

English 10A

Miss Brett – Room 116

651-982-8571 or abrett@flaschools.org

<https://sites.google.com/a/flaschools.org/brettshighschoolenglish/>

Courtney Early - Student Teacher

cearly@flaschools.org

Learning Goals:

- A. Students will understand how the search for identity, the question of assimilation, and the dynamics of power influenced the development of American literature from its beginnings through the Civil War Era.
- B. Students will demonstrate their understanding of effective writing through the use of 6+1 Traits of Writing, rhetorical analysis and writing for various purposes.
- C. Students will be able to locate, evaluate and summarize sources of information.

Essential Questions:

- 1. How have the dynamics of power affected the identity of Americans?
- 2. How is the ever-changing American identity reflected in American literature?
- 3. How do writers, including ourselves, purposefully and effectively communicate?
- 4. How do we locate and discern reliable information and determine its relevance?

Unit 1: Understanding Origins and Drawing Connections

- Early Creation Myths
- Native American Poetry
 - **Unit 1 Common Assessment: Creation Story Comparison Paper (assesses 9.4.2.2)**

Unit 2: Societal Rules and Traditions

- Captivity narrative: “Mary Rowlandson” and “John Smith”
 - Use rhetoric to analyze?
- Puritan Code and “Sinners in the Hands of an Angry God”
- *The Crucible* - **Class Drama**
 - **Unit 2 Common Assessments:**
 - **“Sinners in the Hands of an Angry God” Figurative Language and Tone Analysis (assesses 9.4.4.4)**
 - ***The Crucible* Analysis Paper (assesses 9.4.1.1, 9.7.1.1, 9.11.1.1, 9.11.2.2)**
 -

Unit 3: Between Two Worlds

- *The House on Mango Street* by Sandra Cisneros (novel)
- “Apa” by Rosalinda Hernandez (poem)
- (optional) “Barn Burning” by William Faulkner (short story)
- (optional) “The Lottery” by Shirley Jackson (short story)
- (optional) “Chicago” by Carl Sandburg (poem)
- (optional) “Song of Myself” by Walt Whitman (poem)
- **Common Assessment: Personal Vignette (Assesses 9.7.4.4 and 9.7.5.5)**
- **Common Assessment: Discussion or Essay Test (Assesses 9.4.2.2)**

Unit 4: Identity, Growth, and Perseverance

- *The Glass Castle* by Jeannette Walls
- **Unit 3 Common Assessment: Formal Discussion (assesses 9.9.1.1)**

Grading Breakdown:

- 70% Summative Assessments (Tests, Projects, Major Papers)
- 30% Formative Assessments (Daily Work, Process Work, Quizzes, etc)

Class Materials (To be brought every day):

- a three-ring binder or a folder
- loose-leaf paper or notebook
- a writing utensil
- appropriate coursework
- laptop

Classroom Expectations:

WE ARE....	EXPECTATIONS
Responsible	- Be on time - Be honest - Reflect on your learning
Respectful	- Follow classroom rules - Give full attention to the speaker. - Turn cell phone off or put it away - Keep screen at 45° when not using
Engaged	- Have only necessary lesson materials out - Be an active learner - Come with a growth mindset

Late Work and Make-up Work Policy:

- Daily work will be docked 50% late unless arrangements are made with me. I will only accept late work until the end of a unit. Once we have moved on to another unit, no work from the previous unit(s) will be accepted.
- If you want to redo a major assignment it must have been turned in on time originally and the guidelines must have been followed. Please see me for redos or retakes.

If you have missed an assignment, a test, or a lecture, **YOU** are responsible for scheduling a time with me before, after school or during Ranger Time to make up the work or get notes. Please do this in advance as I may have a prior commitment. You may also use my website to find out what you missed.

I am always willing to give extra help. I am available before and after school and can arrange a time during my prep period if necessary. If you ever miss a day, the daily class schedule can be found on my website:

<https://sites.google.com/a/flaschools.org/brettshighschoolenglish/>