

Boston Collegiate Charter School

Grade 10 English

Ms. Manganiello

Ms. DeBarros

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Tutoring Hours: Wednesday/Thursday, 3:00 – 4:00 PM

Course Overview

In grade 10, students continue to explore a variety of works, applying critical reading, writing, and thinking skills to five fundamental genres of literature: short stories, novels, nonfiction, poems, and plays. Students will learn skills and techniques to identify, analyze, and evaluate both theme in fiction, as well as argument and rhetoric of nonfiction and informational texts.

Big Ideas of the Year

- 1) Conviction is both the tragic flaw and the most admirable quality of a hero.
- 2) All authors make arguments.
- 3) In order to communicate well and gain respect, one must be able to write clearly and correctly.

Essential Questions

10th grade English focuses on the convictions of heroes and humans; students will use the following essential questions to explore our **BIY**:

- How do convictions shape a person's perception of the world?
- How do convictions push humans to act?
- What are we humans capable of, and what inspires our convictions?

Assessments

Students will produce a variety of writing pieces, including analytical essays and expository writing. Expect to complete reflective pieces, personal essays, creative projects and other coursework throughout the year. Quizzes and exams will range from fill-in-the-blank vocabulary quizzes, to passage identifications, to essay tests.

Special Materials/Supplies Needed

Please bring one small binder, used only for English, to class **every day**. I strongly recommend three sections:

- 1) Class Notes
- 2) Handouts
- 3) Skills

We will also archive your writing into portfolios, and we will review and reflect upon your writing every quarter.

Enrollment to Honors/AP

To change enrollment from an English College Preparatory course to an English Honors course, a student must have a current year to date average of 90 (A-) or above at the time of course selection. Students with averages below 85 (B) will not be considered for Honors/AP enrollment. Students with averages 85-89 may advocate for entrance to Honors/AP English.

SYLLABUS

Texts/works and dates are subject to change.

How do convictions shape a person's perception of the world?

August - September Summer reading reflection and assessment: *curious incident of the dog in the night-time* by Mark Haddon
"189" by Yoshida Kenko
Skills: Grammar Diagnostics, Part of Speech Debate, Choosing Quotes, and MAPP

What are we humans capable of, and what inspires our convictions?

September - November *The Odyssey* of Homer
"Letter to His Son" by Lord Chesterfield
"Letter to His Son" by Nicola Sacco
"Speech to the Troops at Tilbury" by Queen Elizabeth I
"On the Pleasure of Hating" by William Hazlitt
Joseph Campbell's *The Hero Cycle*
Skills: Grammar Diagnostics, Opening and Delayed Adjectives, Greek and Latin Roots Units 1-4, Multiple Choice and Open Response Practice Exams, Semicolon

How do convictions push humans to act?

November – December *Antigone* by Sophocles
Greek drama and dramatists
"Facts on the Ground" by Kwame Anthony Appiah
Antigone by Jean Anouilh (text and film)
Skills: Colon, Phrases, Greek and Latin Roots Units 5 -6, Open Response Practice

How do convictions shape a person's perception of the world?

January - February *Much Ado about Nothing* by William Shakespeare
Sonnet selections by William Shakespeare/Recitations
"The Necessary Enemy" by Katherine Anne Porter
Skills: Greek and Latin Roots Units 7-9, Long Composition practice, MCAS Practice Exams

MIDTERM EXAM – Wednesday, JANUARY 25, 2011

How do convictions shape a person's perception of the world?

February – March *The Things They Carried* by Tim O'Brien
Visual Rhetoric from *Nam: A Photographic History* by Leo J. Daugherty and Gregory Louis Mattson
"A Soldier's Journey" by John Wood
Excerpts from *The Other Side of Heaven* by Wayne Karlin
"The Way We Get By" a documentary by Aron Gaudet
Skills: MCAS Practice and Review

MCAS: Tuesday March 20th – Thursday, March 22nd, 2012

What are we humans capable of, and what inspires our convictions?

March - April

Animal Farm by George Orwell

Anthem by Ayn Rand

Visual Rhetoric – Russian propaganda posters

Research Project

Skills: Phrases, SAT Prep, Greek and Latin Roots Unit 10

* *Washington, D.C. Trip**

May – June

Lord of the Flies by William Golding

The argument of film – (1963) *Lord of the Flies*

Layered Curriculum

Skills: SAT Prep, Clauses, Greek and Latin Roots Unit 11-12

FINAL EXAM – FRIDAY, JUNE 15, 2012

POLICIES AND PROCEDURES

Please refer to *BCCS Student and Family Handbook* for any additional policies not mentioned below.

Absences: If you are absent, please arrange for a classmate to collect handouts for you and to advise you of the homework. *You must also meet with me during tutoring hours to discuss any work or notes you missed.* It is your responsibility to initiate this conversation.

Homework: Late homework is not accepted and will result in a 0. **Homework and/or class readings that are not properly annotated will also result in a 0, regardless of the quality of the accompanying work.** I have the option to require that you complete any incomplete or late homework, but not for credit. This will usually be done if the homework is part of a larger assignment so that your future grades do not suffer. Students who hand in essays or major writing assessments late will be penalized accordingly: 1 day late – 25% deduction; 2 days late – 50% deduction; 3 days late – 0.

Rewrite Policy: Major assessments may not be rewritten for a new grade. This grade reflects student mastery of the content. You will have plenty of time, both in class and with me, to work on your assignments so that rewrites should not be necessary.

Extensions: Sometimes life happens and you may need extra time on an assignment. If you have an emergency, please speak to me as soon as possible. Ideally, you will request an extension at least two days before the assignment is due. Asking for an extension five minutes before class begins is generally frowned upon. ☹

Tutoring/Questions/Open Door Policy/Visits: My tutoring hours are on the first page; I may ask you to attend (mandatory), or you may drop in for homework help, voluntary tutoring, or just to stop by. If you have a question after tutoring hours, email me.

Cheating: Do not copy any assignment, from homework to major essays. Passing off another person's work as your own is strictly prohibited and, as stated in the school handbook, "illegal." Any plagiarism and/or cheating will result in an automatic grade of 0 for the assignment, a meeting with the Principal and Dean of Students, and suspension. You are required to cite all work that is not your own. If you are unsure about any assignment, test question, or how to properly cite references, please contact me for direction.

GRADING

Major Assessments 35%

Major assessments may include, but are not limited to, final essays, student seminars, and unit exams.

Other Assessments 30%

Other assessments may include, but are not limited to, vocabulary and grammar quizzes, informal presentations, creative writing, take-home assessments, and projects. Revisions or retakes on major assessments will be entered here.

Participation 15%

Participation may include, but is not limited to, "Do Now"/"Wrap," class work, partner/group work, grammar and vocabulary exercises.

Homework 20%

Homework may include, but is not limited to, reading annotations, discussion questions, response papers, seminar preparation, and essay outlines or drafts.

The categories above equal 85% of your *final* grade.
Your **midterm exam** counts for **5% of your yearly grade**; your **final exam** counts for **10% of your yearly grade**.

PRIMARY PERFORMANCE STANDARDS

By the end of 10th grade, students will have further developed their ability to:

- ✓ Understand and use correctly standard grammatical conventions, including sentence structure, punctuation, capitalization, parts of speech, and spelling.
- ✓ Acquire and use an advanced vocabulary of English words in writing and speech.
- ✓ Identify and discuss the main idea, characters, facts, and themes of works of literature, poetry, and plays, both read and heard.
- ✓ Identify and analyze tone, imagery, symbolism, mood, audience, and literary devices such as simile, alliteration, and metaphor in works of literature, poetry, and plays.
- ✓ Use well-organized, well-developed, and appropriately chosen evidence and details in writing in various genres, including informational, persuasive, expressive, and analytical writing.
- ✓ Use Standard English conventions in editing, revising, and proofreading writing.
- ✓ Speak effectively in a variety of settings and environments in making oral presentations and dramatic recitations.
- ✓ Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.
- ✓ Apply knowledge of the concept that the theme or meaning of a selection presents a view or comment on life, and locate evidence in the text to support understanding of an identified theme.
- ✓ Identify how an author's use of words creates tone and mood, and analyze and evaluate how the choice of words advances the theme or purpose of the work.
- ✓ Analyze and explain structure and elements of nonfiction works.
- ✓ Analyze logic and use of evidence in an author's argument.
- ✓ Identify, respond to, and analyze the effects of sound, form, figurative language and dramatic structure of poems.
- ✓ Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.
- ✓ Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.

A few tips for success...

1. **Speak up.** If you are unsure about an assignment, have a question, or just need help, you must tell me. I am an expert at a few things, but reading minds is not one of them.
2. **Be prepared.** Do your homework; come to class with everything you need; double-check your notebook and backpack before you leave the house. If you forget something, don't hide it. Own up to your mistake, and I will help you as much as I can.
3. **Be polite.** This means to each other and to me. I think we all know that "being polite" means saying "please" and "thank you," but "being polite" also means listening to your classmates during presentations and discussions, tracking speakers, cleaning up the classroom, and making eye contact.
4. **Demerits are not personal attacks.** Recognize that there are rules, and you must follow them. If you are not on the MAPP, if you are not dressed appropriately, and/or if you receive a demerit for any other reason, realize that I am not personally attacking you. I will move on, as should you.

Nominees for Most Likely to Receive a Demerit:

- Lady Gaga
 - Motor Mouth
 - Space Cadet
 - Absent-Minded Professor
5. **Aim high.** Aim to be on the MAPP every day; I know you can do it, and I will definitely reward you for it. In Skills class, we will discuss what that means for you as a Sophomore.