

Information for Course Syllabus

On March 29th, [Public Chapter 660](#) was signed into law. This new statute requires a syllabus be made publicly available for all grades six (6) through twelve (12) social studies, science, math, and English language arts courses beginning with the 2016-17 school year. The syllabus for each course must include a course calendar that outlines the standards, objectives, and topics covered in the course; major assignments and field trips; and procedures for parental access to instructional materials.

We are going to help with providing this information on our Website; therefore, please complete the following form and provide requested material. We need one completed form per course per grade level. This information is due by **August 1**. Thank you!

Name of Course: Combined Studies Sophomore English

Grade Level: 10th Grade

School: ORHS

Please list any major assignments and/or projects that will be completed during the course. Major assignments are defined as assignments that integrate multiple standards and/or are worth significant points towards the final course grade and/or span multiple days to complete.

Major Assignments: Out of class essays in the major units, Sonnet Portfolio, Works based Vocabulary study, Unit Tests, Comprehensive Final Exams

Field Trips: No field trips.

How can parents access instructional materials? Student course calendars, syllabi, assignments, and documents will be available through Skyward and Canvas.

Please attach a pacing guide for your course if you teach science or any high school subject.

Combined Studies Sophomore English Teachers: Michael Feuer, Ginger Flanders, Benjamin Fowler

Major Units of Study

Each major unit of study will contain a unit test, an out-of-class comprehensive essay in the argumentative or explanatory mode, reading quizzes, analytical homework assignments, and reading selections of various lengths from full-length novels and plays, critical non-fiction, short stories, and poetry.

- ▶ *The Source* and Ancient Literature “Moses” and *The Epic of Gilgamesh*
- ▶ Indian Literature from *The Mahabharata*
- ▶ Greek Literature/Greek Tragedy
 - ▶ *Antigone* (essay)
 - ▶ Greek lyric poetry
- ▶ Roman Literature
 - ▶ *Julius Caesar* (essay)
 - ▶ Selections from Roman satirists and poets such as Ovid, Horace
- ▶ Medieval Literature
 - ▶ Medieval myths (“The Cid,” “The Song of Roland,” “Berta of Hungary”)
 - ▶ selections from Chaucer and Dante (mini-research project)
- ▶ Renaissance Literature
 - ▶ *The Merchant of Venice* (essay)
 - ▶ The sonnet and other forms of poetry, selections by Boccaccio and Cervantes (sonnet portfolio and speech unit)
- ▶ Victorian Literature
 - ▶ *A Tale of Two Cities* (includes major research paper)
- ▶ Tennessee English Standards Review
 - ▶ Ongoing review of new state standards to prepare for the TNREADY exam in April/May.
- ▶ Persuasive Writing and Rhetoric
- ▶ Modern Literature

► *Things Fall Apart* (essay)

These standards will be addressed recursively throughout each unit of study, increasing in difficulty as students progress through the year:

9-10.L.CSE.1-2 Conventions of Standard English

9-10.L.KL.3 Knowledge of Language

9-10.L.VAU.4 Vocabulary Acquisition and Use

9-10.L.VAU.5. Understanding figurative language and word relationships.

9-10.L.VAU.6 General Academic and English content specific words.

9-10.RL.KID.1 and 9-10.RI.KID.1 Analyze Literature and Informational Texts.

9-10.RL.KID.2 and 9-10.RI.KID.2 Analyze theme or central idea of a text and its development.

9-10.RL.KID.3 and 9-10.RI.KID.3 Analyze how complex characters, events, and ideas develop, as well as author choices in developing key ideas.

9-10.RL.KID.4 and 9-10.RI.KID.4 Interpret words and phrases as they are used in a text.

9-10.RL.CS.5 and 9-10.RI.CS.5 Analyze author's choices in text and plot structure, and manipulation of time sequences.

9-10.RL.CS.6 and 9-10.RI.CS.6 Analyze view point and author's purpose shapes meaning.

9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

9-10.RL.IKI.9 and 9-10.RI.IKI.9 Analyze a variety of related literary texts and thematically related non-fiction, and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

10.RL.RRTC.10 and 9-10.RI.RRTC.10 Read and comprehend a variety of literature and non-fiction texts at the high end of the grades 9-10 text complexity band independently and proficiently.

For writing units:

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

For Research Units:

9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem b

For speech unit:

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.