

WELCOME TO CAP 10 ENGLISH

Ms. Fillman | Room 162 | Office 145 | sarah_g_fillman@mcpsmd.org | 301.649.2854

THE CURRICULUM

In English 10, students will analyze the ways readers and writers use the power of language to tell stories, create an argument, and exchange ideas. Each unit concentrates on specific genres to help students understand how authors' perceptions of the world drive them to convey their understanding of the human experience.



SUPPLIES NEEDED

- Writing utensils (pens and a number 2 pencil)
- Loose-leaf notebook or section for English
- The text we are reading together
- Loose-leaf paper without jagged edges
- A box of Kleenex

SEMESTER ONE

Unit 4: Stories of Other Worlds: Science Fiction, Fantasy, and Imaginative Literature

Common Tasks

1. An analysis of the effects of an author's structural choices.
2. An argument in response to a question raised by both a sci-fi and a nonfiction text.
3. A science fiction/fantasy narrative that explores an important theme.

Possible Texts

1984 by George Orwell; *Panther in the Hive* by Olivia Cole; *Ready Player One* by Ernest Cline; *Ink* by Sabrina Vourvoulias; *Parable of the Sower* by Octavia Butler; *A Clockwork Orange* by Anthony Burgess; *Anthem* by Ayn Rand; *Lord of the Flies* by William Golding; *Fahrenheit 451* by Ray Bradbury

Unit 1: Stories of the Individual - Memoir and the Coming of Age

Common Tasks

1. An analysis of style in a text.
2. An argument in response to a text.
3. A narrative about a meaningful personal experience.

Possible Texts

The Catcher in the Rye by JD Salinger; *Extremely Loud and Incredibly Close* by Jonathan Safran Foer; *The Sound of Waves* by Yukio Mishima; *Go Tell It on the Mountain* by James Baldwin; *Finding Fish* by Antwone Fisher

SEMESTER TWO

Unit 3: Stories in the World - Historical and Political Literature

Common Tasks

1. A comparison of the techniques or purposes of two texts.
2. An argument about a complex issue that synthesizes evidence from multiple sources.
3. A scene set in a particular historical or political context.

Possible Texts

Night by Elie Wiesel; *The Kite Runner* by Khaled Hosseini; *Things Fall Apart* by Chinua Achebe; *Black Boy* by Richard Wright; *Of Mice and Men* by John Steinbeck; *Nectar in the Sieve* by Kamala Markandaya;

Unit 2: Stories in the Oral Tradition - Drama and Epic Poetry

Common Tasks

1. An analysis of how an author uses language in a passage to achieve a specific effect.
2. A narrative that continues or resolves the story of a character.
3. An oral interpretation of a passage or scene.

Possible Texts

The Piano Lesson by August Wilson; *Persepolis* by Marjane Satrapi; *House on Mango Street* by Sandra Cisneros; *How the Garcia Girls Lost Their Accents* by Julia Alvarez; *The True Diary of a Part-Time Indian* by Sherman Alexie

POLICIES, RULES, AND PROCEDURES

- All policies and rules of Montgomery Blair High School will be enforced.
- Students will report to class on time with planbooks and necessary class materials.
- Students will record all class objectives and assignments in their planbooks.
- The teacher will dismiss class when it is over; students should not pack in anticipation of the bell.
- Attendance is taken every day and unexcused absences will incur penalties.
- Students should check for missed assignments with classmates or on Classroom before asking the teacher.
- Missed assignments must be completed within same number of classes you were absent.
- Bathroom and grooming needs should be addressed before or after class.
- Water is the only permissible food or drink in the classroom.

CLASSROOM BEHAVIOR

This class will be a safe space where we can discuss sensitive topics, current events, and explore our identities as students, writers, and members of society. We will be civil and respectful to one another and will not prevent others from learning or sharing. Our work will be the product of honest diligence and will promote discussion and learning.

WRITING EXPECTATIONS

1. Students will demonstrate attention to detail by checking all final products for correct spelling, punctuation, sentence structure, and capitalization.
2. Students will use MLA format to identify sources. (Instruction will be provided.)
3. Students will submit assigned work *on time*.
4. Students must avoid plagiarism.

ATTENDANCE

In accordance with the MCPS Attendance Policy, a student who earns 5 or more unlawful absences may not receive course credit. The student will receive a warning letter

(electronically or by US post) after 3 unlawful absences. All students who earn more than 5 unlawful absences will have to appeal for credit restoration to the administration team.

TESTS AND QUIZZES

Tests missed because of excused absences must be made up during lunch or after school, with notice. You must make up tests or quizzes within the same number of classes that you were absent when returning to school or the score will be reported as a zero. Tests made up for unexcused absences will incur a

10% penalty.

Since tests are announced in advance, a student returning to school on a test day is expected to take the test on the assigned day. Bring special circumstances to my attention promptly.

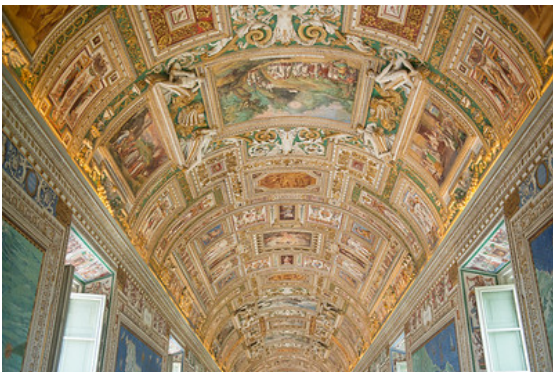
Violation of testing procedures will result in a failing grade.

GRADING

- Due dates will be established for all assignments. The deadline, by which a student may submit an assignment for a 10% reduction, is one class period after the due date for block classes, two class periods for classes that meet every day.
- In the case of writing assignments that include a series of preliminary steps, the due date and deadline may be the same day. After the deadline, work will receive no credit.
- Students may redo certain assignments for reconsideration after a timely conference and agreement with the teacher. The second grade will always stand regardless of change.
- Make up work for unexcused absences will be subject to penalty.
- Per MCPS's grading policy, students must complete assignments with basic requirement in order to receive credit. Therefore, students must complete assignments with 33% accuracy in order to meet minimum standards. Those that do will receive a 50%. Those that do not will receive a zero.
- **Except for reading quizzes**, assignments in the formative category are reassessable after a mutually-agreed conference between the student and teacher. Homework and summative assignments are generally not reassessable.

WHERE'S THE WORK?

Ms. Fillman will use Google Classroom to post class assignments, objectives, and grades. Grades will be posted in a timely fashion that is proportionate to the complexity and type of assignment. Class assignments and objectives will be posted regularly. When absent, please check Classroom for what you missed. Parents are welcome to join our class.



ASSIGNMENT CATEGORIES

Homework — 10%

Formative Assessments — 50%

Summative Assessments — 40%

EXTRA HELP

Ms. Fillman is available for extra help during both lunches and after school by appointment. Please find her in rooms 162 or the CAP office, 145.

I have read this full syllabus:

Student

Guardian