

10TH GRADE - English 2 COLLEGE PREP DISTRICT SYLLABUS

CONTACT INFORMATION

This course fosters continued growth of literacy skills through focused study of American literature. Curriculum units are organized thematically to emphasize themes associated with understanding individual and cultural identity, as well as the evolution of the American Dream. Instructional activities, assignments, and assessments continue to develop critical thinking skills that empower students to engage in analysis and evaluation of complex texts, both fiction and nonfiction. Students are expected to gain independence in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language. **Requirements include summer reading, a research paper, and independent reading throughout the school year.**

Grading Categories & Weights

- A. Major Assessments - 40%
 - a. Two major assessments per marking period of equal weight not exceeding 20% of MP grade
 - b. [Research Paper Requirements](#)
- B. Minor Assessments - 35%
 - a. Reading, writing, speaking/listening, and language minor assessments, quizzes, vocabulary etc.
- C. Participation/Performance - 25%
 - a. homework, classwork, group work, stations, vocabulary practice, annotations, Edpuzzles, writing process checks (prewriting, outlines, etc.)

Support

[Teacher's name] is available during Common Time for extra help on [Available letter] days and after school by appointment.

The [Name of After School Help] is hosted in the LMC on Tuesdays-Thursdays from 2-4; the Literacy Lab is available during [Mascot] Time every day or by appointment with [Reading Specialist].

Requirements and Expectations

- 1) Late homework/classwork → not accepted
- 2) Late major or minor assessments → 10 points deducted per day up to 5 days
- 3) Honor code violations will result (at minimum) in a discussion with the student, a phone call home, and documentation with the VP. (Additional penalties will be at the teacher's and VP's discretion.)
- 4) Cell phones and earbuds are not permitted in the classroom. They should be powered off and placed in the cell phone holder at the beginning of class. If they are seen, it is an automatic referral.
- 5) Students must arrive to class each day with a charged Chromebook.

Plagiarism

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

There will be ZERO tolerance for any work that is plagiarized. This includes failing to cite your sources, passing someone else's work as your own, or simply copying homework from someone else. Google Classroom alerts me when work is being shared or when similar responses are submitted. Simply put, DO YOUR OWN WORK. Plagiarism earns a grade of a zero and is recorded as disciplinary action.

Timeline of Activities

MP1 (10 weeks)

Long Fiction/Nonfiction: *Into the Wild*, *Being Henry David*, *The Absolutely True Diary of a Part-Time Indian*

Short Fiction/Nonfiction/Poetry: Thoreau, Emerson, London, Longfellow, "Don't Let Stereotypes Warp Your Judgement," "Story of an Hour"

Unit Vocabulary: story specific vocabulary, irony, symbolism, theme, tone, figurative language, civil disobedience, Transcendentalism

Minor Assessments can include but are not limited to: Summer Reading Essay/Comprehension Quiz, Socratic Seminar Practice, Reading Check/Analysis Questions on selected readings, Mini projects based on readings and themes

Major Assessments:

- Expository Essay: Compare and Contrast or Definition
- Performance Assessment: Socratic Seminar/Reflection, Cultural Identity analysis: based on point-of-view in various fiction and nonfiction selections

Standards:

Reading: RL.CI.9–10.2, RL.TS.9–10.4, RL.PP.9–10.5

Writing: W.IW.9–10.2, W.WP.9–10.4, W.RW.9–10.7

Speaking and Listening: SL.PE.9–10.1, SL.PI.9–10.4

Language: L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4

MP2 (10 weeks)

Long Fiction/Nonfiction: *The Crucible*, *A Raisin in the Sun*, *Fences*, *All American Boys*

Short Fiction/Nonfiction/Poetry: Edwards, Bradstreet, Irving, Hawthorne, Poe, Oates, Langston Hughes

Unit Vocabulary: story specific vocabulary, rhetorical appeals and devices, logical fallacies, suspense, irony, mood, tone, Puritanism

Minor Assessments can include but are not limited to: Socratic Seminar, Reading Check/Analysis Questions on selected readings, Detailed Outline for Essay, Mini projects based on readings and themes, CommonLit Mid-year Assessment

Major Assessments

- Essay: Literary Analysis based on marking period readings
- Performance Assessment: Multigenre project involving a common thread such as "How does fear drive action?" Evaluating the impact of empathy and teaching lessons in a variety of media OR multiple choice/ open-ended based on short fiction/nonfiction readings for the MP

Standards:

Reading: RL.IT.9–10.3, RL.MF.9–10.6, RI.MF.9–10.6, RL.CT.9–10.8, RI.CT.9–10.8

Writing: W.AW.9–10.1

Speaking and Listening: SL.II.9–10.2, SL.ES.9–10.3

Language: L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4

MP3 (10 weeks)

Long Fiction/Nonfiction: *A Streetcar Named Desire, A Raisin in the Sun*

Short Fiction/Nonfiction/Poetry: Faulkner, King, Dickinson, Plath, Sexton, Patrick Henry, "Speech at the Virginia Convention"

Unit Vocabulary: story-specific vocabulary, irony, juxtaposition, synecdoche, figurative language, self-selected vocabulary from research texts

Minor Assessments can include but are not limited to: Socratic Seminar, Reading Check/Analysis Questions on selected readings, Detailed Outline for Research Paper

Major Assessments:

- **Essay: Problem-Solution Research Paper.** [Research Paper Requirements](#)
- **Performance Assessment: Based on the use of Rhetorical Techniques such as ethos, pathos, logos, PSA based on Research Paper; Analyzing a Speech**

Standards:

Reading: RI.CR.9–10.1 , RI.Cl.9–10.2 , RI.IT.9–10.3 , RI.TS.9–10.4 , RI.PP.9–10.5 , RI.MF.9–10.6 , RI.AA.9–10.7

Writing: W.AW.9–10.1 , W.WR.9–10.5 , W.SE.9–10.6

Speaking and Listening: SL.ES.9–10.3 , SL.PI.9–10.4 , SL.UM.9–10.5 , SL.AS.9–10.6

Language: L.SS.9–10.1 , L.KL.9–10.2

MP4 (10 weeks)

Long Fiction/Nonfiction: *The Great Gatsby, Of Mice and Men*

Short Fiction/Nonfiction/Poetry: Fitzgerald, Hemingway, Kennedy, Texts about the American Dream

Unit Vocabulary: free verse, imagery, figurative language, point of view, tone, style, point-of-view,

Minor Assessments can include but are not limited to: Socratic Seminar, Reading Check/Analysis Questions on selected readings, CommonLit Final Assessment

Major Assessments:

- **Essay: Historical Narrative: original story based on decade in *The Great Gatsby***
- **Performance Assessment: *The Great Gatsby* Project, Synthesis project on the American Dream evaluation of the American Dream in a variety of media and a personal thesis about the American Dream**

Standards:

Reading: RL.Cl.9–10.2 , RI.Cl.9–10.2 , RL.IT.9–10.3 , RI.IT.9–10.3 , RL.MF.9–10.6 , RI.MF.9–10.6 , RL.CT.9–10.8 , RI.CT.9–10.8

Writing: W.NW.9–10.3 , W.WP.9–10.4 , W.RW.9–10.7

Speaking and Listening: SL.PE.9–10.1 , SL.II.9–10.2 , SL.AS.9–10.6

Language: L.VL.9–10.3 , L.VI.9–10.4