

LANGUAGE ARTS 10 SYLLABUS

MR. JACKSON

2018-19 School Year

Communication skills are the backbone of culture. With strong communications skills, your ability to succeed in any endeavor, career, pursuit, or goal will be greatly enhanced. Without these skills, you will be handicapped in almost everything you attempt in life. Language arts courses are by their very nature designed to help you develop skills and gain knowledge that is essential to your present and future success in every aspect of your life: your family life, your professional life, your economic life. Towards this end, below are my goals for each student in my Language Arts classes:

1. All students will pass both the reading and the writing Smarter Balanced Assessment on the first attempt and will earn at minimum a passing grade in this course.
2. All students will master and polish their skills in the structured writing program they began last year and the advanced thinking skills that are the basis of it.
3. All students will become more mature, sophisticated writers, readers, and thinkers.
4. All students will develop more advanced higher level thinking skills through the reading, writing, listening, and speaking that we do in class.
5. All students, through the literature we read, will become more culturally aware and develop a broader vision of the world around them and the importance of the role he/she will play in that world.
6. All students will develop the skills necessary to compete in college and in the economic workplace.
7. All students will gain a greater appreciation for great literature from a variety of cultures.

COMMON CORE STANDARDS FOR THE STATE OF WASHINGTON

The entire curriculum for this course is based on the Common Core Standards developed for all schools in Washington State. Follow the link below to see these standards:

http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#34

ESSENTIAL QUESTIONS FOR THIS COURSE

1. How does one overcome the flaws of human kind to find hope, beauty, purpose, and identity in this imperfect world?
2. What is the inherent nature of humankind: are we good, evil, or something in between?
3. How does fear contribute to human motivation and how can courage overcome that fear?
4. How does a student's background, and hence their perspective, affect his/her understanding of decision, actions, consequences, other people, and the world as a whole?

CURRICULUM

LITERATURE:

Novels:

Lord of the Flies

The Catcher in the Rye

Night

Plays:

Julius Caesar

Short Stories: all stories in the LA 10 text are possibilities.

Poetry: any poems in the LA 10 text are possibilities.

Non-Fiction: selections in the LA 10 text are possibilities plus other supplemental readings.

WRITING: (note: a heavy emphasis is placed on the types of writing and the skills required on the Smarter Balanced Assessment)

Expository essays

Literary Analysis

Persuasion/Argumentation

Synthesis

Basics of MLA format

VOCABULARY:

Vocab for College B workbook

Literary/rhetorical devices

Word choice/diction in essay writing

GRAMMAR:

As needed, but could include parts of speech, parts of the sentence, phrases, clauses, punctuation, usage, sentence openings, sentence variety

SKILLS/KNOWLEDGE:

Literary terms/rhetorical devices

Genres of writing

Elements of fiction: plot, theme, character, point of view, etc

Close reading/analysis of texts

Argumentation/persuasive techniques

Diction and syntax choices in Writing

Mastery of structured writing and the writing process

GRADING CATEGORIES AND SCALE

CATEGORIES:

Writing/Major Assignments: 50% (essays, major tests, projects; 7-9 per semester)

Reading: 25% (reading logs, study questions, quote assignments, etc.)

Speaking: 15% (Socratic seminars, groups presentations, discussion, etc.)

Vocabulary: 10%

GRADING SCALE:

A: 100%-93%

A-: 90%-93%

B+: 88%-90%

B: 83%-88%

B-: 80%-83%

C+: 78%-80%

C: 73%-78%

C-: 70%-73%

D+: 68%-70%

D: 60%-68%

F: 0%-59%

CONTACT INFORMATION

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