

# LA 10A: American Literature

## Introduction

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This course will build on the skills you learned in your ninth grade literature course. The study of texts will be more in depth and writing will be more complex. We will use our understanding of literary terms and genres to analyze the literature that we encounter as we journey chronologically through American history. Through our readings, we will gain insight into the connection between history and literature, and study overarching themes addressed by American authors and storytellers.

During this course, we will also work on written and oral expression skills. We will study grammar daily through DGP. Students will complete a weekly vocabulary lesson, as well as study new words during readings. During the second semester, students will complete a research paper in conjunction with their 10<sup>th</sup> grade history class.

Individual student needs will play a major role in the planning of each unit of study. Each of you will work with me to find the tools that will help you to be successful. Assessments, assignments and goals will be designed to meet your needs.

## Supplies:

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You will need to have all of the following supplies available in class everyday.

- three-ring binder
- notebook dividers
- pencil case for binder
- notebook paper
- Pencils and a blue or black ink pen
- red, pink or green pen for editing work
- Book flags or small post-it notes
- 3x5 index cards
- highlighter
- Flash drive

## Textbooks:

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The only textbook for this course will be your Daily Grammar Practice workbook (DGP), which you should keep in your notebook. DGPs will be graded for completion weekly. You will be expected to apply the knowledge you have learned from DGP in your writing.

During the year we will be reading novels as a class. When we read these novels you will be expected to bring them to class daily.

Other readings will often be distributed from various sources. You will be expected to keep these readings in your notebook.

Because many of your readings will be handouts, it will be essential to keep an organized binder for this course.

**Grading:**

Your grade will be based on the mastery of course objectives. Assessments (45%) (designed to determine whether or not you met the goals) will not necessarily be conventional tests, but may also be projects or papers. Homework (5%) will be used to prepare for upcoming classes, develop independent skills, and assess understanding of skills learned in class. Class work will be used to learn new skills and to assess understanding. DGP workbooks will be graded for completion and count as part of your class work grade. You will often have reading quizzes on material assigned for the evening. Vocabulary work will also count as part of your class work grade. Quizzes and class work (35%) will also be used to assess understanding of material in smaller chunks than tests. Your final exam (15%) will assess your understanding of all goals and objectives covered.

The grading will be based on this scale:

Meets objective with excellence	90 -100	A- to A+
Proficient in skill/objective	80- 90	B- to B+
Approaching proficiency in skill/objective	70 - 80	C- to C+
Well below proficiency in skill/objective	70 and below	D to F

**Retakes and Grade Changes:**

All assignments and grades are intended for me to see if you mastered the objectives of the course. If you did not master an objective, and received a grade you are unsatisfied with, you do not have to give up. For any assignment you feel like you can improve on, I am willing to discuss ways for you to show mastery of the objective and improve your grade.

**Absences and Late work:**

If you miss class it is your responsibility to get notes from your fellow students. Any other assignments must be obtained from me. Anything due on the day you missed, must be turned in upon your return. You will lose 10 points for each day that an assignment is late. Assignments will not be accepted after 3 days unless we have set a new due date. If a new date is not set, and an assignment is not turned in after 3 days, you will receive a 0 for the assignment, regardless of what type of assignment it is.

**Communication:**

Communication is key to success in this course. If you are struggling with an assignment, please be sure to let me know by calling me, sending me an e-mail or finding me on campus. I am available for appointments during the week to provide support. Also, if personal circumstances may prevent you from being able to complete your assignments please let me know in advance. I am willing to work with you to make sure you are able to meet the goals in the class, and understand that life happens. When you communicate clearly with me about problems BEFORE assignments are due, I will be more flexible.

**Student Handbook:**

It is my expectation that you have read and understand the Temima Student Handbook. All merits and demerits will be determined based on the handbook rules. You will be expected to follow all rules of the school while in my classroom.

**Restroom:**

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In order to limit distractions in class, please limit restroom usage to emergencies only. Also please use the restroom during individual work time rather than lecture time. I am not putting a limit on restroom usage at this time, but I will adjust this policy if necessary. Spending more than 5 minutes in the restroom will result in being marked tardy to class.

**Plagiarism**

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As writers and thinkers, we want to give other writers and thinkers credit for their writing and thoughts. With that in mind plagiarism will not be tolerated in our class. Plagiarism means turning in another person's work as if it was your own. This could include copying and pasting from the Internet, using another student's work, or copying notes or quotes straight from a book. Plagiarism also includes writing another person's idea as if it were your own. Even if you paraphrase the idea, you should give the person credit for it. We will be working throughout the year on how to properly give others credit for their ideas and writing.

If it is found that you did plagiarize another's work, you will either be asked to re-do the assignment or receive a 0 for the assignment depending on the severity of the plagiarism. All violations will be reported to the administration.

**Your Responsibilities in the Classroom:**

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Everyday I will check to see if you have completed your DGP in the first 5 minutes of class. S

Each week you will have a vocabulary assignment that will be due on Wednesday. Every fourth Wednesday, you will have a quiz on the vocabulary from the past 3 weeks.

Most homework assignments will be reading assignments. I will expect that you will be prepared to discuss the reading and have your reading in class. I will give frequent reading quizzes.

Each evening I will grade class "wrap-up" activities that are turned in to the folder on the way out the door. These will help me to see if you understood the lesson that day. You will receive a class wrap up grade each quarter.

We will have many classroom discussions during this course. In order to show respect to everyone, I will only call on students who raise their hands.

I expect you to be engaged in learning in my classroom through the entire period. I will consider your behavior off-task if you have materials on your desk that are not being used for my class

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# Goals and Objectives for Tenth Grade English Language Arts

-- based on the Common Core Georgia Performance Standards

## **Reading Fiction**

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Use quotes from texts to support your analysis of the texts

Determine the theme of texts and analyze how the text is developed

Summarize a text objectively

Analyze how characters are developed of the course of a text and examine how the character development relates to plot and theme

Determine the meaning of new words using context clues

Analyze how an author's choices about how to structure the text create mystery, tension or surprise

Analyze how word choice impacts meaning and tone

Analyze how authors use allusions and relate to source material

Analyze the representation of a key scene in two different artistic mediums (ie. book and painting)

## **Reading Non-Fiction**

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Use quotes from texts to support your analysis of the texts

Determine the central idea of the text and analyze how the idea is developed

Summarize a text objectively

Analyze how an author supports his or her argument

Determine the meaning of new words using context clues

Analyze how word choice impacts meaning and tone

Determine an author's point of view or purpose in a text and analyze how the author uses words to support their point of view

Analyze in detail how an authors ideas or claims are developed by looking at specific paragraphs, sentences or larger portions of text

Analyze various accounts of the same event describes in different mediums and compare the two

Evaluate arguments made by an author and identify faults in the arguments

Analyze texts of historical and literary significance in the United States

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## Writing

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Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Write arguments to support your analysis of a topic using valid reasons and sufficient relevant evidence

Write informative Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

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## Speaking and Listening

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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

## Language

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Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

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