

Welcome to College English 2A

Course Content and Classroom Policies and Procedures
2014-15

Course Content

The major goals of this course are for students to think critically and to communicate ideas and information using a variety of formats. 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 and working to master argument writing. Reading selections and writing prompts will be tied to the theme of beliefs and values – how they are formed, how they influence our actions and decisions, and how writers effectively communicate their own beliefs and values. This course also places emphasis on preparation for the Grade 10 ELA MCAS.

Essential Questions:

- * How are our values/beliefs shaped or formed?
- * How do our values/beliefs influence our choices and actions?
- * How do writers communicate their own values and belief through the rhetorical devices they employ?
- * How are writers, speakers and artists able to impact others to adjust or change their values and belief?
- * How do writers develop believable characters over the course of a piece of literature?
- * How do writers effectively communicate personal experiences to others?

Assessments*:

All students in this course will be assessed through:

1. A summer reading assessment during the week of September 2nd, 2014
 - Weighted as one quiz grade - Evaluation Criteria: This is an objective, multiple-choice test.
2. Unit 1: *This I Believe: The Personal Philosophies of Remarkable Men and Women*
 - One response to reading weighted as a quiz grade – Evaluation Criteria: Argument writing Rubric
 - Original *This I Believe* Essay weighted as a test grade- Evaluation Criteria: Narrative rubric
3. Unit 2: *Antigone*
 - A portfolio of three reader responses (generated through both process writing and on-demand)
 - Two weighted as quiz grades - Evaluation Criteria: Reading Response Rubric
 - One weighted as test grade - Evaluation Criteria: Reading Response Rubric
 - A Persuasive Speech
 - Evaluation Criteria: Oral Argument Rubric and Argument Writing Rubric
 - Weighted as 20% of first quarter grade
4. Unit 3: *To Kill a Mockingbird*
 - A short research project
 - Weighted as one test grade - Evaluation Criteria: Research Project Rubric

- Two longer literary analyses (generated through process writing and on-demand)
 - Evaluation Criteria: Argument Writing Rubric
 - Combined responses weighted as 20% of second quarter grade
- 5. Other 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:**

Core Texts:

selections from *This I Believe, the Personal Philosophies of Remarkable Men and Women*
Antigone, Sophocles
To Kill a Mockingbird, Harper Lee

Supporting Texts and Resources:

Each core text will be supplemented with **2 to 3 short literary works** (short stories, memoirs, poems), and **1 to 2 informational texts** (literary nonfiction, speeches, essays, articles, transcripts). Other forms of media will also be used in support of the course learning objectives.

**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:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10 RL/RI.1)
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10 RL.3)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10 RL.4)
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10 RI.5)
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10 RI.6)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10 W.1)
- Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character). (9-10 W-MA.3.A)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10 W.4)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question). (9-10 W.7)
- 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. (9-10 SL.4)