

English 4 Through ESOL – Grade 12

Mr. Wingate

329130@dadeschools.net

305-532-4515

This syllabus belongs to: _____

(Student Name and ID)

Course Description:

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in English. Emphasis will be on the acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career readiness. Students will read and analyze a variety of literature: speeches, legal documents, essays, short stories, novels, dramas, and poems. They will examine and write essays about the content and style of these literary works both in and out of class. In addition, the course will emphasize vocabulary enrichment and the development of research skills.

Course Objectives:

- Familiarize students with universal literature and authors.
- Develop students' reading skills in order to successfully pass the **Florida Standards Assessment (FSA)** or equivalent required for graduation and enhance their ability to think critically.
- Expand students' vocabulary and develop or further improve their writing skills in preparation for the **FSA Exam**.
- Respond to literature through oral and written expression

Required Materials: Positive attitude, composition notebook, folder for handouts, pencils, erasers, black/blue ink pens.

Evaluations:

Classwork (50%): Classwork is the daily work performed by the student during the normal class period. This includes but is not limited to assignments, activities, participation, independent practice, group practice, reviews, and lesson notes (I will check notebooks once every quarter).

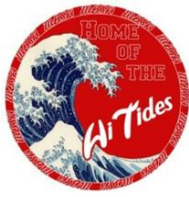
Essays and Projects (25%): Developing your writing skills is a critical component of this course. Hence, in this class you will write a considerable number of essays during class time and at home. In addition, students will also be assigned both individual and collaborative projects.

Assessments (15%): Quizzes and tests may be in written and/or computer-based formats and may include multiple choice, matching, identification, short answer, and/or essay questions.

Homework (10%): Homework provides you with the opportunity to review, analyze, and apply what you have learned in class. Homework will be assigned on an as needed and/or requested basis. All assignments will be checked for completeness and accuracy.

Late Work and Make-Up Work Policy:

Although students are expected to complete all assignments on time, late and make-up work will be accepted and given full credit. It is the student's responsibility to collect any work that was missed during an absence. Students may not be given an opportunity to submit work late due to off-task behavior.



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Reading Selections:

Readings from *Houghton Mifflin Harcourt (HMH) Collections 12*.

1. First Quarter:

Epic Poem: from “Beowulf” (translated by Burton Raffel)

Speech: “Explosion of the Space Shuttle Challenger: Address to the Nation” (Ronald Reagan)

Short Story: “The Deep” (Anthony Doerr)

Short Story: “Blackheart” (Mark Brazaitis)

2. Second Quarter:

Narrative Poem: “The Wife of Bath’s Tale” from “The Canterbury Tales” (Geoffrey Chaucer)

Narrative Poem: “The Pardoner’s Tale” from “The Canterbury Tales” (Geoffrey Chaucer)

Poem: “My Father’s Sadness” (Shirley Geok-lin Lim)

Essay: “The Men We Carry in Our Minds” (Scott Russell Sanders)

Essay: from “Pink Think” (Lynn Peril)

3. Third Quarter

Drama: “The Tragedy of Hamlet” (William Shakespeare)

Various Media: versions of “The Tragedy of Hamlet”

Literary Criticism: “Hamlet’s Dull Revenge” (Rene Girard)

Short Story: “Tell Them Not to Kill Me” (Juan Rulfo)

Article: “Blocking the Transmission of Violence” (Alex Kotlowitz)

Poem: “Hatred” (Wisława Szymborska)

4. Fourth Quarter

Essay: from “The Crisis” (Thomas Paine)

Essay: from “Civil Disobedience” (Henry David Thoreau)

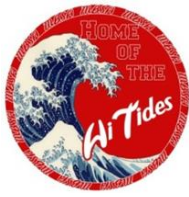
Media Analysis: “Third World America” (Photojournalism by Alison Wright)

Poem: “Imagine the Angels of Bread” (Martin Espada)

Satire: “A Modest Proposal” (Jonathan Swift)

Article: “Who Speaks for the 1%” (Joel Stein)

Poem: “Elsewhere” (Derek Walcott)



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Classroom Policies:

The English 4 Through ESOL – Grade 12 curriculum is a collaborative and differentiated learning model that provides students with the opportunity to work independently, in small groups, or as a whole group. As such, it is imperative that students respect the format of our class and come prepared to participate and to follow our set daily routine. This includes demonstrating responsibility in independent activities and respect towards others while working in groups.

PARENT/STUDENT/TEACHER POLICIES

As a parent/guardian, I will:

- Show respect and support for my child, the teachers, and the school.
- Support the school's discipline policy.
- Attend parent/guardian-teacher conferences.
- Talk with my child each week about his or her school activities.

As a student, I will:

- Always try to do my best work and study each day.
- Be kind and helpful to my classmates.
- Show respect for myself, my teachers, and my school.
- Obey classroom and school rules.
- Never cheat or plagiarize.
- Come to class prepared with my class supplies.
- Believe that I can and will learn.
- Make the best choices for me and my future.
- Talk with my parents and/or guardians each week about my school activities.

As a teacher, I will:

- Show respect for each student and for his or her family.
- Make efficient use of learning time.
- Provide a safe and comfortable environment that's conducive to learning.
- Help each student grow to his or her fullest potential.
- Provide meaningful and appropriate classwork activities.
- Enforce school and classroom rules fairly and consistently.
- Supply students and parents with clear evaluations of progress and achievement.
- Demonstrate professional behavior and a positive attitude.

We will work together to carry out these policies to ensure all of our success.

Teacher/Student/Parent Signatures : Please sign and return by Monday, August 26,2019

_____	<u>8/19/19</u>	<u>John Wingate</u>
Teacher Signature	Date	Printed Name
_____	_____	_____
Student Signature	Date	Printed Name
_____	_____	_____
Parent/Guardian Signature	Date	Printed Name