



School District of Marshfield

Course Syllabus

Course Name: English I (Honors, Regulars, and Essentials)

Length of Course: 1 Year

Credits: 1 Credit

Course Description:

Meeting deadlines and demonstrating personal responsibility are critical expectations, as students develop lifelong qualities in becoming successful students.

Students will study various genres of literature (short stories, the novel, non-fiction, drama, and poetry), while utilizing note-taking strategies to track literary elements used across all units of study. This course emphasizes vocabulary enrichment, identifying the main idea, tone, purpose, and audience through analyzing detailed examples for support. Students will advance their study by identifying sequence of events and relationships of characters, ideas, and cause-effect structures in complex pieces. Throughout this course of study, students will detect connections between the literature we study and current events, as primary documents and articles will reflect contemporary philosophies.

Using the writing process, students will produce creative and expository writing. Students will also eliminate redundancy while writing for a specific purpose using succinct language and smooth transitions. Additionally, students will conduct independent formal and informal research to produce unit projects which will be presented orally, demonstrating sound public speaking skills as well as summarization techniques to present the main idea and key details of a topic.

Skill Targets:

- Scholarship--Students will use planners and other organizational tools to become more independent learners, and they will follow classroom expectations to be successful.
- Reading--Students will read appropriate level literature for analysis and enjoyment in the following genres: short stories, the novel, nonfiction, and poetry.
- Writing--Students will recognize the alignment of English and Social Studies in working toward writing a strong thesis statement/main claim. Their focus will be organization, and in focusing on organization, they will work to always write a strong thesis statement/main claim and to provide solid support.
- Listening--Students will take notes at teacher directive, visible through notebook entries as well as continual and accurate assignment notes in the daily planner; consequently, students will be held equally accountable for verbal and written information and directions.
- Speaking--Students will use Standard English to present independent findings via reports or projects in order to share knowledge effectively with peers.

1. Intro to Marshfield High School (Week 1)

- A. Learning Targets
 - a. Understand MHS and classroom expectations and policies
 - b. Understand and apply library knowledge
- B. Texts
 - a. Student planner
- C. Activities and Assessments
 - a. Quiz on MHS policies (Common Summative)
- D. Common Core State Standards
 - a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - b. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
 - c. Read and comprehend complex literary and informational texts independently and proficiently

2. Expect the Unexpected (Quarter 1)

- A. Learning Targets
 - a. Understand, identify, and apply basic short story elements, such as character, plot, setting, conflict, and theme
 - b. Read choice literature at an appropriate and challenging reading level
 - c. Interpret visual media, such as political cartoons and well-known paintings
 - d. Infer main idea, purpose, tone and audience using context clues
 - e. Produce evidence-based writing using appropriate textual selection of detail
- B. Texts
 - a. "The Sniper" Liam O'Flaherty (reading strategies-1 week)
 - b. "The Most Dangerous Game" Richard Connell (conflict, characterization-1 week)
 - c. "Harrison Bergeron" Kurt Vonnegut (satire-1 week)
 - d. "The Cask of Amontillado" Edgar Allan Poe (irony, unreliable narrator, suspense-1 week)
 - e. "The Gift of Magi" O. Henry (snapper, irony- 1 week)
 - f. "The Necklace" Guy de Maupassant (point of view- 1 week)
 - g. "A Man Called Horse" Dorothy Johnson (Honors- 1 week)
 - h. *Dances with Wolves* dir. Kevin Costner (Honors- 1 week)
 - i. Supplement with current and relevant non-fiction articles
- C. Activities and Assessments
 - a. Power paragraphs (Common Summative)
 - b. Narrative autobiographical incident essay (1 week)
 - c. Compare and contrast analysis paper (Honors)
 - d. SSR (orientation at the library): informal group book talks
- D. Common Core State Standards
 - a. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- b. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- c. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- d. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- e. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- f. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- g. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

3. Identity, Decisions, and Relationships (Quarter 2)

A. Learning Targets

- a. Define the characteristics of a Shakespearean sonnet
- b. Analyze the effect of relationships on characters
- c. Produce evidence-based writing
- d. Perform/participate in Reader's Theater
- e. Draw conclusions from a text
- f. Identify and explain drama literary terms
- g. Interpret archaic language
- h. Assess the cause and effect relationship of decision making
- i. Conduct research; learn how to summarize, paraphrase, and quote information
- j. Evaluate and document sources
- k. Present findings in the form of public speaking

B. Texts

- a. "The Talk" Gary Soto (1 week)
- b. "The Seven Stages of Man" William Shakespeare (½ week plus intro--2 weeks)
- c. *Romeo and Juliet* William Shakespeare (5 weeks)
- d. *Romeo and Juliet* dir. Franco Zeffirelli (1 week)
- e. Non-fiction texts and scholarly journal articles for project research

C. Activities and Assessments

- a. Graphic organizers
- b. Formal research and subsequent presentation (Common Summative)
- c. SSR: informal large group book talk

D. Common Core State Standards

- a. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- b. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under

investigation.

- c. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- d. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- e. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- f. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Acceptance, Hero, Courage (Quarter 3)

A. Learning Targets

- a. Understand, identify, and apply idioms, themes, symbols, and gothic literature
- b. Analyze the importance of standing up for what's right
- c. Understand the culture and how it affected people during the 1930s
- d. Define the American hero and apply those characteristics to outside works
- e. Evaluate the effects of racism
- f. Design a final project demonstrating mastery of all learning targets
- g. Compare/contrast the film to the novel
- h. Produce literary analysis essay on theme

B. Texts

- a. "The Scarlet Ibis" James Hurst (symbolism, figures of speech, acceptance-1 week)
- b. *To Kill a Mockingbird* Harper Lee (characterization, theme, idioms, symbolism-- 6 weeks)
- c. *To Kill a Mockingbird* dir. Robert Mulligan (1 week)
- d. Non-fiction articles to connect setting, historical context, and author background

C. Activities and Assessments:

- a. Power paragraphs (Honors)
- b. *To Kill a Mockingbird* project and informal presentation
- c. Literary analysis essay (Common Summative-1 week)
- d. SSR: formal book talk presentation

D. Common Core State Standards

- a. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- b. Analyze the representation of a subject or a key scene in two different

artistic mediums, including what is emphasized or absent in each treatment

- c. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- d. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- e. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- f. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

5. The Journey, Epic Hero (Quarter 4)

A. Learning Targets

- a. Produce an argumentative essay
- b. Evaluate Odysseus' definition of an epic hero
- c. Produce and present final group project
- d. Self-evaluate performance
- e. Synthesize Greek mythology stories

B. Texts

- a. *The Odyssey* Homer (4 weeks)
- b. *O Brother, Where Art Thou?* dir. Joel and Ethan Coen (1 week)
- c. Sprinkle Greek mythology and odes to accompany classic
- d. Supplement with current non-fiction pieces

C. Activities and Assessments

- a. Small groups graphic organizer: epic quests and heroes
Homeric tapestry and presentation (Common Summative)
- b. in-class essay (Honors)
- c. SSR: non-fiction / autobiography book presentation and reflection paper (Honors)

D. Common Core State Standards

- a. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- b. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*,

choosing flexibly from a range of strategies.

- e. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- f. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Core Materials

- *Elements of Literature* Third Course (blue textbook)
- *Dances with Wolves* dir. Kevin Costner
- *Romeo and Juliet* dir. Franco Zeffirelli (film)
- *To Kill a Mockingbird* Harper Lee (novel)
- *To Kill a Mockingbird* dir. Robert Mulligan (film)
- *O Brother, Where Art Thou?* dir. Joel and Ethan Coen (film)