

Mrs. Pontes
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(916) 642-9494 (call and text)

English 10 Honors

Elk Grove Charter School

Course Description: This honors course has been revised to align with University of California's Honors distinction criteria and provides students with rigorous instruction aligned to the California state standards. It is intended to prepare students for success in AP or IB level English classes. A balance of rich literature and thought-provoking informational texts, along with a variety of mixed mediums such as novels, visual/auditory presentations, and multi-media, offers students the opportunity to hone their critical reading and thinking skills. Students will demonstrate their understanding of the texts through a variety of assignments and culminating writing projects that place emphasis on analysis, synthesis, and research. This EGUSD honors course is recognized as an honors level course by UC/CSU and earns a GPA enhancement by both EGUSD and UC/CSU.

Pre-requisite(s): English 9 or English 9 Honors Adopted curricular

Materials: Advanced Language & Literature, for Honors and pre-AP English Courses, Bedford/St. Martin's E

Grading Policy:

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| 90% - 100% | A |
| 80% - 89%..... | B |
| 70% - 79%..... | C |
| 60% - 69%..... | D |
| 59% or Below..... | F |

Classroom Expectations:

RESPECT: of your peers, your teacher, of yourself, and of the learning environment
EFFORT: taking responsibility for your work and pushing yourself to focus more, work harder, and complete assignments for learning and not completion
IMPROVEMENT: setting goals for yourself to extend your own learning, skills, and abilities; no "I give up"s or "I can't do it"s

- **Missing Work:** Students who are absent will have the same amount of days they missed to make up the work they missed (i.e. 1 day absent equals one extra day to complete work). Late work is highly discouraged, however may be turned in within the quarter if arranged ahead of time with the teacher.
- **Attendance and Tardies:** Students must be present in class and on time. Students who fail to meet this expectation consistently will have a one-on-one

conference with me first; if attendance issues persist, a call or email home will follow.

- **Bathroom:** Students are permitted to leave class one at a time to use the restroom as long as it is after the first 10 minutes and before the last 10 minutes of class. Students are expected to be gone a maximum of 5 minutes; if this time limit is abused, students will lose the privilege to use the bathroom for a designated period of time.
- **Preparedness:** Students are expected to bring reading materials, pens, pencils, and paper/notebook with them to every class period as well as some sort of folder/binder to organize their work. Students are expected to participate actively in class and need to bring their brains ready to work every day, so a good night's sleep is recommended to keep you awake and alert.
- **Phones/Personal Technology:** Phones should be away and kept on silent during class time unless otherwise instructed. Smart watches may be worn with all notification noises turned off, but not used for any purpose other than time checking during class. Failure to meet these expectations consistently may result in confiscation of the item(s) for the class period, a one-on-one conference with me, a call or email home, or disciplinary action with administration depending on frequency and severity of the infraction.

Materials:

- Binder or folder
- Pencils
- Pens
- Erasers
- Highlighters
- Notebook paper/spiral bound or composition notebook
- Subject dividers
- Planner

Academic Integrity: Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. If you use someone else's idea or writing, be sure the source is clearly documented. Plagiarism means presenting someone else's idea or writing as if it were your own. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by teachers and the administration. Consequences of these actions will depend on the severity of the infraction, but will at minimum result in no credit for the assignment in question and may result in parent conferences.

Communication: Students and parents are encouraged to contact me by email or phone with any questions/concerns at any time. The quarter system means classes will only be 9 or 10 weeks long which will go very quickly, so DO NOT wait until the last minute to ask!

Unit Breakdown:

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| Unit 1: Literacy Foundation (2.5 Credits) |
| Chapter 1: Reading the World (pg 1-24) Thinking about Literacy pg 1-7 + Activity on pg 7-10 Thinking about English Class + Activity pg 10-11 Thinking about Analysis + Activity pg 11-13 Thinking about Context + Activity pg 13-15 A Model Analysis + "Eating Poetry" by Mark Strand with questions for analysis pg 16-18 from "The Shallows: What the Internet Is Doing to Our Brains" by Nicholas Carr with questions for analysis pg 18-20 from "Persepolis" by Marjane Satrapi with questions for analysis pg 20-24 |
| Chapter 2: Thinking about Literature (pg 25-54) Read pg 25-26 + Analyzing Literature and Activity pg 26-29 Theme in Literature + Identifying and Analyzing Theme Activities pg 29-34 ("Famous" by Naomi Shihab Nye) Literary Elements - take notes on pg 34-38 Analyzing Literary Elements and Theme and Model Analysis pg 39-41 Literary Elements and Theme in Fiction and Drama pg 41-43 ("The Scarlet Letter" by Nathaniel Hawthorne and "A Raisin in the Sun" by Lorraine Hansberry) Language and Style - take notes on pg 44-49 + Activity on pg 49 Analyzing Style and Theme with Model Analysis + Activity pg 49-52 ("Slam, Dunk, & Hook" by Yusef Komunyakaa) Culminating Activities - "The Tyger" by William Blake and "The Tell-Tale Heart" by Edgar Allan Poe |
| Chapter 9: Miscommunication- Language and Power Opening Activities pg 664-666 Central Text "Cyrano de Bergerac" by Edmond Rostand pg 667-753 (including all "Seeing Connections") + Questions after each act Topics for Composing: Cyrano de Bergerac (PICK 1) Additional texts (tic-tac-toe): Language and Power - from "Narrative of the life of Frederick Douglass" by Frederick Douglass (including "Seeing Connections") + Questions pg 754-760 "No Speak English" by Sandra Cisneros + Questions pg 761-763 "Children as Enemies" by Ha Jin + Questions pg 763-769 "Dis Poem" by Mutabaruka + Questions pg 770-773 "Slang for the Ages" by Kory Stamper (including "Seeing Connections") + Questions pg 773-776 "Hot Dogs and Wild Geese" by Firoozeh Dumas + Questions pg 777-780 "English" by Marjorie Agosin + Questions pg 780-783 "Losing a Language" by W. S. Merwin + Questions pg 784-786 |
| Novel Analysis: Fahrenheit 451 by Ray Bradbury |

Assessments: Socratic Seminar and Essay

Unit 2: Rhetoric and Argument (2.5 credits)

Chapter 3: Thinking about Rhetoric and Argument (pg 55-86)

Intro + Activity: Identifying Arguable Claims and Activity: Finding the Claim - from "On Being a Cripple" by Nancy Mairs, from "Last Child in the Woods" by Richard Louv, and "The Case for a Higher Minimum Wage" by the New York Times Editorial Board pg 55-61

The Rhetorical Situation of an Argument + Activity: Identifying Rhetorical Context - "Challenger Speech" by Ronald Reagan – and Activity: Shifting the Rhetorical Situation pg 62-66

Rhetorical Appeals, from "Eye-for-an-Eye Incivility" by Charles Blow, + Activity: Analyzing Appeals and Activity: Using Appeals pg 66-71

Using Evidence + Activity: Analyzing Evidence, "What's Fair?" by John Stossel + Activity: Choosing Evidence pg 71-74

Counterarguments, Pitfalls and Vulnerabilities + Activity: Identifying Logical Fallacies and Activity: Analyzing Bias - "Argument against the Senate Constitutional Amendment No. 8" by J. B. Sanford pg 74-79

Language and Style + Activity: Analyzing Language and Style - from "Nobel Prize Speech" by Elie Wiesel pg 79-82

A Model Analysis + Culminating Activity - "Why I Let My 9-Year-Old Ride the Subway Alone" by Lenore Skenazy pg 83-86

Chapter 9: Socially Networked (pg 788-851)

Intro + "Brave New World of Digital Intimacy" by Clive Thompson (including "Seeing Connections") + Questions pg 788-800

"Alter Egos: Avatars and Their Creators" by Robbie Cooper (including "Seeing Connections") + Questions pg 813-827

"Shooting an Elephant" by George Orwell (including "Seeing Connections") + Questions pg 114-122

Topics for Composing: "Shooting an Elephant" (PICK 1)

Assessments: Socratic Seminar and Essay

Unit 3: Poetry and Literature Analysis (2.5 credits)

Chapter 6: Ambition and Restraint (pg 250-409)

Intro + Opening Activities 1 and 2 pg 250-253

Central Text "Macbeth" by William Shakespeare pg 254-316 (including all "Seeing Connections") + Questions after each act

Topics for Composing: Macbeth (PICK 1)

Additional texts (tic-tac-toe):

Intro: Risk and Reward + "Musee des Beaux Arts" by W. H. Auden (including "Seeing Connections")

+ Questions pg 317-320
"Landscape with the Fall of Icarus" by William Carlos Williams (including "Seeing Connections") + Questions pg 320-322
"Flight 063" by Brian Aldiss + Questions pg 322-324
"Ambition: Why Some People Are Most Likely to Succeed" by Jeffrey Kluger + Questions pg 324-332
"Ozymandias" by Percy Bysshe Shelley + Questions pg 332-334
from "Henry VIII" by William Shakespeare + Questions pg 334-336
"The Rules of the Game" by Amy Tan + Questions pg 336-345
from "Don Quixote" by Miguel de Cervantes (including "Seeing Connections") + Questions pg 345-352

Novel Analysis: Novel of Choice
Choose from one of the following - Joy Luck Club, Macbeth, Othello, Frankenstein, Of Mice and Men, Julius Caesar, Animal Farm, Night, The Martian, Fahrenheit 451

Assessments: Socratic Seminar and Essay

Unit 4: Research and Synthesis (2.5 credits)

Chapter 4: Thinking about Synthesis (pg 87-109)

Intro + Working with a Single Source + Activity: Drawing on a Source -- "Redskins and Reason" by Charles Krauthammer and "Sugar, Spice, and Guts" by A.O. Scott and Manohla Dargis pg 87-90
Working with Multiple Sources + Activity: Forming an Initial Opinion pg 91-92
"The Case against High School Sports" by Amanda Ripley + Activity: Understanding Ripley's Argument and "The Case for High School Sports" by Kai Sato + Comparing Sources pg 93-97
"High School Sports Aren't Killing Academics" by Daniel Bowen and Collin Hitt + Activity: Comparing Sources and "Do Sports Build Character or Damage It?" by Mark Edmundson + Activity: Comparing Sources pg 97-99

Chapter 7: Ethics (pg 410-533)

from "Lying" by Sam Harris + Questions pg 470-477
The Cheating Culture + "Cheating Upwards" by Robert Kolker + Questions pg 479-491
"Why We Look the Other Way" by Chuck Klosterman + Questions pg 492-498
"Cheaters Never Win" by Christopher Bergland + Questions pg 498-502
"Is Human Enhancement Cheating?" by Brad Allenby + Questions pg 502-506
"Cheating is Good for You" by Mia Consalvo + Questions pg 506-509
from "The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead" by David Callahan (including "Seeing Connections") + Questions pg 510-517

Final Project