

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Picard
<u>Course</u> : English 11 Honors/A.P. Literature and Composition		<u>Email</u> : rebekah.picard@crookcountyschools.org
☐	Trimester #1	<u>Phone</u> : 541-416-6900 ext 3153
☒	Trimester #2	<u>Methods for Communicating with Families</u> : Phone and email
☐	Trimester #3	
<u>Course Description</u> : - In this course students will focus on character, setting, structure, narration, figurative language, and literary argumentation in short stories, poetry, drama, and fiction from multiple time periods. This course is designed to prepare students for college level literary analysis and writing of texts. Students will also be given the opportunity to earn college credit through the AP exam. Important AP Information and dates: - Students ONLY receive college credit for this course if they pass the AP Exam - The Exam date is May 7th - Deadline to register and pay fees is November 8th - The fee is \$70 or free if student qualifies for free and reduced lunch		
<u>Learning Standards/Targets</u> : Trimester Units: Unit 1: Short Fiction I (Big Ideas: Character, Setting, Structure, Narration, Figurative Literary Argumentation) Unit 2: Poetry I (Big Ideas: Character, Structure, Figurative Language, Literary Argumentation) Unit 3: Longer Works of Fiction or Drama I (Big Ideas: Character, Setting, Structure,) Reading and Literature: Listen to, read, and understand a wide variety of American literature. Understand and draw upon a variety of 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: - This course emphasizes text-based academic writing and develops skills in explanatory and		

argumentative writing incorporating analytical reading, critical thinking, and credible sources. Students compose essays using a variety of strategies to support a thesis, to address both known and unknown audiences, to seek and incorporate credible support, and to write in a formal academic style. Students will also practice timed writes as needed for the AP Exam.

Instructional Materials:

- Core Texts:

Textbook *Holt McDougal Junior Literature Anthology*

StudySync by McGraw Hill

- Films:

The Great Gatsby

- Videos/Other Electronic Media:

English 11B Video Links

Counter and Refutation

<https://www.youtube.com/embed/IKsd25UkZfQ?t=52s>

Short Story Unit

The Yellow Wall Paper Audio

https://www.youtube.com/embed/_Gmp0pi5Vx4

Titanic Clip

<https://www.youtube.com/watch?v=bYOn3-PhA9c>

Poetry

Shakespeare Crash Course

<https://www.youtube.com/embed/bDpW1sHrBaU>

Sonnet 18 Song

<https://www.youtube.com/embed/C-gG4MBdjvQ>

Shakespeare and Hip Hop

<https://www.youtube.com/embed/DSbtkLA3GrY>

CBS reading Maya Angelou

<https://www.youtube.com/embed/rZzOxWxde0>

The Hill we Climb

<https://www.townandcountrymag.com/society/politics/a35279603/amanda-gorman-inauguration-poem-the-hill-we-climb-transcript/?authuser=0>

Caged Bird

<https://www.poetryfoundation.org/poems/48989/caged-bird?authuser=0>

If we Must Die

<https://www.youtube.com/embed/NIEM-EbXMu8>

How to Write a Poem in a Time of War

<https://www.youtube.com/embed/ZGgf45YeuAA>

Rage against the Dying Light

<https://www.youtube.com/embed/BEzipAKrcXE>

Novel Unit

The Great Gatsby Web Quest

<https://sites.google.com/a/abss.k12.nc.us/jenkins/assignments/the-great-gatsby/the-great-gatsby-webquest?authuser=0>

The Great Gatsby Audio

<https://www.youtube.com/embed/ikc31VHbLTM>

Roaring 20's

<https://www.youtube.com/embed/VfOR1XCMf7A>

WW1

<https://www.youtube.com/embed/HI5OqQVaD9Y>

Trailer

<https://www.youtube.com/embed/nIewKn6EnAs>

<https://www.youtube.com/embed/rARN6agiW7o>

WW1 Effects

<https://www.youtube.com/embed/-1nfriqtIU8>

Chapter 1 Review

https://www.youtube.com/embed/_9qgqbXBAFw

Chapter 2 review (Did not embed the following yet)

<https://www.youtube.com/watch?v=pzf-U8Uk6tc&authuser=0>

Chapter 2

<https://www.youtube.com/watch?v=2sKTlsmPKVM&authuser=0>

Chapter 3 Review

<https://www.youtube.com/watch?v=T4BM3bnknXA&authuser=0>

Chapter 4 Review

<https://www.youtube.com/watch?v=E8VM2oxsnAk&authuser=0>

Chapter 5 Review

<https://www.youtube.com/watch?v=Hag4IsJuZRs&authuser=0>

Chapter 6 Review

<https://www.youtube.com/watch?v=1JK713whbkE&authuser=0>

Chapter 7 Review

<https://www.youtube.com/watch?v=NSCMHpzrddo&authuser=0>

Chapter 8 Review

<https://www.youtube.com/watch?v=evU45B7suXw&authuser=0>

Huck Finn Unit

Mark Twain

<https://www.youtube.com/watch?v=cMtBP7hpsA&authuser=0>

Movie Trailer

<https://www.youtube.com/watch?v=cS9-HeIUa-M&authuser=0>

CBS

<https://www.youtube.com/watch?v=sbDy-IhIR4c&authuser=0>

60 minutes

<https://www.youtube.com/watch?v=nW9-qee1m9o&authuser=0>

Summary

<https://www.youtube.com/watch?v=nW9-qee1m9o&authuser=0>

Chapter 1 audio

<https://www.youtube.com/watch?v=-vDELbLwhvc&authuser=0>

Satire in The Simpsons

<https://www.youtube.com/watch?v=8M-KIV5cPUo>

The Onion reviews Divergent using satire

<https://www.youtube.com/watch?v=0M2YWLzgxtg>

Color blind or color brave?

http://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave/transcript?language=en

- Novels:

The Adventures of Huckleberry Finn by Mark Twain

The Great Gatsby by F. Scott Fitzgerald

One of the following is read at home and requires parent/guardian signature:

Cold Mountain by Charles Frazier

Dracula by Bram Stoker

Ender's Game by Orson Scott Card

The Awakening by Kate Chopin

A Raisin in the Sun by Lorraine Hansberry

Their Eyes Were Watching God by Zora Neale Hurston

The Bonesetter's Daughter by Amy Tan

Fallen Angels by Walter Dean Myers

The Adventures of Huckleberry Finn by Mark Twain

Lord of the Flies by William Golding

The Absolutely True Diary of a Part-time Indian by Sherman Alexie

The Power of One by Bryce Courtenay

A Thousand Splendid Suns by Khaled Hosseini

- Other Supplementary Curriculum (Articles, etc.):

“Hills Like White Elephants” by Ernest Hemingway

“Sonnet 18” by William Shakespeare

“Caged Bird” by Maya Angelou

“The Hill We Climb” by Amanda Gorman

“If We Must Die” by Claude McCay

“Do Not Go Gentle into that Good Night” by Dylan Thomas

“How to Write a Poem in a Time of War” by Joy Harjo

“Tragic and Modern Hero”

“Send Huck Finn to College” by Lorrie Moore

“Light Out Huck, they Still Want to Sivilize You” by Michiko Kakutani

“Masterpiece or Racist Trash” by Barbara Epstein

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:

- *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.

"NO CELL FROM BELL TO BELL"

- Students may use their cell phone before school starts, between classes, at lunch time, and after school.
- Students may not use their cell phone in any way during class time.
- Cell phones will be put in the pocket organizer at the front of the classroom or in the student's backpack.
- Students may not use headphones during class time. These should remain in the student's backpack unless otherwise noted in a student's 504 Plan or IEP*.
- If a parent/guardian has an urgent message for their student, please contact the main office (541-416-6900) and we will deliver the message to your student.
- In the case of a school emergency, students will be permitted to use their phones.

WHY?

To create a more focused and productive learning environment.

- Improve academic performance
- Increase classroom engagement and participation
- Reduce disruptions and distractions
- Enhance social interactions with peers
- Minimize cyberbullying
- Reduce behavior referrals

CONSEQUENCES

- If a student uses their cell phone during class time they will be directed by their teacher to take the phone to the office. When it is turned in, the office will write a receipt and the student will take that back to the teacher as proof that the phone was turned in.
- Phones taken to the office will remain there for the remainder of the school day. They can be picked up by the student at the end of their school day.
- Defiant students who choose to not turn in their phone will be referred to administration and will receive additional consequences.
- Multiple offenses of cell phone use during class time will also result in a referral to administration.

Restroom Pass

- Students will receive a hall pass with 5 times to use the restroom during class for the trimester.

- Students will need to leave their cell phone in the pocket organizer to leave the classroom.

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%

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

Make Up Policy:

- 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.).
- 3) **Late homework/classwork:** 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.
- 4) **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.

Student Name (Printed)_____.

Parent Signature_____.