

Crook County School District

where students dream, learn, & succeed



<u>School</u> : Crook County High School		<u>Instructor</u> : Picard
<u>Course</u> : English 10B		<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	

Course Description:

- In this course students will continue to build upon the skills of reading, writing, listening, and speaking that they established in English 9. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and opinion/analysis based. Writing focus is on the Explanatory and Argumentative Essay.

Learning Standards/Targets:

Unit 1: Of Mice and Men

Students will write and learn the aspects and process of **argumentative** writing, including:

- Evaluation and incorporation of multiple sources
- Draw evidence to support, reflect and research
- Demonstrate command of the conventions of standard English grammar and usage

Students will read and discuss the literary aspects of **novels** including:

- Students will determine, analyze and summarize themes
- Students will determine, analyze and summarize characterization and plot
- Students will interpret and analyze words and phrases
- Determine and analyze point of view

Unit 2: A Raisin in the Sun

Students will write and learn the aspects and process of **explanatory** writing building on Unit One

Students will read and discuss literary aspects of the novel building on unit 1

Instructional Materials:

- Core Texts:

Holt McDougal Sophomore Literature Anthology

StudySync by McGraw Hill

- Films:

Of Mice and Men

A Raisin in the Sun

The Great Debaters

Till

- Videos/Other Electronic Media:

Of Mice and Men Unit

Of Mice and Men Context

https://www.youtube.com/watch?v=4yg_ddv7vZk&authuser=0

History Channel The Great Depression

<https://www.youtube.com/watch?v=f8k0jJdqKP0&authuser=0>

Minorities in The Great Depression

<https://www.youtube.com/watch?v=2H7kCZfgCqU&authuser=0>

Of Mice and Men Audio

https://www.youtube.com/results?search_query=of+mice+and+men+audiobook&authuser=0

Inspiration for Novel Title

<https://www.youtube.com/watch?v=6UqfkRta-2o&t=380s>

A Right to Die (Permission slip sent home for parent to opt out)

https://www.nytimes.com/video/us/1000000003586181/a-right-to-die.html?rref=collection%2Ftimestopic%2FKevorkian%2C%20Jack&action=click&contentCollection=timestopics®ion=stream&module=stream_unit&version=latest&contentPlacement=2&pgtype=collection&authuser=0

Doctor Assisted Suicide Debate

<https://www.youtube.com/watch?v=TKA5m1-7Vxc&authuser=0>

Brittany Maynard

<https://www.bing.com/videos/search?q=death+with+dignity+debate+oregon&&view=detail&mid=04B4015E3153C0DFDBA304B4015E3153C0DFDBA3&&FORM=VDRVRV&authuser=0>

Assisted Suicide After the Age of Kevorkian

<https://time.com/3695139/death-with-dignity-brittany-maynard-york-lawsuit/>

A Raisin in the Sun

Audio

<https://www.youtube.com/watch?v=5GOPLeJJna8&authuser=0>

Streets of Harlem

<https://www.youtube.com/watch?v=M6WwZLvxV9Q>

<https://www.youtube.com/watch?v=PDmrlUe00Xo>

American Dream

<https://www.cbsnews.com/video/is-the-american-dream-still-alive/>

Play's Context (Chicago and housing)

https://www.youtube.com/watch?v=LN_8KIpmZXs

Why are Dreams so Important?

<https://www.cbsnews.com/video/is-the-american-dream-still-alive/>

- Novels:

Of Mice and Men by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

- Other Supplementary Curriculum (Articles, etc.):

“Robert Latimer Murdered His Daughter”

“Robert Latimer and the Law”

“On Assisted Suicide, Going Beyond do no Harm”

“Better Dead than Disabled”

“Harlem”

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.*

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.

**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.*

Student Name (Please print):

Parent Signature: