classroom with all of the necessary tools required for full engagement.
* Participate in activities as directed.
* Complete and submit assignments on time.
* Complete all required readings.
* Be honesty. Academic dishonesty will not be tolerated. Refer to you county and school handbooks.

Tentative Schedule

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| Weeks 1 & 2 | * Formative Assessment * Star Testing * Context Clues and Spelling Practice * Grammar Review * Parts of speech * Parts of a sentence * Complements * Phrases * Clauses * Irregular verbs * Modifiers * Verbal phrases * Poetry Review * “Much Madness” * “I Heard a Fly Buzz” * “Because I Could Not Stop for Death” * Vocabulary from selections from this grading period * Literary terms from selections from this grading period |
| Weeks 3 & 4 | * American Traditions: Expanding Frontiers Into Material * Part One – Realism and Naturalism * “The Notorious Jumping Frog of Calaveras County” * “Life on the Mississippi” * “The Outcasts of Poker Flat” * “Richard Cory” * “Miniver Cheevy” * “To Build a Fire” * “How to Build a Campfire” * “How to Make Sure Your Campfire Is Out” * “Don’t Weep Maidens, for War Is Kind” * “A Man Said to the Universe” |
| Weeks 5 & 6 | * Context Clues and Spelling Practice * Part Two – The Native American Experience * “I Will Fight No More Forever” * “I Am the Last of My Family” * Part Three – Struggling for Equality * Understanding Lit. Forms – The Speech * “Ain’t I a Woman” * “We Wear the Mask” * Writing - Creative Profiel (512-513) * Online Writing “Someone to Admire” |
| Weeks 7 & 8 | * *A Raisin in the Sun* * *Our Town* |
| Week 9 | * ACT review |
| Weeks 10 & 11 | * Grammar Review * Sentence structures * Usage * Mechanics * Subordination(317) * Coordination (555) * Appositives (606) * Context Clues (35-38 Vocab & Spelling Resources) * Application Essay (676-681) * Vocabulary from units covered this grading period * Literary terms from selections from this grading period |
| Weeks 12 & 13 | * Unit 5 – Early 20th Century 1920-1929 Intro Material * Part One – Modernism * Lit. Form – Novel * Author Focus – Hemingway * Excerpt *The Sun Also Rises* * Excerpt *For Whom the Bell Tolls* * “The Artist Reward” * “In a Station of the Metro” * “The River Merchant’s Wife – a litter” * “The Red Wheel Barrow” * “This is Just to Say” * “The Love Song of J. Alfred Prufrock” * “The Common Life” * Author Focus – Frost * “Birches” * “Mending Wall” * “the Death of the Hired Man” * “Chicago” * “Grass” |
| Weeks 14 & 15 | * Part Three – Harlem Renaissance * Author Focus – Hughes * “The Negro Speaks of Rivers” * “I, Too, Sing America” * “My City” * “Go, Down, Death” * *Their Eyes Were Watching God* * Expository Writing – Write an Essay Test Response (52-66) |
| Weeks 16, 17, & 18 | * Online Writing Narrative – “Reactions to Change” * Research Paper (Gatsby related) * *The Great Gatsby* |
| Week19 | * ACT Review * Semester review * Semester exams |

* Major test at the end of each week block. Typically, tests will be every other week on a Thursday or Friday.
* This is a tentative schedule and is subject to change based on the needs of the students.