

English 3 Through ESOL – Grade 11

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).

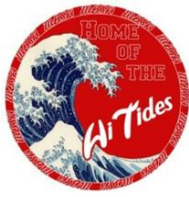
Essays and Projects (25%): Developing your writing skills is a critical component of this course. Hence, in this class you will write a considerable number of essays during class time and at home. In addition, students will also be assigned both individual and collaborative projects.

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.



English 3 Through ESOL – Grade 11

Mr. Wingate

329130@dadeschools.net

305-532-4515

Reading Selections:

Readings from *Houghton Mifflin Harcourt (HMH) Collections 11*.

1. First Quarter:

Speech: “Second Inaugural Address” (Abraham Lincoln)
Legal Document: “The Emancipation Proclamation” (Abraham Lincoln)
Speech: “What to the Slave is the 4th of July?” (Frederick Douglass)
Media Analysis: Documentary Film “The 54th Massachusetts”
Newspaper Article: “Bonding Over a Mascot” (Joe Lapointe)
Poem: “Runagate Runagate” (Robert Hayden)

2. Second Quarter:

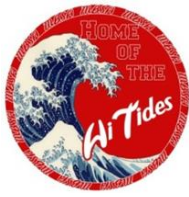
Short Story: “To Build a Fire” (Jack London)
Story: “The Men in the Storm” (Stephen Crane)
Investigative Journalism: “Food Product Design” (Eric Schlosser)
Essay: “The Lowest Animal” (Mark Twain)
Essay: “Genesis of the Tenements” (Jacob Riis)
Image Collection: “Tenement Photos” (Jacob Riis)
Report: “Child Mortality Rates” (Tenement House Committee)
Video Documentary: “The Story of Us” (Jacob Riis)

3. Third Quarter

Poems of the Harlem Renaissance
Poem: “Song of the Son” (Jean Toomer)
Poem: “From the Dark Tower” (Countee Cullen)
Poem: “A Black Man Talks Reaping” (Arna Bontemps)
Essay: “How it Feels to be Colored Me” Zora Neal Hurston)
Poem: “The Weary Blues” (Langston Hughes)
Drama: “The Crucible” (Arthur Miller)
Various Media: versions of “The Crucible”

4. Fourth Quarter

Poem: from “Song of Myself” (Walt Whitman)
Poem: “I Hear America Singing” (Walt Whitman)
Poem: “A Noiseless Patient Spider” (Walt Whitman)
Poem: “The Soul selects her own Society” (Emily Dickinson)
Poem: “Because I could not stop for Death” (Emily Dickinson)
Poem: “Much Madness is divinest Sense” (Emily Dickinson)
Poem: “Tell all the Truth but tell it Slant” (Emily Dickinson)
Essay: from “Walden” (Henry David Thoreau)
Essay: from “Self-Reliance” (Ralph Waldo Emerson)
Essay: from “Nature” (Ralph Waldo Emerson)
Argument: “Against Nature” (Joyce Carol Oates)
Essay: “Spoiling Walden” (David Gessner)



English 3 Through ESOL – Grade 11

Mr. Wingate

329130@dadeschools.net

305-532-4515

Classroom Policies:

The English 3 Through ESOL – Grade 11 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