10TH GRADE - AMERICAN STUDIES (ENGLISH) DISTRICT SYLLABUS

<mark>CONTACT INFORMATION</mark>

This course includes a survey of United States History and Literature from the colonial period (1607) to the expansion of American industry (approximately 1900). The class will examine significant geographic, economic, political, and social events in American history in conjunction with how those events shaped America's major literary movements. Class time involves teacher-guided lectures, discussions, collaborative and website-specific learning activities, problem-solving, writing activities, skill development, and creative projects. The class will strive to meet the New Jersey Student Learning Standards mission of providing learners with the "knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities."

Resources

Texts: *United States History* - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016); various teacher-located texts such as *The Great Gatsby* by F. Scott Fitzgerald and *Crucible* by Arthur Miller

Routine websites used
- Google Classroom
- Commonlit.org
- Youtube.com

Grading Categories & Weights

A. Major Assessments - 40%
    a. Two major assessments per marking period (specific topics will be thematically related)
    Essay: Expository, Research Essay, Literary Analysis, Narrative
    Performance Assessment: Project based on inquiry question

B. Minor Assessments - 35%
    a. Reading, writing, speaking/listening, and language minor assessments, quizzes, vocabulary etc.
    Can include Socratic seminar prep, vocabulary quizzes, and close reading questions

C. Participation/Performance - 25%
    a. Includes classwork and homework, other.

Support:

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

Requirements and Expectations

    <u>Supplies</u>: Charged Chromebook, notebook, something to write with
    <u>Behavioral expectations:</u> be respectful of your teachers and each other
    <u>Late work:</u> communicate issues and needs as soon as they arise, but in general, we do not accept late work

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 similar responses are submitted. Simply put, DO YOUR OWN WORK. Plagiarism earns a grade of zero and is recorded as disciplinary action.

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.

Timeline of Activities

Units	General Topics/Skills	Focus Standards:	
Unit 1: The Creation and Complications of Community in Timeline: 10 weeks **Major Assessments:** <u>1.Writing Workshop</u> **(20%)**: Expository Essay cultural identity 2. Inquiry-based Performance Assessment **(20%)**: Community Project	• Close Reading and Annotation of a novel or play • Expository Essay writing workshop, smaller text-based writing assignments • Close reading and analysis of historical documents such as the Declaration of Independence • Studying the diverse voices of early America	<u>Reading</u> RL.CR.9-10.1. RL.CI.9-10.2 RL.IT.9-10.3. RL.PP.9-10.5. RL.CT.9-10.8. RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.PP.9-10.5 <u>Writing</u> W.IW.9-10.2 W.WP.9-10.4 W.RW.9-10.7	<u>Speaking & Listening</u> SL.PE.9-10.1 <u>Language</u> L.SS. 9-10.1 L.KL. 9-10.2 L.VL.9–10.3.
Unit 2: The Distribution of and Struggle for Power Timeline: 10 weeks **Major Assessments:** <u>*1. Writing Workshop (20%)*</u>: *Argument Writing: problem/solution* <u>*2. Inquiry-based Performance Assessment (20%)*</u>: *Essential question project*	• read, and annotate, texts both independently and collaboratively • Argumentative research paper and workshops, as well as smaller text-based writing assignments • Socratic Seminar • Writing Workshop • Learn text-based vocabulary • relate textual themes of power and exclusion to real world experiences • Social issues • Cross-curricular connections • Exploring how characterization develops a theme	<u>Reading</u> RL.CR.9-10.1. RL.CI.9-10.2. RL.IT.9-10.3. RL.PP.9-10.5. RL.CT.9-10.8. RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5. RI.CT.9-10.8 <u>Writing</u> W.AW.9-10.1 W.WP.9-10.4 W.RW.9-10.7.	<u>Speaking & Listening</u> SL.PE.9-10.1 <u>Language</u> L.SS. 9-10.1 L.KL. 9-10.2 L.VL.9–10.3.
Unit 3: Searching for a New American Identity Timeline: 10 weeks **Major Assessments:** 1. <u>Writing Workshop</u> **(20%)**: Literary Analysis Essay	• read, annotate, texts both independently and collaboratively • understand national conflict, Reconstruction, • literary movements • Social reform / change • plot, theme, character, and conflict • Connect 19th century literature to modern ideas • consider multiple perspectives by studying the diverse voices of social reformers, as well as	<u>Reading</u> RL.CI.9-10.2. RL.IT.9-10.3. RL.PP.9-10.5. RL.CT.9-10.8. RL.TS.9-10.4. RL.CR.9-10.1. RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.CT.9-10.8 RI.PP.9-10.5 RI.CT.9-10.8 <u>Writing</u>	<u>Speaking & Listening</u> SL.PE.9-10.1 SL.ES.9–10.3. <u>Language</u> L.SS. 9-10.1 L.KL. 9-10.2 L.VL.9–10.3.

		W.AW.9-10.1 (SE) Sources of Evidence W.WP.9-10.4 W.RW.9-10.7.	
2. **Inquiry-based Performance Assessment** **(20%)**:Literary Movement	originators of American literary movements		
Unit 4: Social Commentary & the Impact of the Individual Timeline: 10 weeks Major Assessments: 　　**1. Writing Workshop (20%):** Historical Narrative Writing 　　**2. Inquiry-Based Performance Assessment** (20%): Expert/Novice Presentations	• read, annotate, texts both independently and collaboratively with a particular focus on narrative writing • plot, theme, character, and conflict • changing cultural values and the impacts of bias • consider multiple perspectives by studying the diverse voices of early America, including those of historically marginalized groups • longer creative writing pieces such as the historical narrative • text-specific vocabulary • The American Dream	**Reading** RL.CR.9-10.1. RL.CI.9-10.2. RL.IT.9-10.3. RL.PP.9-10.5. RL.CT.9-10.8. RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.CT.9-10.8 **Writing** W.IW.9-10.2-3 W.WP.9-10.4 W.RW.9-10.7.	**Speaking & Listening** SL.PE.9-10.1 SL.ES.9–10.3. **Language** L.SS. 9-10.1 L.KL. 9-10.2 L.VL.9–10.3.