

10TH GRADE - English 2H DISTRICT SYLLABUS

CONTACT INFORMATION

Prerequisite: Successful completion of 75% or better in English I Honors. Students not previously enrolled in Honors can request a move up in placement if they have earned a 90% or better in the Accelerated-level course. Summer reading assignments are required.

This is the second step in a four-year program for highly talented students. Teacher recommendation, appropriate achievement in English, and interviews with the English staff will be used to accept applying students if they have not completed English Honors I.

Extensive composition and formal writing will be required. The literature study will involve the central themes of United States literature. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and personally derived goals. Assignments and projects in the summer and as culminating activities throughout the year are required.

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:

- At-home Skill Recommendations/ At-home Reading Recommendations
- [Teacher's name] is available during Common Time for extra help on [Available letters] days and after school by appointment.
- The Literacy Cafe is hosted in the LMC classroom on Tuesdays-Thursdays from 2-4; and the Literacy Lab is available by appointment with [Reading Specialist].

Requirements and Expectations

- 1) Late homework/classwork → not accepted
- 2) Late major or minor assessments → 5 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 ChatGPT) 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.

Timeline of Activities

MP1 (10 WEEKS)
<p>Long Fiction/Nonfiction: <i>The Crucible, The Absolutely True Diary of a Parttime Indian</i></p> <p>Short Fiction/Nonfiction/Poetry: Native American creation myths, Bradford, Bradstreet, Edwards, Douglass, Henry, Franklin, Paine, Equiano, Taylor, Bradstreet, Wheatley</p> <p>Unit Vocabulary: analogy, irony, parenthetical citation, Socratic Seminar, symbolism, theme, tone, spectral evidence, allegory, blacklist, scapegoat, mob mentality, Puritanism</p> <p><i>Minor Assessments can include but are not limited to: Summer Reading Essay/Outline, Socratic Seminar Practice, Membean Vocab Quiz (SATA), Reading Check/Analysis Questions</i></p> <p>Major Assessments:</p> <ul style="list-style-type: none">• Literary Analysis/Expository: Exploration of Essential Questions and Conflict• Performance Assessment: Socratic Seminar/Reflection
<p style="text-align: center;"><u>Standards:</u></p> <p><u>Reading:</u> RL.CI.9–10.2 , RL.TS.9–10.4 , RL.PP. 9–10.5 <u>Writing:</u> W.IW.9–10.2, W.WP.9–10.4 , W.RW.9–10.7 <u>Speaking and Listening:</u> SL.PE.9–10.1, SL.PI.9–10.4 <u>Language:</u> L.KL.9–10.2 , L.VL.9–10.3 , L.VI.9–10.4</p>

MP2 (10 WEEKS)
<p>Long Fiction/Nonfiction: <i>Our Town, Spoon River Anthology</i></p> <p>Short Fiction/Nonfiction/Poetry: Irving, Jefferson, Lewis, Hawthorne, Poe, Oates, Melville, Emerson, Thoreau, Longfellow, Bryant, Holmes, Emerson, Dickinson, Whitman, Gwendolyn Bennett, Langston Hughes, Georgia Douglas Johnson, Claude McKay, Effie Lee Newsome</p> <p>Unit Vocabulary: rhetoric, rhetorical appeals and devices, counterargument, concession, rebuttal, subjective evidence, objective evidence, ambiguity, archetype, diction, gothic, mood, tone, civil disobedience, anecdote, Transcendentalism, Romanticism, Dark Romanticism, Harlem Renaissance, bias and credibility</p> <p><i>Minor Assessments can include but are not limited to: Socratic Seminar, Rhetoric Quiz, Membean Vocab Quiz (SATA), Detailed Outline for Essay</i></p> <p>Major Assessments:</p> <ul style="list-style-type: none">• Argumentative/Research Essay: (Students will include personal anecdotes, rhetorical devices, and subjective/objective evidence to prepare for AP argument essay.) Research Paper Requirements• Performance Assessment: Rhetorical Analysis of Different Types of Rhetoric (Students will practice rhetorical analysis writing in small doses. They will create their own example of rhetoric (presentation and writing), complete a SOAPSTone analysis, and reflect.)
<p style="text-align: center;"><u>Standards:</u></p> <p><u>Reading:</u> 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 <u>Writing:</u> W.AW.9–10.1 <u>Speaking and Listening:</u> SL.II.9–10.2, SL.ES.9–10.3 <u>Language:</u> L.KL.9–10.2 , L.VL.9–10.3 , L.VI.9–10.4</p>

MP3 (10 WEEKS)

Long Fiction/Nonfiction: *The Adventures of Huckleberry Finn*, *The Narrative of the Life of Frederick Douglass*, *The Awakening*, independent reading selections (book clubs): *The Color Purple*, *The Bell Jar*, etc.

Short Fiction/Nonfiction/Poetry: Bierce, Douglass, Lincoln, Lee, Twain, London, Chopin, Faulkner, Porter, Welty, Hemingway, Dunbar, Robinson, Masters, Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee

Unit Vocabulary: allusion, analogy, tone, connotation/denotation, motifs, parenthetical citations, literary criticism, annotated bibliography, symbolism, thesis, Realism, Harlem Renaissance

Minor Assessments can include but are not limited to: Socratic Seminar, Reading Check: Timed Writing Lit. Analysis paras. on ind. reading based on AP prompts (a few), Poetry Quiz, Membean Vocab Quiz (SATA)

Major Assessments:

- **Literary Analysis with Literary Criticism:** (Students will complete timed writing activities based on their group independent reading novels in preparation for the final product.)
- **Performance Assessment: Annotated Bibliography**

Standards:

Reading: RI.CR.9–10.1 , RI.CI.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: *A Raisin in the Sun*, *The Bell Jar*, *A Streetcar Named Desire*, *The Great Gatsby*

Short Fiction/Nonfiction/Poetry: Fitzgerald, Hemingway, Faulkner, Steinbeck, Porter, Welty, Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton

Unit Vocabulary: free verse, imagery, metaphor, point of view, synecdoche, tone, style, voice, frame narrative, circular structure

Minor Assessments can include but are not limited to: Socratic Seminar, Gatsby Reading Check/Analysis/Background, CommonLit Final Assessment, Membean Vocab Quiz (SATA)

Major Assessments:

- **Historical Narrative -** (Students will research a time period and write a narrative in a specific structure: frame narrative, circular structure, etc.
- **Performance Assessment: The Great Gatsby Project**

Standards:

Reading: RL.CI.9–10.2 , RI.CI.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