Peters Township High School  
Course Syllabus: HONORS ENGLISH 10

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| Course Information | Teacher Information |
| Course Length: Full Year  Class Location: 126  Teacher Website: barefootk.weebly.com | Name: Mrs. Kelly Barefoot  Phone: 724-941-6251 ext 5249  Email: barefootk@pt-sd.org |

**Course Overview and Essential Skills**

With a focus on World Literature, this course is designed as a Pre-AP program in language arts skills.  Students will read selections from ancient texts to contemporary works reflecting a variety of philosophical and cultural contexts.  Emphasis is placed on text-based analysis; clear, correct, and coherent writing; and knowledge of literary terminology as a tool for critical study.  Summer reading of designated books is required and will be assessed during the first week of school.

**Course Textbook and Required Materials**

* Textbook: *World Literature*. Third Edition. HRW. 2001. (Imprint 2003) ISBN: 0-03-055617-1
* Novels: *Siddhartha, The Odyssey, The Tragedy of Julius Caesar, Maus I, Maus II*
* Independent Reading: Historical Fiction, Biography
* Summer Reading: *Things Fall Apart, A Long Way Gone*
* Required daily materials:

**Course Outline of Material Covered:**

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| Unit or Topic | Concepts/Skills/Resources | Timeframe |
| Textbook Unit:  World Myths and Folktales | \* Explore storytelling as an ancient art form and a  valuable means of human expression  \* Compare and contrast the elements and purposes of  myths and folktales, “the world’s oldest stories”  \* Recognize the function and importance of the oral  tradition  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 3 weeks |
| Textbook Unit:  The African Literary Tradition | \* Examine selections of classical African literature  \* Analyze the use of literary devices in poetry and  prose  \* Enhance reading proficiency  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 3 weeks |
| Textbook Unit:  The Ancient Middle East  Graphic Memoir:  *Maus I*  *Maus II* | \* Analyze the literature of ancient Mesopotamia  \* Examine selections of Hebrew literature  \* Navigate a graphic memoir, considering comic book  conventions  \* Analyze the form of a book and the effect of its  classification  \* Explore metaphor involving anthropomorphism  \* Analyze the complexity of a story through character  study  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 6 weeks |
| Textbook Unit:  Greek and Roman Literature  Epic:  *The Odyssey* | \* Demonstrate understanding of plot details,  character development, and literary conventions in  a complex text  \* Analyze a literary hero’s personal characteristics  and epic journey  \* Explain cultural references and allusions to a classic  work of literature  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions  \* Film option: Excerpts from *The Odyssey* | Approx. 7 weeks |
| Textbook Unit:  Indian Literature  Novel:  *Siddhartha* | \* Examine selections of classical Indian literature  \* Recognize the use of literary devices in poetry  \* Trace the development of a dynamic character in a  novel  \* Analyze traditional Buddhist teachings presented  through a work of fiction  \* Analyze plot, conflict, theme, and the purposeful use  of figurative language in a novel  \* Enhance reading proficiency and vocabulary skills  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions  \* Film option: *Little Buddha* | Approx. 4 weeks |
| Textbook Unit:  Chinese and Japanese Literature | \* Examine selections of classical Chinese and  Japanese literatures, including poetry and prose  \* Evaluate the contribution of Confucianism, Taoism,  and Buddhism to Chinese literature  \* Analyze the structure, imagery, and themes of  Chinese poetry, and the main ideas of Chinese  maxims, anecdotes, and biography  \* Interpret examples of Japanese poetry and prose  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 4 weeks |
| Textbook Unit:  Persian and Arabic Literature | \* Examine selections of classical Persian and Arabic  literatures  \* Comprehend the literal level of a text  \* Analyze the use of metaphor, frame story, irony, and  analogy in selections of literature  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions  \* Film option: *Children of Heaven* | Approx. 2 weeks |
| Textbook Unit:  The Middle Ages | \* Examine selections of classical Medieval literature  \* Relate feudalism, chivalry, Arthurian romance, and  courtly love to medieval literature  \* Recognize the elements of the heroic epic and  Medieval verse romance  \* Analyze an extended metaphor  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions  \* Film option: *First Knight* | Approx. 2 weeks |
| Textbook Unit:  Renaissance Literature  Play:  *The Tragedy of Julius Caesar* | \* Become involved in the process of correctly reading  and understanding a Shakespearean play as a  literary and dramatic work of art  \* Analyze details of plot, conflict, characterization,  and theme in a play  \* Analyze dramatic and poetic techniques in a play  \* Recognize and interpret famous quotations from a  drama that often serve as allusions in other pieces  of literature  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 3 weeks |
| Independent Reading:  Historical Fiction selection  Biography selection | \* Build the reading habit  \* Apply comprehension strategies to independent  reading, including connecting, visualizing,  questioning, and inferencing  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 1 week  Independent reading schedule determined by student |
| Summer Reading:  *Things Fall Apart*  *A Long Way Gone* | \* Build the reading habit  \* Apply comprehension strategies to independent  reading, including connecting, visualizing,  questioning, and inferencing  \* Write in response to reading, creating text that  reflects attention to focus, content, organization,  style, and conventions | Approx. 1 week  Independent reading schedule determined by student |

***\* Depending on the needs of the class or changes in the school year, the course outline is subject to change.***

**Teacher Grading Policy:**

* Quarter grade will represent a cumulative total of points for all tests, quizzes, and essays, as well as homework, class work, and class participation.
  + Tests and major writing assignments will be worth **50 to 100 points each**.
  + Quizzes and smaller writing assignments will be worth **10 to 50 points each** varying with the length and complexity of the assignment.
  + Late submissions of homework or larger assignments (e.g., compositions, projects, reports, etc.) will be **penalized 10%** of total possible points per each class day late. **Late assignments that exceed one week of the original due date will receive a zero.** In addition, some assignments are designated **“all or nothing,”** which means that they must be completed by the due date or no credit will be given (e.g., bringing materials to class or being prepared for class with rough drafts of composition, etc.).
  + Powerschool will be updated weekly with small class assignments, quizzes, and participation scores. Longer assignments including written exams and essays may take up to 3 weeks to appear in Powerschool.
  + The PTSD percentage scale is as follows: **100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F**.

**Classroom Procedures and Expectations:**

1. **Be punctual.** Be in the room, seated and prepared **before the late bell sounds.** Typically class will begin with a journal entry or another focus activity designed to frame the expectations and focus for the day.

2. **Be prepared for class.** This means you must bring pens, paper, texts, and homework to class daily. Complete homework before coming to class on the date it is due. Studying and reading are also required preparation.No locker passes will be issued, except when circumstances permit and **only at the end of the period**. Restroom passes are on limited availability and will also only be issued **before the bell or at the end of class**. **Please do not ask for a pass after the late bell and the start of class**.

3. **Attend school regularly.** If for any reason you cannot attend school, it is your responsibility to make up any missed work. Make-up work will be accepted according to the policies established in the *PTHS* *Student Handbook*. You have one day for each day you were absent to complete missed assignments. This does not include long-range assignments. They are due on the assigned date. Also, this does not include class missed due to late arrivals or sports activities. **If you are present at school any time during the school day when a paper / project is due, the assignment must be submitted that day.** Tests and quizzes missed because of a legally excused absence shall be made up on the next school day. If the test is not made up within one week, a grade of zero will be recorded. Individual arrangements for make-up work due to extended, legally excused absences should be made. Check the weekly materials folder for your class when you return from any absence, and see me if you have any questions. Good communication is key! Also, use our class website: **barefootk.weebly.com** as a tool to stay on track while you are away from class.

4. **Maintain a complete notebook. Keep study guides, notes, handouts, assignments, etc. organized.** Bring your notebook and text to class every day!

5. **Be attentive and inquisitive -- be willing to participate in class discussions.**  Be respectful to everyone in the classroom at all times. Enthusiastic discussions will enrich learning. **Everyone is expected to participate in discussions in Honors English!**

6. **Always have an open mind!** World Literature covers a variety of time periods and cultures. Always be

respectful of cultural differences, others’ opinions/beliefs, and present your own arguments in a dignified manner.