

10th Grade English

Fall 2021-Spring 2022

Instructor

Jessica Puckett
Classroom A200

Email

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Prep hours:

Mon: 1:35-2:20
Tues: 12:45-1:30
Thurs: 11:10-11:55

Description

Greetings! My name is Jessica Puckett and welcome to English Literature! In this course, students will engage in activities that inspire thoughtful discussion and debate with their peers allowing them to formulate, and defend, their own perspectives.

Expectations and Goals

- Always follow the Honor Code: **Be Safe, Be Responsible, Be Respectful**
- Show up to class on time with materials and ready to learn.
- Students need to come to class prepared (notebook, writing utensils, planner, laptop)
- MLA Format is to be used on assignments
- Unfinished classwork can be finished at home
- Technology use is to be focused on **academics** only
- When printing documents students must gain teacher approval
- Students assignments can be completed electronically or handwritten
- Stay engaged during the entire lesson
- Have Fun!

Content Material

- **my**Perspectives: ENGLISH LANGUAGE ARTS will be used for backbone of content.
- Utilize various mediums such as short stories, poems, plays, graphic models, articles, speeches, books

Grade Configuration

- 15% In-Class Assignments & Homework
- 25% Essays
- 30% Classroom discussions/participation
- 30% Quizzes & Projects

1 st Quarter	Topic	Reading	Exercises
UNIT1: Inside the Nightmare Essential Question: <i>What is the allure of fear?</i>	Explanatory Model: “My Introduction to Gothic Literature” The students will write an explanatory essay, with the use of narrative evidence, as a final performance task for Unit1	Short stories: <i>The Fall of the House of Usher</i> by Edgar Allan Poe <i>House Taken Over</i> by Julio Cortázar Graptic Model: <i>How to Tell You're Reading a Gothic Novel - in Pictures</i> Poetry: <i>The Raven</i> by Edgar Allan Poe <i>WIndigo</i> by Louise Erdrich	Students will read and evaluate narratives in short stories, poetry, and articles to better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will develop deeper understanding of figurative language, connotation and detonation, and how to apply them to their own writing.

2 nd Quarter	Topic	Reading	Exercises
UNIT2: Outsiders & Outcasts Essential Question: <i>Do people need to belong?</i>	Argument Model: “Isn’t Everyone a Little Bit Weird?” Students will write an argumentative essay, in which they will state and defend a position on a topic as final performance task for UNIT2	Short story: <i>Metamorphosis</i> by Franz Kafka <i>The Doll’s House</i> by Katherine Mansfield Poetry: <i>Sonnet, With Bird</i> by Sherman Alexie <i>Elliptical</i> by Harryette Mullen Argument: <i>Revenge of the Geeks</i> by Alexandra Robbins Documentary Video: <i>Franz Kafka and Metamorphosis</i> BBC	Students will read and evaluate arguments in short stories, poetry, and articles to better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will develop deeper understanding how phrases and clauses convey meaning, learning how to organize and share ideas, reflect on experiences, and gather evidence.

3 rd Quarter	Topic	Reading	Exercises
UNIT4: All that Glitters Essential Question: <i>What do our possessions reveal about us?</i>	Informative Model: “I Came, I Saw, I Shopped” Students will write an informative essay, where they’ll examine concepts through careful selection, organization, and analysis of information as a final performance task for UNIT4	Short Story: <i>The Necklace</i> Guy de Maupassant, translated by Andrew MacAndrew <i>Civil Peace</i> Chinua Achebe <i>The Golden Touch</i> by Nathaniel Hawthorne Poetry: From <i>King Midas</i> by Howard Moss Photo Essay: <i>Fit for a King: Treasures of Tutankhamun</i>	Students will read and evaluate informative texts such as speeches, poems, short stories, and essays better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will develop deeper understanding of using quotations and other evidence in written texts and presentations, where they’ll work together to build ideas, develop consensus, and communicate with one another.

4 th Quarter	Topic	Reading	Exercises
UNIT6: Blindness and Sight Essential Question: <i>What does it mean to “see”?</i>	Nonfiction Narrative Model: “Just Six Dots: The Story of Braille” Students will write a non-fiction narrative, where they’ll tell a true story as a final performance task for UNIT6	Literature and Culture: Historical Context - <i>Oedipus the King</i> Anchor Text: <i>Oedipus the King, Part I and II</i> by Sophocles Poetry: <i>Blind</i> by Fatima Noot Memoir: <i>The Neglected Senses</i> - from <i>For the Benefit of Those Who See</i> by Rosemary Mahoney	Students will read and evaluate narratives in short stories, poetry, and memoir to better understand how to organize, share and reflect on ideas they research to clarify and explore. Participating in class discussions, projects and assignments; students will develop deeper understanding of using quotations and other evidence in written texts and presentations, where they’ll work together to build ideas, develop consensus, and communicate with one another.

Learning Methods and Organizational Strategies

Objective based learning combined with essential questions is the backbone of the class. Inquiry will be fostered by helping students create high level questions and classroom discussions will also be used to allow students to express their interpretations and evaluations about the curriculum.

All assessments will be focused on the content covered and the curriculum is aligned to the state standards.

Continuous feedback will be given using different methods to promote student retention of the Curriculum.

Because students have different needs and abilities, I adjust levels of challenge and sometimes entire activities to meet the needs of all learners. Drawing on your child's strengths to create growth, not to create busy work. Differentiation changes with content, so your child may be in one group for one activity or unit, and in a different group with different content. It's based on the content being covered, so prior skills and understanding play a big role. My goal is not to have them just know information, but to be able to use and apply information.

I use depth, complexity, thinking skills, and other pedagogical tools to differentiate. It's not more work for highly able students and less work for students who need support.

Additional Information and Resources

Students are welcome to explore additional text to support their understanding of the current topics. Please let me know, and I'll be happy to share any additional titles for independent learning.