

Crook County School District

where students dream, learn, & succeed



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<u>Course</u> : English 11A		<u>Email</u> : stephanie.kind@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : 541-416-6900 Ext. 3128
☒	Trimester #2	<u>Methods for Communicating with Families:</u> Email Phone
☐	Trimester #3	
<u>Course Description:</u> In this course, students will continue to refine and develop their skills in the four domains of literacy: reading, writing, speaking, and listening. Junior English focuses on American Literature. We will start by reading works written in the 17th and 18th centuries and work our way forward. In addition, this English curriculum will focus on the argumentative style of writing while also continuing to build skills in expository, analytical, and narrative forms of writing. Daily, the students will be practicing their writing through various exercises and note-taking. The goal during the junior year is to prepare students to be successful in taking the Smarter Balanced Assessment, which is to be taken in the spring.		
<u>Learning Standards/Targets:</u> Reading: Listen to, read, and understand a wide variety of fiction and nonfiction materials. Understand and draw upon various comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. And most importantly: Develop an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight. Writing: Use the writing process: prewriting, drafting, revising, editing, and publishing. Review, evaluate, and revise writing to improve the coherent development of the thesis, logic of organization, depth of information, and clarity. Apply conventions of grammar correctly. Apply conventions of punctuation and capitalization correctly. Apply conventions of spelling correctly. Use words precisely and with variety. Unit 1- Early American Writing During this unit students will explore the vast artifacts that make up pre-colonial American literature. Pre-colonial literature encompasses all regions of North America, primarily made up of native american tribes and worldly explorers. Religion has not only impacted our early history as a nation such as early settlers' quest for religious freedom, Puritan ideals that influenced early forms of government, and Christian tenets represented in foundational documents, but it also continues to impact contemporary debates in American politics and legislation. Students will study literary movements, such as Early Native American literature and Colonial literature, to trace similarities and differences between American experiences during the nation's birth. Students will examine how rhetoric is used to affect an audience, and how style and content contribute to the power, persuasiveness, or beauty of a text.		

Unit 2-Argumentative Writing

Students will build upon unit 1 by evaluating an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. They will analyze how two or more authors present and interpret facts on the same topic. Students will be able to write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Unit 3- The Crucible and Mass Hysteria

In this unit students will continue to develop their creative thinking skills as they connect the events of McCarthyism and the Salem Witch Trials to other events of mass hysteria in history and in the present day. Students will be able to explore these events and integrate alternate, divergent, or contradictory perspectives or ideas fully. This unit will also present to the student vivid characters grappling with moral and ethical dilemmas, offering each student many opportunities for personal reflection.

Instructional Materials:

Core Texts:

Holt McDougal Junior Literature Anthology

- "The World on the Turtle's Back" Iroquois Creation Myth
- "Coyote and the Buffalo" Folk Tale retold by MourningDove
- "The Way to Rainy Mountain" N. Scott Momaday
- from "Sinners in the Hands of an Angry God" Sermon by Jonathan Edwards
- "Speech in the Virginia Convention" Patrick Henry
- "Letter from Birmingham Jail" MLK Jr.
- *The Crucible* by Arthur Miller

McGraw Hill *Study Sync* 11th grade Anthology

Supplementary Texts:

"The Lottery" by Shirley Jackson [The Lottery](#)

"A No-Fault Holocaust" article by Jon Leo

Films, Videos/Other Electronic Media:

*The Crucible** (PG-13) 1996 version

The Lottery  *The Lottery (1969, Short Film)*

The Wave  *The Wave -- Afterschool Special -- 1981*

In Search of History: Salem Witch Trials DVD (not rated – a History Channel Documentary)

YouTube media to help with literary and rhetorical analysis

Novels/Other Supplementary Curriculum (Articles, etc.):

Students will access various articles and information for argumentative and research writing from these recommended sites:

<https://www.kqed.org/>

<https://www.procon.org/>

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

Citizenship:

- In general, students are to come prepared to learn and contribute to a positive classroom environment, take responsibility for their own learning, and show respect for the learning environment, oneself, other students, as well as for the teachers and staff members.
- Students are to follow the rules and guidelines for behavior in the student handbook, show up on time and with the supplies needed: paper, writing utensils, and a **charged** Chromebook.

Google Classroom:

- All students will be enrolled in a digital classroom. Google Classroom contains all resources for students to access 24/7 and will be where students turn in many of their assignments.
- Students will be using their Chromebooks **daily** in this class. It is **imperative** that students come to class prepared with a charged Chromebook and/or charging cord to plug in.

Passes for Bathroom and Drinking Fountain:

- Students will receive 5 (no more than 5 min.) hall passes per trimester, unless there are extenuating circumstances. Passes are not allowed to be used in the first or last ten minutes of class and only one student at a time can use a pass. Additionally, students who abuse the hall pass will risk having their pass privileges revoked in this class for the remainder of the trimester.

Electronic Device Policy:

Students are required to keep their cell phones, headphones, tablets, smartwatches, etc. put away (not visible) and turned off. Cell phones are **not** to be used in class for communications via texting, phone calls, or social media. If a student has their cell phone/electronic device out or turned on, it will automatically result in being sent to the front office to turn in the phone/device for the remainder of the day. This will be strictly enforced. This expectation follows school-wide policies regarding phone use; please refer to the Student Handbook for details.

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A, B, C, D, F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- *See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.*

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%.

For this class, all assessments will be worth 70% of the grade (includes essays, 8-sentence paragraphs, text analysis questions, and final projects) and 30% of the grade will be based on in-class work (openers, quick writes, in-class activities, ect). If a student does not receive the grade they would like on an assessment, they are able to edit and rewrite to achieve the grade they are seeking until the end of the midterm or semester. Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Grades may be comprised of scores in any of the following:

- Daily Opener
- Daily Assignment/Homework
- Lab Work
- Projects
- Presentations
- Quizzes
- Exams
- Class Participation
- Etc.

Cheating:

All students who are involved in academic dishonesty will receive a major referral. Students will receive a zero on the original assignment and have the option of completing a new assignment. Assignments may be checked for plagiarism, including use of AI, through various sources.

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior*

Make Up Policy:

While it is ideal for students to turn all of their work in on time, this does not always happen. I will take late work up until the midterm and end of each trimester. *If a student is absent, it is the student's responsibility to acquire make-up assignments upon returning to class.* Students who are involved in school-related absences (sporting events, choir concerts, etc) **must get make-up work in advance**, as they are pre-arranged absences.

Homework/Daily work only: The maximum grade for an assignment submitted **late** is 75% and must be submitted within two weeks or it is entered as a zero in the gradebook unless there are extenuating circumstances.

Excused absences give students one day for every day gone to make up homework.

Unexcused absences cannot make up homework.

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).

Additional Course Information:

Please feel free to communicate with me if you have any questions or concerns.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Kind English 11A CCHS Syllabus 2024-25 AGREEMENT:

_____ *I have read and agree with the above syllabus information.*

Student NAME PRINTED: _____

*Class Period*_____

Student Signature:

_____ *Date*_____

Parent/Guardian NAME PRINTED:

Parent/Guardian Signature:

_____ *Date*_____