

Course Description

This tenth grade course is the second in a series designed to continue to develop and refine reading, writing, and critical thinking skills. It addresses the Maryland Common Core State Standards for English while offering a challenging experience to students with strong reading and writing skills. The pace and content of the course equip students to succeed in courses that demand effective writing and critical reading and to meet the challenges of many post-secondary career and educational opportunities. The course includes preparation for college entrance tests and requires students to write an informative research paper. Students will prepare for the High School Assessment.

Prerequisite: Successful completion of English I Honors/teacher recommendation

Course Requirements

Students must complete the following activities:

1. Read three novels from a given theme or category and write a paper based on them.
2. Participate in a variety of writing experiences, comparison and contrast compositions, character analyses, informative essays, personal narratives, and persuasive essays.
3. Complete bi-weekly vocabulary exercises and tests.
4. Complete three unit exams and a benchmark per grading period worth 70% of your grade.
5. Take quizzes, a mid-term, and a final exam that are worth 70% of your grade.
6. Complete a research paper worth 70% of your overall grade.
7. Prepare for and complete PARCC State Assessment

Required Materials:

In order to be prepared for class, you must have these items with you **everyday**:

- Textbook and/or assigned reading materials
- Agenda
- Pencils/pens
- Journal/Interactive Notebook
- Post-Its (may be provided)
- Assessment Folder that is content specific
- Completed homework

Texts:

Literature. Orlando, FL: Holt McDougal. 2012.

Golding, William. *Lord of the Flies*

Wiesel, Elie. *Night*

Guidelines for Success

- **Come to class everyday.**
- **Arrive on time and be prepared for class when the bell rings.**

As you enter the classroom, sharpen pencils, sit on your assigned seat, get out agenda and write homework in it, and begin warm-up **before** the bell rings. **BE READY WHEN I AM!** If you are not in your seat, facing front, and beginning the warm-up you are **not following the start-of-class-procedures and there will be consequences.**
- **Bring only approved materials into the classroom.**

Approved materials include: binders, pens/pencils, paper, post-its, and your agenda. So, if you're attached to that cell phone or really love the way your Victoria's Secret body spray smells, leave them in your locker because anything brought into the classroom that is unnecessary will be confiscated for the remainder of the school year.
- **Use only your materials and the materials Mrs. Landolt gives you permission to use.**

When we do projects in class, I will supply you with materials. If you forget a pencil, I will be happy to lend you one for the class period. However, I expect the things I loan out to be returned. If you don't return it or you destroy it, the chances of me providing for the class materials lessen for you and your peers. Return borrowed objects to their place in the condition you found them in.
- **Be respectful.**

Be respectful to one another, adults, and objects at all times. **Do not** touch things in the classroom that are not yours. **Do not** interrupt me or each other. **Do not** use profanity in the classroom. **Do not** destroy or vandalize objects in the classroom. Bullying, harassment, and intimidation of any kind will not be tolerated. Remember the Golden Rules: Treat others as you would like to be treated, and if you do not have anything nice to say, don't say anything at all. Failure to display respectful behavior will result in consequences.
- **Be honest.**

Cheating/disruptive/questionable behavior will not be tolerated in the classroom. Use your own agenda to gain access to the hallway and the bathroom.
Test-Taking Policy: If you display any of the behaviors listed (cheating, disruptive, questionable behavior) during a test, your test will be collected and you will receive no grade until you make arrangements to make-up the test after school. It's rude and disrespectful to interrupt and distract others when they are testing. Your best bet is to keep your eyes on your paper when testing.
- **Promptly follow instructions.**
- **Raise your hand to be called upon.**

Unless you are working in groups, raise your hand to be recognized and called upon. There is to be no talking or getting out of your seat unless Mrs. Landolt grants you permission.
- **Follow directions/NDHS policies.**
- **Come to class alert and ready to learn.**

Laying your head on the desk is not an effective way to learn. Keep your head up!
- **Try your best, every day.**

Consequences

If for some reason you break one of the above stated guidelines, the following actions will be taken:

- First offense: verbal warning from Mrs. Landolt.
- Second offense: student conference, parents contacted, and either a 30-minute after-school detention or a lunch detention. I reserve the right to choose.
- Third offense: parents contacted, 1-hour after-school detention, and an office referral.
- Fourth offense: You will be told to leave the classroom, no questions asked. A referral will be written.

Homework

Homework must be completed! Assigned homework shall be completed and handed in the next day. Students will receive 100% if the work is completed and handed in or a 0% if it is not. You may turn homework assignments in up to three days late for partial credit. Not only will completing your homework enhance your ability to do what is required of you, it will add to your grade, and allow me to see how you're progressing in class.

Attendance

Attend class everyday. If you are absent and it is excused, you may have access to make-up work. You are responsible for collecting your make-up work. It will be placed in a folder in the back of the classroom. The make-up work shall be completed and handed in the next day for full credit. If more time is needed, students may turn in make-up work up to three days after its due date. However, each day an assignment is late, 10 points will be deducted from the grade. If you miss a day and it is not excused, you may not make up the work, and it will be counted as a zero.

See your student handbook for new attendance policy.

Tests/Quizzes

Depending on the material covered throughout the week, there will be a test or quiz each week. Quizzes and tests make up 70% of your final grade, so you will need to be prepared. I will give you proper notice for each test or quiz beforehand.

Journals/Interactive Notebooks

Throughout the school year, we will be journaling. You will be given a task and an allotted amount of time. When applicable, you will have an opportunity to share your writing; however, it is not required.* You will turn in your notebooks for a grade on the work completed each week. Each term, the entries will be averaged and be incorporated into your grade as a test. **Remember your journals!**

Writing Format

For all assignments, unless otherwise noted, you will need to follow this heading.

- Name, class, assignment, and date must be written or typed in the **upper left hand corner**.
- Paragraphs must be indented.
- All written assignments must be edited for spelling and other corrections before they are turned into Miss Reed.
- All writing assignments that are handwritten should be legible and written in ink. If I can't read it, I can't grade it.

Re-Test Policy

If you didn't perform as well as you'd hoped to on an assessment, you have the option to re-test. See Mrs. Landolt for a Request to Re-Test form and make arrangements to seek additional assistance and re-test before or after school.

Grading Policy

All assignments will be graded using a point system. Assignments are broken down into the following categories and weighed in the following manner:

- Test, Quizzes, Projects, and Essays 70% of total grade
- Class Work (including warm-ups) 15%
- Homework 15%

Modules of Study

World Literature will focus on developing skills that students will need to make them college and career ready. Skills outlined by State Standards Initiative include, demonstrating independence, building strong content knowledge, responding to various audience, tasks, and purpose, comprehending, critiquing, using and incorporating technology, incorporating textual evidence, and understanding and valuing other cultures and perspectives.

Module One: **The Short Story**: This module is divided into three units. Each unit incorporates short stories that address both content specific and anchor standards, including: citing textual evidence, analyzing characters, identifying the five stages of plot development, identifying and determining the meaning of figurative language within a text, and effectively using new vocabulary. Short stories included in this module are “Harrison Burgeron,” “To Build a Fire,” “The Possibility of Evil,” and “By the Waters of Babylon.” This module will conclude with reading George Orwell’s *1984*.

Module Two: **The Short Story**: This module is divided into three units. Each unit incorporates short stories that address both content specific and anchor standards including: determining a theme and analyzing its development through specific details and complex characters and explaining how specific word choice affects meaning and tone. Some of the short stories included in this module are “The Interlopers,” “And of Clay Are We Created,” and “Doing Nothing is Doing Something.” This module will conclude with a research paper.

Module Three: **Poetry**: This module is different because it blends different forms of literature to address content and anchor standards. This module will be taught around one primary text and supplemented by short stories, poetry, and informal texts. Each unit incorporates short stories that address both content specific and anchor standards, including: reading and comprehending poems, citing evidence from a literary text to support analysis, and using reference materials effectively. Students will read “The Pit and the Pendulum,” “Sonnet 18,” “Birches,” and Elie Wiesel’s *Night* during this module.

Module Four: **Drama**: This module revolves around the work of William Shakespeare and *The Tragedy of Julius Caesar*. The units in this module will allow students to build upon and refine skills such as: determining theme, analyzing characters, analyzing various points of view, and determining how author’s choices regarding the structuring of a text attribute to mood, tension, and suspense. This module includes an essay and a research project.

I will finish my program of study and become college and career ready!