

English 10/11/12

Jeremy Work / Rm 15

[Jwork@paparts.net](mailto:jwork@paparts.net)

Public Academy for Performing Arts

Course description:

In this class we will develop secondary skills in English Language Arts, including reading grade appropriate texts, deconstructing writing, identifying rhetorical strategies, and exploring character and story development through close reading strategies. Students will place emphasis on structures of writing, including narrative, grammar, and place/character development.

Student learning objectives:

***NOTE: This is a mixed level class. Scaffolded expectations will be provided based on what level the student is at as determined by assessment and grade.**

CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Materials:

Classroom texts will be provided by the instructor unless otherwise noted

Pen/Pencils

Notebook (3-ring binder, composition, or spiral) of student preference

Rules:

Students will maintain themselves according to the standards of PAPA (see handbook).

Students will adhere to 4 pillars of performance:

Respect	Professionalism	Agency	Kindness
<i>We treat ourselves, others, and the environment with care</i>	<i>We take honest reflection and ownership of our words and actions</i>	<i>We are truthful to ourselves and others</i>	<i>We take care of each other</i>

Grading:

A standard 60%-100% grading curve will be used to assess performance. Any grade lower than a 60% will be considered unsatisfactory. Student grades will be weighted as follows:

10% classroom participation/discussion

30% classroom notebooks

20% semester art project(s)

20% creative Journal

20% assessments (weekly quizzes, written summative assessments, verbal/performative assessments)

*NOTE: This class has a no homework policy. Students are asked to use bell-to-bell time to complete their assignments under the guidance and supervision of their teacher. If a student wishes to work from home it is allowed but not required.

Class timeline:

*Approximate and subject to change as student abilities, interests, and passions establish normative routines

August:

Week 1: PAPAFest, Intros, Social Emotional Learning (SEL) activities

Week 2: Beginning of Year assessment (IXL), Parts of speech Refresher, Intro to Sentence Diagramming (Nouns/Pronouns/Verbs)

Week 3: Sentence Diagramming (Adjectives), Beginning Creative Journals, Reading 1: Excerpt from *Beowulf*, "The Wrath of Grendel", Comprehension: Character development

Week 4: Reading 2: Excerpt from *Beowulf*, "The Coming of Beowulf", Comprehension: Character development, Creative Journals Entry #2 due, Sentence Diagramming (Adverbs)

September:

Week 5: Sentence diagramming (Prepositions), Creative Journal #3 due, Make-up day #1

Week 6: Sentence Diagramming (Conjunctions), Creative Journal #4 due, Book Study #1: *Their Eyes were Watching God*, Zora Neal Hurston (Forward and Chapter 1) Comprehension: Character voice/Dialect

Week 7: Sentence Diagramming Review + Practice, Creative Journal #5 due, Book study #1: Chapter 2 & 3, Comprehension: Character development

Week 8: Sentence Diagramming Practice, Creative Journal #6 due, Book Study #1: Chapter 4 & 5 Make-up day #2, Comprehension: Making Inferences

October:

Week 9: Sentence Diagramming Practice, Creative Journal #7 due, Book Study #1: Chapter 6, Comprehension: Character profiles

Week 10: Creative Journal #8 due, Book Study #1: Chapter 7, 8, 9, Comprehension: Character archetypes

Week 11: Creative Journal #9 due, Book Study #1 Chapter 10, 11, 12,

Week 12: Creative Journal #10 due, Book Study #1 Chapter 13, 14, 15

November:

Week 13: Book Study #1: Chapter 16-20, Art Project #1 – Designing a student-centered response to ZNH's *Their Eyes were Watching God* (No Creative Journal)

Week 14: Art Project #1 – Prewriting and roadmap to finishing a project, Creative Journal #11 due

Week 15: Art Project #1 – Draft 1 submitted and edits assigned

Week 16: Art Project #1 Due, Reading 3: TBD, Comprehension: Place

Week 17: IXL Assessment, Creative Journal #12, Make-up Day #3, Review Sentence Diagramming

December:

Week 18: Sentence Diagram Assessment, Intro to Poetry: Video #1: Rhyme in Hip-hop, Poetry Practice: Haiku and Limerick

Week 19: Sentence Diagram Assessment Due, Creative Journal Presentation, Poetry Practice: Free Verse

Fall Final: Rhetorical essay

Semester 2

*Note: Creative journal will be replaced with writing practice in different genres

January – May

Survey of types of writing: Reading: *Writers Inc. pp.143 – 321*

- Objectives: Students will exercise writing as a professional craft covering a range of different purposes, including: Personal Writing, Subject Writing, Creative Writing, Persuasive Writing, Academic Writing

January readings: Memoir

February readings: Fiction

March readings: Nonfiction

April readings: Poetry

May: Combined Arts Project as final – Demonstrating competencies through performance