

English 11 Syllabus

With Ms. K.D. Tibbetts, Ms. Megan Williams, and Ms. Alexys Cellini

Welcome to 11th grade English! In these next nine weeks, we will be reading and analyzing three texts looking at themes, figurative language, and structure in writing. We will be reading Zora Neale Hurston's novel *Their Eyes Were Watching God*, *Ain't I a Woman* by Sojourner Truth, and Maya Angelou's *Phenomenal Woman*, concentrating on these elements while practicing using the TPFASST model to identify and analyze figurative language. You will have the opportunity to interact with classmates utilizing media and technology to communicate your ideas while listening and responding to others. You will be assessed by the thoughtfulness and appropriateness of each assignment. Before each assignment, we will provide you a rubric indicating what is expected of you based on standards. Any questions or concerns are welcome and may be directed to us at any time.

This class is based on supporting you as a student and fostering a growth mindset. We encourage you to embrace mistakes as a part of the learning process! When you are faced with a challenge in this class, we'd like you to practice perseverance. Together, as a class, we will become more resilient, because we will use our mistakes as a springboard for growth. You will have many opportunities in this class to receive feedback, give feedback, and improve or edit your work.

Citizenship & Classroom Norms	
Ask Questions	Show up to class on time.
Engage Fully	Always bring materials to class, including a charged Chromebook.
Open Your Mind to Diverse Views	Keep phones and other distractions away during class time
Monitor Your Devices	Work hard, be kind, and show yourself, classmates, and teacher respect.

Quarter at a Glance

<p><u>Unit 1- Weeks 1-3</u></p> <p>Text: <i>Phenomenal Woman</i> by Maya Angelou</p>	<p><u>Unit 2 - Weeks 4-6</u></p> <p>Text: <i>Their Eyes Were Watching God</i> by Zora Neal Hurston</p>	<p><u>Unit 3 - Weeks 7-9</u></p> <p>Text: <i>Ain't I a Woman?</i> by Sojourner Truth</p>
<p>Priority Standard: <u>CCSS.ELA.Literacy.RL.11-12.6:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Skills Focus: Using the TPFASST acronym for poetry analysis to determine multiple themes and comparison of themes for different pieces of literature.</p> <p>Major Assignments: We will use guided practice and small group work to complete example TPFASST charts, culminating in independent completion of a TPFASST chart that focuses on structure and analysis of <i>Phenomenal Woman</i>.</p>	<p>Priority Standard: <u>CCSS.ELA.Literacy.W.11-12.2a:</u> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Skills Focus: Identifying figurative language, writing to an audience, evaluating text structure/language choices in determining an author's purpose, and writing CeESS paragraphs utilizing textual evidence to analyze readings.</p> <p>Major Assignments: Through guided practice and smaller writing activities we will work up to independently writing an extended response CeESS paragraph, where you will examine three examples of figurative language in <i>Their Eyes Were Watching God</i>. This will be graded using the CeESS paragraph rubric, which will be provided to you.</p>	<p>Priority Standard: <u>CCSS.ELA.Literacy.11-12.SL.1c:</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Skills Focus: Verbally express critical thoughts about a text or texts, compare and contrast themes across texts, and engage in collaborative classroom discussions.</p> <p>Major Assignments: To practice speaking and listening skills, while building an understanding of literary comparison, this unit will culminate in a "Flip Grid Video Socratic Seminar". Using the Flipgrid App, you will be expected to post a two-minute video where you briefly comment on and compare the themes within the three works this quarter. You will end the video by asking a question that you still have about the texts we've read this quarter. You will then watch at least two classmates' videos, and post a reply video to each of them, attempting to answer the questions they had.</p>

Grading Policy

In this class, we will use a Standards-Based Grading System. This system uses a 1-4 point scale to determine mastery of the topic. This differs from a traditional grading system where your grade is measured by weighted percentages of work successfully completed in specific categories. Instead, you will know the effect each assignment directly has on your grade by how many points it is worth. Through our assignments, we will work towards mastery of our targeted skills. We will focus on two main categories: formative (work you complete as you are learning a skill) and summative (work you complete to show the extent to which you've mastered the skill). You will be provided with rubrics for all assignments and practice work assigned in this class. This is to make the grading simpler to understand and more transparent. We hope that by "lifting the veil" on the grading for this class we'll be better able to help you improve along the way.

Mastery Language	Range 4 -pt. Scale	Letter Grade	Meets Common Standards
Mastery	3.4 - 4.0	A	Yes
Proficient	3.39 - 2.8	B	Yes
Approaching	2.79 - 2.2	C	Yes
Beginning	2.19 - 1.6	D	No
Insufficient Evidence	<1.6	F	No

Feedback on work

You will be provided with feedback on all of your assignments. This feedback about the task performed and skills used is to help you improve for your next assignment. We will also provide feedback on the practice work that we complete in class to assist with your soft skills without including them in your grades. These practice assignments are to help you gain confidence in your writing, annotating, and analytical skills.

Late Policy

We will accept late assignments *without penalty* at any point during the quarter. We understand unforeseen circumstances can prevent you from turning in your work on time and we want to encourage you to turn in work, even if it's late. We want your grade to reflect your mastery and comprehension of class content- not when you turned your work in. This policy reflects this class'

growth mindset because you will have an opportunity to turn in all your work, engage in formative assignments at any point that you have the time/motivation, and show your knowledge of the class curriculum up until the end of the quarter.

However, to encourage you to turn your work in on time. We will only be grading late work at two points: midway through the quarter and at the end of the quarter. This will make grading easier for us and allow us to take the time when grading late work to still provide you with ample feedback. If you turn in your assignment a week late your grade will not be penalized, but it will not be reflected on your progress report. You also will not receive feedback from us to improve for the next assignment. If you want your progress reports to be up to date with the work you've done, we encourage you to turn things in on time!

Assessment Retakes

In the writing there is no such thing as a final draft, we are always working to improve. This is why we allow you to retake, or edit and improve, any of your projects up until final grades are due. We recommend you use the feedback provided on your assignment and ask us any questions to earn additional points. Since we value a growth mindset in this classroom we encourage you to take advantage of retake opportunities to reach mastery and earn additional points.

Example of Rubric for CeESS paragraph

	4 Mastery	3 Proficient	2 Approaching	1 Beginning
Claim / Topic Sentence + elaboration + Title Author Genre (TAG)	Interesting, original claim/topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Evidence / Supporting Details	Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Seamlessly incorporate quoted evidence into writing with appropriate citation.	Examples and details relate to the topic and some explanation is included. Evidence present, but not seamlessly incorporated, but includes citation.	Sufficient number of examples and details that relate to the topic. Evidence present, not incorporated seamlessly, not citation	Insufficient, vague, or undeveloped examples.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style and Voice	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Language Use + Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation
Annotations	Include ALL elements of TPFASST	Includes MOST elements of TPFASST	Includes SOME elements of TPFASST	Includes NO elements of TPFASST

Potential Challenges of Mock Grading System:

- There may be student/parent pushback in regards to the late work policy because while late work is accepted without penalty, it won't be added to the gradebook till either the mid-point within the quarter or at the quarter-final. Since the gradebook will not reflect any late work turned in till those points, progress reports will be affected, which may cause stressed parents and issues for students in sports who need to keep their GPA above a certain mark.
- There may be some student pushback regarding the Assessment Retake Policy. Some might feel that giving these students a second chance to earn a higher grade would be unfair to those students who performed well on the initial assessment. The students who initially did well will be recognized for their mastery and provided with stimulating enrichment activities to extend their learning. However, the purpose of learning is to achieve mastery of the skill and promote a growth mindset.

Practices That Promote Equity:

- Practices that support hope and promote growth mindset
 - This practice is summarized in the welcome section of our syllabus and further elaborated on in the grading policy section. This practice will be implemented through a flexible late work policy, encouraging mistakes and editing of work, and allowing assessment retakes.
- Practices that 'lift the veil' on how to succeed
 - This practice will be implemented through Standards-Based grading done on a clearly communicated points system. Additionally, we will provide students with rubrics for all major assignments. These rubrics will reflect the points system and be based clearly on the focused upon standards.
- Practices that promote soft skills without including them in the grade
 - This practice is discussed in the feedback section of the syllabus.