

11TH GRADE WESTERN STUDIES (ENGLISH) DISTRICT SYLLABUS

CONTACT INFORMATION

Western Studies is a co-taught course that blends the study of British literature with the history of the United States since 1900. This course fulfills your requirements for English III and US History II. The course aims to attain a deeper understanding of the material in both History and English by analyzing thematic connections between them, asking the "big" questions, and thinking critically about the world we inhabit.

The second year of the "Studies" program is the equivalent of five credits of English III Accelerated. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Through an integrated, thematic approach using American and British literature, art, music, and philosophy, students will examine 20th-century U.S. history. The English-specific portion will explore topics such as human nature, tolerance, empathy, social responsibility and justice, revolution, fate and free will, making connections to their American history studies. Requirements include summer reading, a research paper, and independent reading throughout the year.

Resources

Texts Covered: Beowulf (add Unferth excerpt, not included in this textbook addition); Hamlet or Macbeth (Shakespeare); Brief History of United States Immigration Laws; excerpts from the Roosevelt Corollary; excerpts from "Leviathan" (Hobbes) and Political Society (Locke); Heart of Darkness (Conrad); "The White Man's Burden" (Kipling); "The Danger of a Single Story" (Adichie); excerpts from The Monroe Doctrine; All Quiet on the Western Front (Remarque); Slaughterhouse-Five (Vonnegut); Animal Farm (Orwell); The Lord of the Flies (Golding); Brave New World (Huxley); "Can a Divided America Heal?" (Haidt); "Every TED Talk in a Nutshell" (Kelley); V for Vendetta and/or Watchmen (Moore)

Suggested titles: "Allegory of the Cave" (Plato); "Opposing Innovation" (Kubic); various poems from the Romantics (Wordsworth, Coleridge, Shelley, Keats, & Byron); "The Star" (Wells); "There Will Come Soft Rains" (Teasdale); "The Open Boat" (Crane); "Bag of Bones" (Mikhail); "The Veldt" (Bradbury).

Routine websites used: Commonlit.com; turnitin.com; allsides.com

Grading Categories & Weights

- A. Major Assessments - 40%
 - a. Two to three major assessments per marking period (specific topics will be thematically related)
Essay: Non-fiction, expository, fiction, persuasive
Performance Assessment: Project Based on inquiry question and/or test
- **Completing the research paper component for this course is a Graduation Requirement**
- B. Minor Assessments - 35%
 - a. Reading, writing, speaking/listening, and language minor assessments: quizzes, vocabulary, reflections, etc.
*Can include Socratic seminar prep, vocabulary quizzes, and close reading questions
- C. Participation/Performance - 25%
 - a. Includes classwork and homework, as well as class participation in reading and discussion.

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

Supplies: Charged Chromebook, notebook, something to write with

Behavioral expectations: be respectful of your teachers and each other

Late work: 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

MP1	
Week 1-5	Week 6-10
Understanding and utilization of the following terms: <ul style="list-style-type: none"> <input type="checkbox"/> connotation <input type="checkbox"/> denotation <input type="checkbox"/> expository Close reading for theme/conflict MAJOR ASSESSMENT: Reading Skills Assessment	Understanding and utilization of the following terms: <ul style="list-style-type: none"> <input type="checkbox"/> metaphor <input type="checkbox"/> nuance <input type="checkbox"/> Parallelism Developing questions for Socratic seminars MAJOR ASSESSMENT: Narrative Writing
Standards: RL.CI.11-12 .2.; RL.IT 11-12 .3.; W.AW 11-12.1; SL.UM.11-12.; L.VL.11-12.3.; L.VL.11-12 4.A	

MP2	
Week 1-5	Week 6-10
Mastery of the following tasks: <ul style="list-style-type: none"> <input type="checkbox"/> Work through a minimum of three short stories <input type="checkbox"/> Irony (situational, dramatic, verbal) <input type="checkbox"/> Plot Diagram with two main conflicts <input type="checkbox"/> Characterization maps of three different characters <input type="checkbox"/> Review Conflict (internal and external) <input type="checkbox"/> Literary Analysis <input type="checkbox"/> Socratic Seminar: testing each other's ideas during discussions MAJOR ASSESSMENT: Literary Analysis	Mastery of the following tasks: <ul style="list-style-type: none"> <input type="checkbox"/> Work through two additional short stories reflect on novel <input type="checkbox"/> Review symbolism <input type="checkbox"/> Reflection <input type="checkbox"/> Socratic Seminar: Citing the text to support ideas MAJOR ASSESSMENT: Inquiry-Based Project
Standards RL.CR.11-12 .1.; RL.IT.11-12 .3.; RL.PP. 11-12 .5.; W.AW.11-12 .1.; SL.UM.11-12 .5.; L.SS 11-12 1; L.VL.11-12 .3; L.VL.11-12 4.A	

MP3	
Week 1-5	Week 6-10
Speech Analysis <input type="checkbox"/> Annotation Skills <input type="checkbox"/> Rhetoric (ethos, pathos, logos, diction, anaphora) <input type="checkbox"/> Public Speaking Skills <input type="checkbox"/> Socratic Seminar: Coming to a group consensus at the end of a discussion MAJOR ASSESSMENT: Rhetoric/Speech Project	Research Unit <input type="checkbox"/> Examine Pro/Con Sources and allsides.com <input type="checkbox"/> MLA Citations <input type="checkbox"/> Bias and Credibility evaluations <input type="checkbox"/> Plagiarism <input type="checkbox"/> Writing Portfolio to show growth <u>**Completing the research paper component for this course is a Graduation Requirement</u> MAJOR ASSESSMENT: Research Paper
Standards RI.CR.11-12.1; RI.CR.11-12.2; RI.CR.11-12.6; W.AW.11-12.1; W.AW.11-12.5; W.AW.11-12.6; SL.PI.11-12.1; SL.PI.4; L.SS.9-10.2-	

MP4	
Week 1-5	Week 6-10
Comic Book Analysis <input type="checkbox"/> Review of literary terms and story-telling techniques <input type="checkbox"/> Utilization of symbols to reflect overall themes MAJOR ASSESSMENT: Historical Fiction Comic Book Project	Social Justice analysis of non-fiction texts <input type="checkbox"/> Creating self-generated outlines and writing timelines <input type="checkbox"/> Socratic Seminar: total student controlled and monitored MAJOR ASSESSMENT: Writing portfolio: expository essay on social justice
Standards RL.CR.11-12.1; RL.CR.11-12.2; RL.CR.11-12.3; W.NW.11-12.3; W.RW.11-12.7; SL.II.11-12.2; L.SS.11-12.2-	

Acknowledgment

Please sign your name here to acknowledge that you have read and understand the course expectations:

Sign your name:

Please have your parent/guardian sign their name here to acknowledge that they have also read and understand the course expectations:

Sign your name:
