**2018-19 English 10 Syllabus—Mrs. Mikula**

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**Course Overview:** Welcome to English 10. My goal is to provide a classroom that promotes successful academic achievement, and to prepare and to encourage you for educational advancement beyond high school if you should decide to pursue it. I truly hope you evolve into a life-long learner.

This class will be divided into four modules to assist you in acquiring the mastery of the common core standards within the analysis of complex text, fiction or non-fiction. Refer to the Common Core State Standards for English Language Arts for targeted objectives and tasks. Modules are arranged in units comprised of one or more texts; the texts within a module share common elements, including genre, authors’ purpose and craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge from the previous unit(s). You will participate in the analysis of literary and journalistic non -fiction as well as poetry, drama, and fiction. In doing so, you will build knowledge, learn academic vocabulary, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills.

Your work will lead to acquiring the necessary literacy skills and habits that lead to a successful learner. Assignments will vary in activity and difficulty. Elements of writing (MLA rules included), grammar and mechanics will be emphasized. You will use

Tests are weighted to account for 30 percent of your grade; semester exams account for 20 percent.

**Module One, First Marking Period**: Quotation Sandwich Writing Model and text analysis of poetry, short stories, and excerpts from novels or non-fiction.

**Focus**: Reading closely and writing to analyze: How do authors develop complex characters and ideas?

**Texts:**

“The Passionate Shepherd to His Love” by Christopher Marlowe

“The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh

“Raleigh Was Right” by William Carlos Williams

“The Palace Thief” (Canin)

“Rules of the Game” and “Two Kinds” from *The Joy Luck Club* (Tan)

“Dreaming of Heroes” (excerpt pp. 73-87) from *Friday Night Lights* (Bissinger)

**Module Two, Second Marking Period:** Analysis of complex informational and literary non-fiction texts and rich poetry. This module builds on the notion of identity through the study of human rights issues.

**Focus**: How do authors use rhetoric and word choice to develop ideas and claims?

**Texts:** “Letter from Birmingham Jail” by Martin Luther King, Jr.

“In This Blind Alley” by Ahmad Shamlu

“Freedom” by Rabindranath Tagore

“Women” by Alice Walker

“A Genetics of Justice” (Alvarez)

“Remembering To Never Forget” (Memmott)

*Universal Declaration of Human Rights*

“On the Adoption of the *Universal Declaration of Human Rights*” (Roosevelt)

“Address to the United Nations Youth Assembly” (Yousafzai)

**Module Three, Third Marking Period:** Inquiry- and evidence-based position research paper and independent reading.

**Focus:** Researching multiple perspectives to develop a position.

**Texts:**

*The Immortal Life of Henrietta Lacks* (Skloot)

“A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” (Park)

“Do We Own Our Bodily Tissues?” (Hing)

“Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” (Truog, Kesselheim & Joffe)

“Tissue Banks Trigger Worry About Ownership Issues” (Schmidt)

“Human Tissue for Sale: What are the Costs?” (Josefson)

“My Body, My Property” (Andrews)

“Body of Research—Ownership and Use of Human Tissue” (Charo)

**Module Four, Fourth Marking Period**: Application of skills and processes in the study of classic texts, including Shakespeare and Machiavelli.

**Focus**: How do authors use craft and structure to develop characters and ideas?

**Texts:**

“Death of a Pig” (White)

*Macbeth* (Shakespeare)

*The Prince* (Machiavelli)

**Expectations**

**Attendance**

It is very important that you attend class. You are responsible for getting any notes, homework or other information after an absence. Check my weebly and PowerSchool!

**Homework policy**

You must do your homework in order to be successful in class. If you are missing work you will be assigned an ELO (Extended Learning Opportunity). You will be required to attend ELO until the assignment is completed in a satisfactory manner.

Late work will be given a maximum of 70%.

If you need an assignment, you are expected to find it on my weebly, mikulaenglish.weebly.com. I will not be printing off additional copies!

Be responsible.

**Behavior**

As high school students I expect that your behavior is appropriate at all times.

I expect you to show respect to me, other students, and classroom materials.

**Cheating/Plagiarism**

To steal the language, ideas, and/or thoughts from another, and to represent them as one’s own work is wrong. If you cheat, you will receive a failing grade on the assignment and will be disciplined.

A second offense may result in the loss of credit for this course.

Refer to the Buckley Student Handbook.

**Grading scale**

Grading is based on points.

Late work will result in a lower grade.

The grading scale is as follows:

101% = A+

100-93% = A

92-90% = A-

89-87% = B+

86-83% = B

82-80% = B-

79-77% = C+

76-73% = C

72-70% = C-

69-67% = D+

66-63% = D

62-60% = D-

59-0% = F

Late=L=max. 70% (2 day limit)

Missing=M=0%=F until assignment has been turned in

Absent=Abs= no points until assignment has been turned in

Excused=X= no points or penalty

**Progress reports:** Please use Power School to check your grades. I will not be passing out progress reports.

**Passes**: These will be limited. Please take care of bathroom visits, drinks and going to your locker before class. You need to be prepared with all materials when you arrive in the classroom.

**Cell phones and other electronic devices:** Per the student handbook, students are not allowed to use cell phones in class unless instructed specifically by the teacher. I have the right, and will, take any devices. The device will be taken to the office and can be picked up at the end of the day.

**Need help or have questions?**

I am here early every morning. If you need help please see me. I am more than happy to help you will your homework. The key is to communicate with me. If I am not in my room, please leave a note on my desk. I am also willing to stay after school to help you.

I am looking forward to a great year with all of you!

☺ Mrs. Mikula

Rules and Procedures Acknowledgment English 10 2018-19

We have read the rules and procedures for Mrs. Mikula’s ELA class.

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Student’s printed name student’s signature

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Parent’s printed name parent’s signature

Parent’s phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Annual Movie/Video Permission

Dear Parents,

During the course of the 2018-19 school year we plan to occasionally show PG/PG-13 rated movies in full or as excerpts to enhance our class curriculum.

Our school requires parental permission for your student to view movies that are used in our curriculum, or selected by our teachers, which are rated PG/PG-13.

Movies, along with our hands-on activities such as reading, in-class discussion groups, and research projects, give students a well-rounded opportunity to discover their world. Movies go beyond dry facts and help bring events “alive.”

Be assured that we will use proper discretion when showing these movies.
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\_\_\_\_ Yes, I approve my child’s viewing of curriculum and school appropriate movies rated PG/PG-13.

\_\_\_\_ No, I do not approve my child’s viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

**Parent/Guardian signature & date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**