**Dacula High School**

High School Course Syllabus

**COURSE:**  **11th Grade English Language Arts**

**SCHOOL YEAR: 2015-2016**

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| Teacher Support (Help sessions etc.) | Help sessions are available after school as needed or requested.  Assignments and supplemental materials may be accessed through e-class. Students should check my e-class page if they are absent. |

### Course Description (*published in the Choice Book)*

This course includes a balance of composition, applied grammar, and reading literature and informational texts, with a focus on American literature. The development of vocabulary, speaking, listening, researching, writing, and test-taking skills forms an integral part of the curriculum.

**Reading:** Selections include short stories, poetry, novels, drama, and a variety of nonfiction. Across all genres, the instructional focus will be to develop critical and analytical reading skills and to provide students multiple opportunities to identify and analyze an author’s use of literary and rhetorical techniques to achieve a given effect.

**Writing:** Writing instruction will emphasize writing as a process. Students will learn to support assertions through the use of abundant, specific, and illustrative details and employ the writing process by writing essays in multiple drafts, making revisions based on teacher, peer, and self-evaluation. Students will study the use of diction, syntax, tone, and audience in order to purposely incorporate these elements into their own writing. Finally, students will follow the steps of the research process to synthesize information from a variety of sources into a cohesive answer to a research question.

### Course Curriculum Content

The entire list of Academic Knowledge and Skills for each of the following curriculum strands in this course can be accessed through the district web address at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

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| **AKS Strands** | **performance** |
| Reading: Literature  Reading: Informational Text  Writing  Speaking and Listening  Language | **Semester 1:**  Argumentative Writing  Critical Analyses  Persuasive Speech  Narrative essay  **Semester 2:**  Critical Analyses  Research integrating knowledge from sources  Argumentative essay supporting a position and using knowledge from sources |
| **Units/Topics: Semester 1** | **Semester 2** |
| Focus: Drama, Argument, Short Story, Poetry  Major Text: *The Crucible,* Arthur Miller  American Literary Periods: Native American, Colonial, Romantic, Transcendental  Additional works: speeches, essays, poetry, short stories | Focus: Satire, Novel, Research, Short Story, Poetry  Major Text: *The Great Gatsby,* F. Scott Fitzgerald  American Literary Periods: Realism, Modernism, Post-Modernism  Additional works: essays, poetry, short stories, speeches |

**Instructional Materials and Supplies**

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| **Published Materials** | **Instructional Supplies** |
| Prentice Hall Literature: Timeless Voices, Timeless Themes:   The American Experience  Vocabulary Workbook  Supplemental Novels and other supplemental materials | 1. 3-ring binder with tabbed dividers 2. Blue/black ink pens, pencils 3. White loose leaf paper 4. Highlighters 5. Flash drive |

**Evaluation and Grading**

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| **Summative Assessments:**  Tests, essays, & projects …………………..…….……43% of total grade  **Classroom Assessments:**  Quizzes/quick writes………………………………....20% of total grade  Daily practice & Vocabulary ………...……………...15% of total grade  **Interim Assessment:**  Midterm Assessment……………..………...………….2% of total grade  **Comprehensive Final Exam:** ……………………...20% of total grade  1st Semester: Final Exam = 20%  2nd semester: GA Milestone test = 20% | **Grading Scale** |
| A: 90 and above  B: 80 – 89  C: 74 – 79  D: 70 – 73 F: 69 or below |

**Other Information**

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| **Expectations for Academic Success** |
| 1. Pay attention, listen carefully, and ask questions. Participate constructively in small group and whole class discussions and activities. 2. Be on time to class (DOT), and be **seated and ready for class** when the tardy bell rings. 3. Students are not allowed to have foods or drinks (except water) in the classroom or any area of the school except the commons area. Students will be asked to put away or throw away any food items except water. 4. Stay focused. The use of cell phones and other electronic devices is not permitted in the classroom except as needed for specific classroom assignments. Students who do not comply with this policy will have their phones confiscated. 5. Turn in assignments on time. **Daily practice assignments,** including in class and out of class work, will NOT be accepted late. **Major assignments** will be penalized a percentage for each day late, up to 3 days. 6. **Absence:** It is the student’s responsibility to request missed assignments. Students should be prepared to take any missed tests or quizzes on the day they return. If classroom plans do not allow the student to make up the missed assignment during class time, students should arrange with the teacher to make up the assignment within 5 days. All pre-assigned work will be due on the day a student returns after an absence (including quizzes or tests) or according to arrangements made with the teacher. No work will be accepted after the summative assessment for the unit. 7. Academic honesty is expected and students should be aware of the Dacula High School Honor Code and the consequences of academic dishonesty. Academic dishonesty includes plagiarism in any form for any and/or all parts of assignments, essays, or projects. Plagiarism includes but is not limited to taking information or material without citation from outside sources, including all web sites, paper sharing sites, books, magazines, or other students. Please be aware of this rule and the seriousness of the consequences. When in doubt, ask the teacher or cite the source!   *The syllabus may be updated as needed throughout the semester*. |

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