**SYLLABUS**

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**Web Site: Lower Dauphin School District – High School – Faculty – Mr. Yoder**

**COURSE OBJECTIVES**

Students will engage in daily, meaningful reading tasks in English class and/or at home. The tasks will be based upon the following objectives:

1. **Students will be able to use strategies before, during, and after reading to aid in the construction and enhancement of meaning**
2. Students will be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances, to works of fiction and/or non-fiction.
3. **Students will be able to identify and explain the function of essential short story elements in the writer’s craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).**
4. Students will be able to identify types of drama (i.e. comedy, tragedy) and to explain the function of essential dramatic elements and/or devices in the writer’s craft (i.e. soliloquy, dialogue, aside, act, scene, stage cues).
5. **Students will be able to identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view)**
6. Students will be able to identify and explain the significance of the essential elements of the writer’s craft in given poems (i.e. poetic structures such as the lyric, the sonnet, the free verse form; sound devices such as rhyme, rhythm, and alliteration; imagery including the visual, auditory, olfactory, and tactile word images that are created; figures of speech such as simile, metaphor, personification, symbolism).
7. **Students will be able to demonstrate literal and inferential comprehension of works of non-fiction (i.e. newspaper and magazine articles) through participation in discussion and writing activities.**
8. Students will be able to compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.
9. **Students will be able to explore, discuss, write about a similar topic or theme in two distinct disciplines (i.e. the hero in literature and the hero in history)**
10. Students will be able to read and explore for enrichment works from various genre (novels, plays, poems, essays)

**TECHNOLOGY**: Students will utilize CANVAS to complete most of the assignments during this course. CANVAS is a learning management system facilitates the organization of virtually all the resources we will use in one convenient location. Students have access to CANVAS outside of school and will be expected to complete some assignments beyond the confines of the classroom. The web address for Lower Dauphin’s CANVAS system is:

**ldsd.instructure.com**

**UNITS OF STUDY**

* **UNIT 1 – SEEKING IDENTITY**
	+ Essential Question: How can identity be explored in literature?
	+ Anchor Text: *The Alchemist* by Paulo Coelho
	+ Focus:
		- Analyzing theme and its development
		- Analyze text structure
		- Clarifying meaning/vocabulary
		- Comprehension of literary fiction
* **UNIT 2 – TAKING PERSPECTIVE**
	+ Essential Question: How do readers determine perspective?
	+ Anchor Text: *Pericles’ Funeral Oration* by Thucydides
	+ Focus:
		- Cite textual evidence, inferences and conclusions in literature and informational text
		- Analyze perspective, tone, and vocabulary and how each affects meaning in literature and informational text
		- Rhetorical devices, sequencing, text structure, and organizational patterns
		- Ethos and pathos
* **UNIT 3 – REALITY VESRSUS TRUTH**
	+ Essential Question: How doe readers differentiate between reality and truth?
	+ Anchor Text: *Oedipus* by Sophocles
	+ Focus:
		- Analyze how complex characters develop
		- Analyze perspective in text and its impact
* **UNIT 4 – SOCIAL REPONSIBILITY**
	+ Essential Question: How is social responsibility manifested in text?
	+ Anchor Text: *Hiroshima* by John Hersey
	+ Focus:
		- Analyze between two or more mediums/types of literature
		- Analyze how an author integrates elements from source material
		- Assess the validity of reasoning and relevance of evidence
		- Analyze author’s ideas or claims

**GRADING/ASSESSMENT** - Student evaluation is predicated upon examination and quiz results, composition and speech evaluations, and class participation observations.

**TEXTBOOK**: *Prentice Hall Literature : Grade Ten* (Pearson - 2012)