

Course Title: English 203

Department: English

Teacher Contact Information: Alicia Tosi (802)-476-4811 ext: 2209
atosishs@u61.net

Department Chair Contact Information: Sue Brennan (802) 476-4811 ext: [2216](tel:2216)
sbrenshs@u61.net

Course Description:

In Sophomore English, students will engage in study that focuses on grade-level expectations. Students will discuss, analyze, and reflect on a variety of genres, including fiction, non-fiction, drama, fantasy, science fiction, poetry, and memoir. Units will include a reading component, formal and informal writing and project-based assignments, and will be united by a thematic quest for identity. Embedded in each unit will be preparation for state testing and SATs. Students will also participate in weekly vocabulary and grammar instruction.

Topics/Areas of Study/Units of Study:

Units will be genre-based and will include formal and informal writing and project work.

Units of Study:

A. Fiction: Choice of two (Highly Guided)

- How are the elements of fiction demonstrated in literature?
- Why does a writer create the story he/she writes?

B. Drama: *Othello* by William Shakespeare (Less Guided)

- What are the elements of drama?
- How does Shakespeare use language?
- How are Shakespeare's themes relevant today?
- How do characters discover who they are through the action of the play?

C. Memoir: Literature Circles from student choice - Selected Texts (Independent Unit)

- What are the elements of memoir?
- How does the memoir create a bridge between fiction and nonfiction?
- Why is this person's story relevant?

Vocabulary and grammar instruction will be embedded into each unit of study.

Materials:This is a **suggested** list of materials. Please see me if you need assistance with any of these.

- Assignment book or pad/planner/phone calendar
- Charged chromebook
- Headphones

Assessment/Reassessment:

- Major class assignments will be assessed at the end of each unit, using a graduated system.
- The first major unit will be highly guided. This means students will be doing assignments with the teacher and their peers. Students will be able to show proficiency with support.
- The next major unit will be less guided, but it will still contain support to reach proficiency.

- Students will then have a minimum of two opportunities to show proficiency independently. It is the independent assessments that will determine a student’s progress with the standards.
- Students will be allowed and are encouraged to reassess in order to reach proficiency. This will become increasingly important with the independent assignments. Students will be required to fill out a reassessment agreement with me that will outline why the student would like to reassess and what the student will do to prepare for his/her reassessment.
- Reassessments should be done in a timely manner (within two weeks of original assessment) and advisory time should be used to conference with me in regards to student’s progress.

Classroom Expectations:

- **Classroom Expectations:**

The creation and maintenance of a safe, respectful, and productive learning environment is essential. To this end, each student is expected to:

- Show respect for themselves and others (including the classroom and its contents).
- Accept responsibility for one’s own learning.
- Be mindful of attendance.
- Arrive on time and prepared (with appropriate text & materials).
- Put their best effort forward in both individual and group work.
- Complete all assessments (formal and informal) by the decided deadline.
- Follow all school and classroom rules (see *Student & Parent Handbook*).
- Commit to developing a growth mindset.

Cell Phones/Personal Electronic Devices Policy:

While cell phones and other personal devices have important uses in the 21st century, they are not required for the successful completion of this course (Chromebooks are school issued, and they are critical to completing the course). It is my expectation that all of these devices are out of sight during class. If you have an academic or critical need to use your device, please ask first and be ready to explain what that need is. Texts to family and friends, even for reasons such as transportation after school, do not qualify as a critical need.

Chromebooks should be brought to class and sufficiently charged.

List of Assessed Course Standards:

Please see attached list of course standards with corresponding performance indicators.

List of Assessed Course Standards:

In order to achieve an individual course standard, a student must meet the criteria (performance indicators) listed within that standard by the end of the course. The Reading and the Writing standards are **required standards**; they must be “Proficient” by the end of the course in order to receive credit for the overall course.

STANDARD	PERFORMANCE INDICATORS
<u>READING:</u> Students will comprehend, interpret, analyze, and evaluation a wide range	<ul style="list-style-type: none"> • R.a. Cite evidence to support analysis • R.c. Analyze elements of literature

and level of complex literary and informational texts	Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • R.d. Determine deeper meaning • R.e. Analyze text structure • R.f. Determine author’s purpose
<u>Writing:</u> Produce clear and coherent writing for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • W.a. Write argument essays Demonstrate proficiency in <u>at least one</u> of the remaining performance indicators <ul style="list-style-type: none"> • W.d Use the writing process • W.e Use reflection/metacognition • W.f. Use standard citation format (MLA) to integrate information
<u>Speaking/Listening:</u> Indicate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	<ul style="list-style-type: none"> • SL.a. Refer to evidence from text Demonstrate proficiency in <u>at least one</u> of the remaining performance indicators: <ul style="list-style-type: none"> • SL.c. Respond thoughtfully • SL.e. Evaluate speaker’s point of view
<u>Presentation:</u> Present information, findings, and supporting evidence conveying a clear and distinct perspective	<ul style="list-style-type: none"> • P.a. Develop a clear line of reasoning Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • P.c. Use audience/purpose awareness • P.d. Use digital media to enhance presentation
<u>Language:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • L.a. Demonstrate command of conventions Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • L.e. Acquire and use academic language • L.f Demonstrate vocabulary independence

Permissions:

We will be watching films to enrich our understanding of unit-specific essential questions and social issues. Some of these films are quite intense and are rated as such. If you have concerns about these films, please don’t hesitate to speak to me.

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student’s Name: (please print) _____

Student’s Signature: _____ Date: _____

Parent’s/Guardian’s Signature: _____ Date: _____

