

Seaside High School

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Course Title: Senior English B

Course Description: The primary goals for this term are to refine our expository, persuasive and narrative writing. Further, we will develop versatility and self-sufficiency, and willingness to ask questions when necessary. We will read challenging texts, experiment with note-taking strategies, complete and evaluate research, use MLA form, present ideas and written work gracefully, and write a range of papers: persuasion, analysis, creative nonfiction, business writing, and narrative. We will use scoring guides. Further, students who have not yet met reading standards by passing the Oaks for Reading (required by the State of Oregon for high school graduation) will have opportunities to retake this assessment.

Faculty: Mr. Ben Chambers

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Text/Course Materials: In Senior English B we will read essays, short stories, poetry, and at least two novels. The reading in B term: *Persepolis* by Marjane Satrapi . We will also read *The Kite Runner* by Khaled Hosseini. The term will also include writing in persuasive, expository, and narrative modes.

***You are expected to have a notebook and folder for this class. Please bring all materials daily.**

We will focus on these Common Core State Standards in this Course:

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| <p>READING “Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed. *[ODE] Suggested grade-level target for reading ON OWN: High School: 1,500,000 words annually.”</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and... in words.</p> <p>CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>LANGUAGE “...gain control over...conventions of standard English grammar, usage, and mechanics..”</p> <p>CCSS.ELA – Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>CCSS.ELA – Literacy. CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>WRITING “Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *[ODE] Suggested word length: High School, 500-1,500 words.”</p> | <p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.CCRA.W.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.</p> <p>CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |
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Grading Policies: Work must be completed, following the assignment and in a timely manner—late work is generally not accepted unless prior arrangements have been made. After arrangements there is a 20% deduction on late work completed within a week. 50% deduction thereafter. Standard grades are based on percentage:

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

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| SSR (Tue and Thurs): 10 pts. (self assessed) | SAT Quizzes 10pts. Using provided SAT vocabulary, write grammatically appropriate sentences. *Punctuation, usage, and grammar count!!! |
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Students who meet the standard for both Reading and Writing will receive a passing grade for that term. **IMPORTANT: Only grades of C and above are acceptable for Oregon public universities.**

Classroom Expectations:

My expectations:

I expect you come to class to learn (what does this mean?).

I expect you come to class with respect (what does this mean to you?).

I expect honesty, not just academic honesty.

I expect you contribute to an environment that motivates you and your classmates to go further...

I expect you to help me learn as I help you learn.

What do you expect?

You dictate what you get out of life; that includes your academic future. You have the ability to choose what you learn. This is your senior year. Let us make this a fruitful experience.

- 1) What is one thing you expect from this class?
- 2) What is one new thing you will try in this class?