

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

## Honors English 10

### Instructors:

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This honors level tenth grade English course involves a survey and analysis of genres from classic to contemporary literature. Through writing, students practice the skills to inform, narrate, explain, compare and contrast, describe, and persuade. Students will analyze and evaluate literature and informational texts, with emphasis on author's choice. Students will prepare a career research project and conduct one or more job shadows. Honors level students accumulate progressively more sophisticated skills in reading, writing, and speaking, toward the goal of being prepared for either AP Literature or AP Language as ELA options. Honors 10 English students practice the strategies needed to master various types of assessment to meet the state of Maine's high school graduation requirement.

### Graduation Standards

#### Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

#### Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

#### Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

#### Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

### Unit 1

#### Allegory & Expository

Summary

Students will read an allegory over the summer. Upon returning they will explore the elements of allegory to determine the author's purpose. They will then link the text to present day by identifying *New York Times* articles that relate to the happenings within the text. Students will write an expository that explores the elements of allegory, compares the author's warning to present day happenings, while supporting their thesis with ample textual evidence.

Performance Indicators Assessed in Unit

#### Standard 2: Reading Interpretation:

**A.** Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine

	<p>both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.</p> <p><b>Standard 6: Writing Research:</b>  <b>B.</b> Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source.</p>
<b>Unit 2</b>	<b>Analyzing an Author's Style</b>
Summary	<p>Students will read a text that exhibits an unorthodox style and analyze its unique features, structures, and strategies implemented through analysis of the effect on the readers. Students will make sense of the text through response logs, literature circles, and maintaining a text-long list of unique stylistic techniques used by the author. The students will be assessed in two different mediums: 1) They will mimic an element of the style to achieve a similar effect; 2) They will write an analysis exploring the unique strategies and their effects on the reader.</p>
Performance Indicators Assessed in Unit	<p><b>Standard 2: Reading Interpretation:</b>  <b>B.</b> Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.  <b>C.</b> Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Standard 4: Writing Informative and Narrative Texts:</b>  <b>B.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<b>Unit 3</b>	<b>Comparing and Contrasting Texts From Different Genres</b>
Summary	<p>At the start of this unit, students will read short articles written on the same topic and begin to write compare/contrast pieces following the expectations for the final summative. After learning the qualities of a memoir and a graphic novel, students will begin to read the longer texts, noting how each author portrays his/her experience. Throughout the unit, students will maintain venn diagrams focused on the author's stylistic choices and method of storytelling. Charts will periodically be used to drive class discussions. After completion of both texts, students will analyze similarities and differences between a memoir and a graphic memoir based on the same event.</p>
Performance Indicators Assessed in Unit	<p><b>Standard 2: Reading Interpretation:</b>  <b>B.</b> Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.  <b>C.</b> Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  <b>D.</b> Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question, or solve a</p>

	<p>problem.</p> <p><b>F.</b> Integrate information from diverse sources including foundational US documents into a coherent understanding of an idea or event noting discrepancies and agreement among sources.</p> <p><b>Standard 4: Writing Informative and Narrative Texts:</b></p> <p><b>E.</b> Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome.</p> <p><b>B.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
<b>Unit 4</b>	<b>College Preparation and Career Research</b>
Summary	Through interest and skill inventories, students will identify and research two potential career paths. From their research, students will put together an annotated bibliography. Next, students will identify colleges or preparation programs that will train them to pursue their respective careers. After viewing application requirements, students will learn the qualities of an effective narrative, determine the tone they would like to achieve, and the qualities about themselves they would like to reveal, enabling them to write a college admissions essay.
Performance Indicators Assessed in Unit	<p><b>Standard 6: Writing Research:</b></p> <p><b>A.</b> Collect relevant information from multiple print and digital sources.</p> <p><b>Standard 4: Writing Informative and Narrative Texts:</b></p> <p><b>C.</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>D.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>F.</b> Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters.</p> <p><b>G.</b> Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative.</p>
<b>Unit 6</b>	<b>Rhetoric - Speaking and Listening</b>
Summary	After a review of the rhetorical triangle, students will be able to identify rhetorical appeals used in famous speeches, enabling them to evaluate the quality of the work. Additionally, students will prepare their own speech to present to the class, utilizing a balance of all rhetorical strategies.
Performance Indicators Assessed in Unit	<p><b>Standard 2: Reading Interpretation:</b></p> <p><b>B.</b> Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact.</p>

	<p>C. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>Standard 6: Writing Research:</b></p> <p>B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source.</p> <p><b>Standard 3: Writing Arguments:</b></p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims.</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Standard 7: Speaking and Listening Discussion:</b></p> <p>E. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>Standard 8: Speaking and Listening Presentation:</b></p> <p>A. Develop a clear line of reasoning that addresses alternative or opposing</p> <p>B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks.</p> <p>C. Make strategic use of digital media in presentations.</p>
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### Materials Needed in Class Every Day

- binder just for English with at least 5 dividers
- lined paper
- writing utensil
- book you’ll enjoy reading

### Course Success

In order to be successful in this class, and to support all students’ learning, you should:

- Bring all required materials to class every day
- Attend each day and actively participate in all class discussions and activities
- Be seated and working on Do Now activity when bell rings
- Do excellent work. All work should be done honestly, neatly, and with real effort

- Hand in work on time
- *You are responsible for asking a classmate or me what you missed when you are absent.* Complete all make-up work after an absence

### **Late Work Policy**

Work deadlines are part of the real world. Deadlines are important in this class, because assignments build in a carefully designed sequence. All work is expected to be turned in on time. Work that is turned in after the due date will receive 5 points less per each class day it is late. If you have an excused absence on the day something is due, you may turn it in with no penalty up to 3 class days later from the day on which you return to school.

This policy may be adjusted in cases of true emergency; however, you should be aware that my definition of true emergency is very narrow.

### **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an excused absence, that assessment will be graded up to 100.

### **Grading of Formative Assessments**

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Accessing Support**

Many students find they need extra help, particularly with writing. This may be obtained by:

- making a before or after school appointment with me

- requesting a tag for intervention period
- visiting the Hermon High Writing Center, opening soon!

**Behavior Expectations**

Expectation	What This Looks Like in Room 104
<i>Be Connected</i>	
<i>Be Thoughtful</i>	
<i>Be Responsible</i>	

**Flow of Consequences**

What if you do?

1. 5 minutes social time

2. work while listening to music
3. positive phone call/postcard home
4. choose your own seat
5. 2<sup>nd</sup> chance (student gets another chance to redo an assignment)

What if you don't?

1. verbal reprimand
2. seat reassignment
3. conference with me
4. conference with parent
5. administrative referral

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*Cut here and return signed portion. Keep portion above in your English binder.*

I have read and understand the syllabus and all other information included with it.

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(Print Student Name)                      (Student Signature)                      (Date)

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(Print Parent Name)                      (Parent Signature)                      (Date)

Questions or Comments:

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