

Welcome to English 3A

Course Content and Classroom Policies and Procedures

Course Content:

The major goals of this course are for students to think critically and to communicate ideas and information using a variety of platforms. Students can expect to develop these skills through a combination of class work, homework, independent study and group centered activities.

Core Idea: Our focus this semester will be on reading both literary and informational texts, practicing research skills and developing writing skills through various types of expository writing with an emphasis on definition and argument and persuasion. Additionally, this semester will be thematically based focusing on literature that explores what it means to be an American and that illustrates individuals who face life's challenges.

Essential Questions:

- ❖ What is an American?
- ❖ How do individuals develop their values, beliefs and their sense of identity?
- ❖ What themes and ideas about being an American transcend time and culture?
- ❖ How do others persuade you to adjust or change your position?
- ❖ How do you persuade different audiences to adjust or change their position?
- ❖ How does the author's perspective influence his/her rhetorical choices?
- ❖ How can language be used to incite change?
- ❖ How does the medium impact the message?

Assessments*:

All students in this course will be assessed through:

- ❖ One summer reading test during the week of September 7, 2015
 - Evaluation Criteria: This is an objective, multiple choice test.
- ❖ DDM: District Determined Measure -focus area: the author's purpose
- ❖ Unit 1: What is an American?
 - Definition Paper: What is an American?
 - Weighted as 20% of the first quarter grade
- ❖ Unit 2: Facing Life's Challenges
 - Speech Project (oral argument)
 - *must use research within their speeches
 - Weighted as 20% of the second quarter grade
- ❖ Other formative assessments as determined by the teacher. These may include, but are not limited to, tests, quizzes, writing assignments, short and long term projects and presentations.

*Assessments are subject to some modification. Any changes will be communicated to students well in advance of due dates.

Texts* **:

The following is a list of texts that may be used throughout the semester:

- ❖ Novels: *The Last American Man*, *The Scarlet Letter*, *When the Emperor was Divine*, *The Adventures of Huckleberry Finn*
- ❖ Drama: *The Crucible*
- ❖ Poetry: "I Hear America Singing," "I Too," "On the Amtrak from Boston to New York," "Upon the Burning of our House," "Mother to Son," "Sympathy," "Latin Night at the Pawnshop"
- ❖ Short Fiction: "Two Kinds," "Fish Cheeks," "Soldier's Home," "In Another Country"
- ❖ Non-Fiction: "An Indian Father's Plea," "Lincoln's Letter to his Child's Teacher," "Information to Those Who Would Remove to America," "Self Reliance," "What is an American," selections from *Immigrant Voices*, *The Narrative of Frederick Douglass*, "Speech to the Virginia Convention," "Being a Chink," "On Being a Cripple," Jada Williams article, Douglass' speech on the 4th of July

*Additional texts (of similar content) may be assigned by individual teachers.

** Lowell High School is committed to providing students with reading material that is challenging, engaging, and age appropriate. We have worked hard to establish an inventory of literary works that span from classic to contemporary. Some of these works contain mature language and content. Reading selections are addressed in the context of key ideas, craft, structure, and connection to essential questions. Parents are encouraged to read along with students. In the event that a parent objects to a specific title used in class, the students will be provided with an alternative, comparable reading selection.

Content Objectives and Expectations:

The content of this course is aligned with the Massachusetts Curriculum Framework for ELA and Literacy. While our classroom practices reflect all areas of these frameworks, the following standards will be the focus of this semester's work.

By the end of this semester, students will be able to:

SL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RSL 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

WS 1a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RSI 9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

WS 1a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WS 7: Conduct short as well as more sustained research projects to answer a 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.

WS 9b: Apply *grades 11–12 Reading standards* to literary nonfiction and the premises, purposes, and arguments in works of public advocacy.

CC.11-12.SL.4 Present information findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal or informational tasks.