

English 10
2014-2015 Syllabus

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Welcome to 10th Grade English!

I am very excited to embark on this new journey with you. We will be reading and writing, learning and discerning all year with various texts - some you will choose, some I will choose – but together we will spark our critical thinking, find our voice, and dig deeper into our texts and our souls.

Course Description:

The 10th grade English course centers on close reading and writing skills, which will enable you to discern details and become keener readers, stronger writers, and more articulate speakers. You will closely examine language of various genres in order to discover deeper meanings about characters, themes, plot, as well as recognize an author's craft and purpose for writing.

Throughout the course, you will be able to cite pertinent evidence to support your arguments and identify essential ideas. Texts will range from short stories to nonfiction, classics to Young Adult Literature, film to music. Texts will be taught through whole class readings and discussions, literature circles, and independent reading. There will be ongoing in-class discussions so be prepared to participate and share your thoughts, ideas, brilliant perceptions & voice! You will work independently and in groups. Each unit will culminate in a thematic based essay (literary or research), which you will complete through an authentic writing process of planning, drafting, editing, revising, and publishing. Presentations and other creative projects will also be infused throughout the units.

Tentative Yearly Plan

Units	(Some) Essential Questions: Content & Skill
1. Reading Short Stories <i>We will read various short stories (whole class and independently) to understand how the authors build suspense, characters, provide irony, write with detailed description and much more! We will delve into language and get deeper into text for deeper meaning. Strong annotations will be essential.</i>	<ul style="list-style-type: none">• What is close reading? Why is it essential not only in our literary and day to day lives?• How can we closely examine language to uncover new or alternate meaning in a text?• -How does the author's writing style give us hints into the story, themes, characters, purpose of literary elements, etc.? (These questions will come up throughout all units)
2. Writing Short Stories <i>After reading various short stories you will write your own imaginative short story! These stories will be published. **If you are interested in finding publishing websites and/or compiling your peers short stories into an anthology please see me at the onset of the unit!</i>	<ul style="list-style-type: none">• How can we use the writing process to help inform our own writing?• How can we as writers employ literary elements to build his/her characters, conflict, setting, and plot and use narrative tool (action, description, dialogue) to enhance their writing?

	<ul style="list-style-type: none"> • How can we give and receive meaningful and productive feedback? • How can we use mentor texts and authors' processes to better understand the writing process?
3." Making it New" – Poetry & The Modern <i>We will try to understand what poetry is, what it means to "make it new," who the modernist poets were, etc. Were they truly modern/different? We will learn literary terms play with sounds and also words. Final: thematic/research essay and/or mini poetry project. (This unit is to be determined)</i>	<ul style="list-style-type: none"> • Is art, specifically modernist poetry, ever truly new, or it is always a reflection of something that has come before? • What is innovation? • What does "making it new mean" to the modernist poets? What does it mean to you?
4. Understanding the Teen Struggle through J.D. Salinger's <i>The Catcher in the Rye</i> <i>Through a whole class reading of this text, we will explore what it means to be a teenager now and in the past and discern how to close read a novel. We discover universal themes within the book and research secondary sources in order to write a thematic based argumentative essay. Lastly, you will make a Truth Booth</i>	<ul style="list-style-type: none"> • What is universal about the teenage struggle? • What does it mean to come-of-age? • How is identity constructed? What are the roles of society upon the individual? • How does place and "the rules of setting" shape one's identities and perspectives?
5. Understanding the Teenage Struggle through Independent Reading <i>You will have agency to choose your own Young Adult Literature book that deals with the teen struggle. Lots of in class reading and conferencing time will be provided. Final Project / Essay TBD.</i>	<ul style="list-style-type: none"> • What is our evolution as readers? • How can we transfer our close reading and analysis of whole class texts to independent texts? • How can we set our own reading pace in order to meet a deadline? • How can we use conferencing to clarify understanding? • How can we use our note taking skills to help understand the plot, characters, conflicts, and themes of a text?
6. Literature Circles: Breaking down notions of genre <i>You will pick a book of your choice and share your reading experience with other peers who are interested in the same book as you! You will have meaningful discussions, find pertinent research on your books and write argumentative essays on topic of your choice. Some book options might include:</i> <ul style="list-style-type: none"> ✚ In Cold Blood ✚ The Glass Castle ✚ Brave New World ✚ The Curious Incident of the Dog in the Nighttime ✚ The Lovely Bones ✚ Does My Head Look Big in This 	<ul style="list-style-type: none"> • What is universal about the human struggle? • What is genre? • How can we understand individuals' reading paces and styles to have meaningful and productive group discussions that push our boundaries?

7. Challenging out thinking in Virginia Woolf's *Mrs. Dalloway*

This classic modernist texts will challenge you in every way possible. You will be exposed to a new writing style and try to keep up with the thoughts of a very different woman and other strange characters living in the 1920s. Together we will navigate through our confusion in order to break the boundaries of our own thinking - in order "to make [our thinking] new."

- How can readers plunge into stream of consciousness in order to transition between disparate points of views?
- How can readers navigate through confusion to uncover seemingly unreachable meaning?
- How can a writer's life/background/struggles influence her writing?
- Can the lines between the writer/author and the characters created be blurred?
- Can knowing an author's life/background/struggle alter a reader's reading/manipulation of a text? (This too will be a thread throughout the year)

Some other ideas to consider/think about throughout the year:

- Readership/ Authorship: Who has more agency/power over meaning: the reader or the writer? Do both reader and writer have agency over meaning?
- What is the difference between truth and fact? Is truth subjective or objective?
- Writing is a progression not an immediate end.

This is a tentative schedule for units, which is very malleable and easy to change depending on your needs and interests. So, please, speak your mind; let me hear your voice and I will include as much material that you seem to gravitate toward. Remember we are all a team and in this journey together!



Assessments:

Creative Writing Projects	Discussions (Group & Whole Class)
Thematic Essays (Literary & Research)	Homework / Notebook Checks
Presentations?	Preparation & Participation

Deadlines:

Deadlines to the assessments are very important. You **must submit your assignments on the date they are due**. This will enable me to give you appropriate and meaningful comments so that when you get the assignment back you can re-do it according to my recommendations. If you do not hand in the assignment then you cannot know how you are doing (what you are doing well and what you need extra help with). Hence, by handing in work on time you can get the help you need. Also, most papers/projects will have repeating outcomes so you have multiple chances to improve and exceed on outcomes. The TYWLS philosophy is that you can make up outcomes. If you hand in your work on time you will be able to make up that assignment after seeing my comments and feedback. Unless you speak to me in advance or there is a special circumstance I will not give extensions Work is due when it is due. So hand things in on time!!! Thank you!!!

(Handing in assignments on time will be the majority of the Plan outcome.)

Outcomes

Discern: View, read, and listen with focused attention to what matters.

- Acquire, understand and apply new vocabulary, including that which is content-specific.
- Demonstrate ability to read and comprehend grade-level texts presented in a variety of genres.
- Formulate and defend an argument, using multiple pieces of evidence.
- How author's craft contributes to a piece of writing.
- Determine the relevance and reliability of sources.

**** * * Basically I want you to be able to annotate and analyze effectively in order to come up with your own, strong, meaningful conclusions.***

Conclude: Interpret a grade-level text.

**** * * Based on your annotations, analysis, research on a text, topic, etc., can you make strong, articulate conclusions/theme/thesis statement/claim that is grounded in evidence and flows throughout your essay?***

Communicate: Make ideas and information understood, mindful of audience, purpose, and setting.

- Produce organized writing
- Apply vocabulary

**** * * How well can you communicate your thoughts in writing? How organized are the ideas that you are presenting? Are you keeping your audience in mind? Is your writing discernable to the reader?***

Communicate #2: How well can you communicate your thoughts in discussions? Are you participating in discussions? Is your voice heard?

Argue: Build a case for and defend conclusions reached, based in sound logic and valid evidence.

- Formulate and defend an argument, using multiple pieces of evidence

**** * * How strong is your evidence? Is it the most effective evidence to back up your claims? The quotes, page numbers and annotations you make while reading a text are extremely important here!***

Argue: #2: Are you using evidence from a text when you are participating in discussions?

Be precise: Accurately represents solutions, ideas, and language.

- Clarity and economy of language
- Understand and apply the conventions of grammar

- Demonstrate knowledge of how language functions in different contexts for meaning and style
- * * * This outcome is all about grammar! It might seem boring, but writing grammatically correct is essential to communicate your ideas effectively, concisely, & *precisely*.**

Collaborate: Participate in a range of collaborative discussions and activities.

*** * * How well can you collaborate with your peers in groups discussions, projects, socartic seminars, etc.?**

Investigate: Design an inquiry and gather appropriate information to complete the inquiry.

*** * * This outcome will be used primarily when writing research papers.**

Plan Make deliberate plans, reflect, and persevere in order to achieve goals.

- Develop and clarify goals, and make deliberate plans for how to achieve them, (including seeking and obtaining feedback, assessing progress, and making adjustments as needed)

*** * * Anytime you hand in work on time, are prepared for class, discussions, etc., will impact your Plan out coming; conversely if you do not come prepared, you plan outcome will also be impacted negatively. Plan will also be used in writing essays, stories, etc., as a way to depict your writing process.**

Create: Produce or develop a product for expression.

- Conceive and execute an imaginative idea for the sake of aesthetic expression

*** * * Express yourself!!! Show me an imaginative side to you in any given genre! Just put in the effort :)**