 **Utica High School**

**English 11**

Mrs. Stalling – Room 110

Planning Period: 8:38 – 9:18

Phone: 740-892-2855 Ext. 2110

E-MAIL ADDRESS: kstalling@northfork.k12.oh.us

**Course Description:** English 11 includes spelling and vocabulary study; fiction and non-fiction reading selections with an emphasis on comprehension skills; and writing instruction designed to improve students’ competency in the areas of fundamental grammar, sentence structure, and paragraph development, with numerous projects related to “real-world” experiences. Students will also prepare for the ACT, which takes place in the spring.

**Grading Policy:** Your grade for the course will reflect your progress with the material as reflected on quizzes/tests/classwork/writing assignments/class participation. The midterm exams will account for a portion of your final grade and will be noted on your report card. Each student receives 25 points at the beginning of every quarter as an incentive for meeting classroom expectations.

**Grading Scale:**

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = F

**Class Expectations:**

Be Respectful

Be Prepared

Be On Time

Be Attentive

\*School policy is followed in Room 110

**Consequences of failing to follow class rules:**

1. Verbal Warning/loss of respect points
2. Lunch detention/loss of respect points
3. Wednesday detention and/or parent contact
4. Office referral and parent contact

**Required Materials:**

Writing utensils

A binder

IPad – charged and ready to use

Text – as assigned

**Class Procedures**

1. Make sure your name, the date, and the class period are on all assignments.
2. Focus during class discussion, take notes, and work on assignments when time is given.
3. Assignments for grading should be placed in your class tray.
4. Check for make-up assignments under your class tray. (Email me for missed assignments.)
5. Your graded work should be collected from your class tray weekly.
6. **Cell phone usage is not permitted in the classroom.**

**Attendance**: Four absences are permitted each nine weeks but not encouraged. Student will begin to receive zeros for any work missed due to an absence beyond the fourth day, with the count resetting at the beginning of each nine weeks.

**Tardiness**: Students are expected to arrive on time for class. A student who has been tardy to class for a third time in a grading period will receive a lunch detention and will be reported to the office. The fourth tardy receives a Wednesday detention. A fifth tardy in a grading period receives a referral to the office for a Saturday School, In-School Suspension, or Suspension.

**Absences:** Make-up work due to an excused absence must be made up promptly. The time allotted for makeup work shall not exceed one day more than the period of absence**. It is the responsibility of the pupil to arrange for and to complete the necessary work.**

**Late Work**

Late work will only be worth ½ credit. No late work after 1 week.

**Cheating –** includingplagiarism, copying someone else's work or allowing someone to copy your work.

\* First offense receives a zero on the assignment, quiz, or test.

\* Second Offense will be reported to the office and disciplinary action will be taken.

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| **Week 1 8/17-19(3 days)** | Class Syllabus – The Plan and The Expectations  **Focus: What is the American Dream, and how does the literature presented align with this idea? How do your own goals for the future compare? What kind of obstacles create a need to re-adjust goals? Final Essay – Part I**  Introduction to The ACT and Spring Testing- English Diagnostic Test |
| **Week 2 8/22-26** | Weekly Vocab Words from *To Build a Fire*  **Survival** **Skills**: *To Build a Fire* by Jack London  Terms: Protagonist, tragedy, foil, and tragic hero  **Literary Term Pre-test** |
| **Week 3 8/29-9/2** | Go over ACT Pretest Results: College Expectations - How far are you from your goal?  Writing: Survival Scenarios: *127 Hours*  **Final Essay – Part 2: What part of your character makes you a survivor?** Review **Literary Terms– Quarterly Project on Progress Book**  Vocab Test 1 |
| **Week 4 9/5-9 (4 days)** | *ACT – Review Questions 1-5 (Sentence Structure)*  Vocabulary Exercise 2  Sacrifice and Self-Preservation in *The Outcasts of Poker Flats* Writing: Local Color – characterization and irony |
| **Week 5 9/12-16** | *ACT – Review Questions 6-10 (Verbs and Verb Phrases)* Begin ***The Glass Castle*** by Jeannette Walls  **American Dream: Family**  Read “Woman on the Street – Character Analysis  *The Glass Castle* – The Desert pp. 9-25  **Real World 1:** Case Manager Project |
| **Week 6 9/19-23 (4 days)** | *ACT – Review Questions 11-15 (Indefinite Pronouns)*  *The Glass Castle* – The Desert pp. 26 –50  Symbolism |
| **Week 7 9/26-30** | *ACT – Review Questions 16-20 (Collective Nouns)*  *The Glass Castle* – The Desert pp. 51-109  Quiz over Section  Non-fiction paired texts |
| **Week 8 10/3-7** | *ACT – Review Questions 21-25 (Relative Clauses)*  *The Glass Castle* – Welcome to Welch pp. 110-135  Learning Stations |
| **Week 9 10/10-14** | *ACT – Review Questions 26-30 (Which vs. That)*  *The Glass Castle* – Welch pp. 136-195  More Symbolism |
| **Week 10**  **10/17-19**  **(3 days)** | *ACT – Review Questions 31-35 (Parallel Structure)*  **Real World 2: SURVIVAL GAME**: Maslow’s Hierarchy of Needs  **Final Literary Term Test for Q1 Due** |
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| **Week 1 10/24-28** | *ACT – Review Questions 36-40 (Correlative Conjunctions)*  **Restart Literary Term Test Project**  *The Glass Castle* – Welch pp. 196-230  Irony Learning Stations |
| **Week 2 10/31-11/4** | *ACT – Review Questions 41-45 (Pronouns and Antecedents)*  *The Glass Castle –* Welch/NYC pp. 231-265  Build your own glass castle |
| **Week 3 11/7-11 (4 days)** | *ACT – Review Questions 46-50 (Sentence Fragments)*  *The Glass Castle – NYC pp. 266-281*  *Finish The Glass Castle –* Thanksgiving  **Final Essay – Part 3: Has your family enhanced or hindered your success?**  **Real World: Case Manager Project Due** |
| **Week 4 11/14-17**  **(4 days)** | *ACT – Review Questions 51-55 (Who vs. Whom)*  **American Dream: Societial Influences**  ***The Crucible*** – Characters, background, setting  The Loss of Community -Act 1 |
| **Week 5 11/21 and 22** | *ACT – Review Questions 56-60 (Run-ons, Fused Sentences)*  *The Crucible* – A town gone mad - Act 2 |
| **Week 6 11/29-12/2**  **(4 days)** | *ACT – Review Questions 61-65 (Modifiers)*  *The Crucible* – A tragic hero emerges Act 3 |
| **Week 7 12/5-9** | *ACT – Review Questions 66-70 (Subject-Verb Agreement)*  Finish *The Crucible* – Act 4 |
| **Week 8 12/12-15** | **Exams – *The Crucible and The Glass Castle***  **Final Literary Term Test for Q2 Due** |
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| **Week 1**  **1/3 -6 (4 days)** | *ACT – Review Questions 71-75 (Punctuation)* **Final Essay – Part 4: How does social pressure influence the person you are?**  **Restart Literary Term Test Project** |
| **Week 2**  **1/9-13** | *ACT – Practice Test 2 (More Punctuation)*  **Real World 3: Writing a Construction Estimate** |
| **Week 3 1/18-20 (3 days)** | *ACT –Reading Passage 1 (Key Ideas and Details)*  **American Dream: War Interupts**  Introduction to Ismael Beah and Sierra Leone\* |
| **Week 4 1/23-27** | *ACT –Reading Passage 2 (Craft and Structure)*  Running from war and holding onto childhood: ***A Long Way Gone*** |
| **Week 5 1/30-2/3** | *ACT –Reading Passage 3 (Integration of Knowledge)*  A New Concept of Family and Survival: *A Long Way Gone* |
| **Week 6 2/6-10** | *ACT –Reading Passage 4 (Passage Types)*  The Loss of Family: A *Long Way Gone* |
| **Week 7 2/13-16 (4 days)** | ACT – Last Minute Advice  Violence: *A Long Way Gone* |
| **Week 8 2/22-24 (3 days)** | Transition and Rehabilitation: *A Long Way Gone* |
| **Week 9 2/27-3/3** | Transition, Repatriated and Leaving Sierra Leone: *A Long Way Gone* |
| **Week 10 3/6-8 (3 days)** | The Lost Boys of Sudan Film: *A Good Lie*  **Final Literary Term Test for Q3 Due** |
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| **Week 1 3/13-17** | **Final Essay – Part 5: What has been your biggest obstacle to success?**  **Real World 4:** Writing a Business Proposal |
| **Week 2**  **3/20-24** | **Real World 4 Presentations:** Travel Proposals  **Final Literary Term Test (In-class)** |
| **Week 3**  **3/27-31** | **American Dream: Mental Health**  American Drama – Realism  Background on Tennesse Williams  Introduction: A Streetcar Named Marge |
| **Week 4 4/10-14** | *A Streetcar Named Desire*: The Main Characters  Scenes 1-3 |
| **Week 5 4/17-21** | *A Streetcar Named Desire*: Stanley’s Mission  Scenes 4-7 |
| **Week 6 4/24-28** | *A Streetcar Named Desire*: Blanche’s Demise  Scenes 8-11 |
| **Week 7 5/1-5** | *Streetcar* Project  **Final Essay – Part 6: Is it possible to re-invent oneself when needed?** |
| **Week 8 5/8-12** | **MLA Paper: Research the the American Dream; how did the literature presented align with this idea? How do your own goals for the future compare? What kind of obstacles create a need to re-adjust goals?** Formatting, Citing Sources, Thesis Statement vs. Topic Sentences |
| **Week 9 5/15-19** | Writing Continues: Your American Dream  Proofreading, Editting, and Revising |
| **Week 10 5/22-24** | **EXAMS** |

This syllabus is subject to change and/or fluctuates to meet the needs of the students. It is an overview of the pacing, expectations, and material covered during the year.