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**JOHN O’CONNELL HIGH SCHOOL**

**ENGLISH 9: WORLD LITERATURE**

**2013-2014**

Essential Questions for the Year:

Why do we read stories? ✧ Why do we tell stories? ✧ How do we tell stories?

**My goals for you this year as learners:**

* Become excited about learning.
* Find out the ways in which you are intelligent and work to expand your intelligences.
* Discover habits that help you succeed in areas that are difficult for you.
* Question everything!
* Think about what you want to know, and develop questions that you want to answer.
* Use technology regularly and wisely and become comfortable integrating it into your daily life.

**This year in English class, you will:**

* Identify the qualities of a good reader/writer and the role reading and writing serve in your public and personal lives.
* Understand and use active reading strategies.
* Identify and reflect on an author’s message/theme.
* Summarize a text objectively and concisely.
* Reflect on the texts we read.
* Write, write, write: narratives, argumentative essays, explanatory essays, essays that incorporate research you have done, reviews of media, poetry, sentences, paragraphs, short pieces, journals.
* Revise, revise, revise: your writing, your understanding, yourself.
* Participate in academic discussions about texts and other important topics.
* Improve your grammar, spelling, vocabulary, reading comprehension, fluency with language.
* Read, read, read: on your own, in class, with friends, for fun, for work, to discover.
* Get up in front of the class as an expert presenter.

FORMAT OF THE CLASS

The year will be divided up into four writing spirals, named for the major writing assignment around which each is focused:

FALL

Narrative

Inform/Explain

SPRING

Argument

Research

|  |  |  |
| --- | --- | --- |
| Monday | Block 1 (Tues/Wed) | Block 2 (Thurs/Fri) |
| Do Now: | Do Now: Sacred Reading Time (20 minutes) | Do Now: Sacred Reading Time (20 minutes) |
| Lesson on Reading Strategies, Spelling, Grammar, or Style |  |  |
|  |  |  |

GRADING

You will be graded based upon your mastery of each semester’s Learning Targets. You will receive a grade for each target, and your semester grade will be based on a weighted average of the targets.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100-95%  Exceeds Expectations | 94-85%  Meets Expectations  (Proficient) | 84-75%  Approaching Expectations | 74-65%  Far Below Expectations | 50%  Incomplete |

LEARNING TARGETS

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Fall | Spr |
| 1 | Independent Reading | 10% | 10% |
| 2 | Narrative and Poetry Writing | 15% | 10% |
|  | * Beginning/hook * Organization and narrative form * Inclusion of significance, theme * Use of narrative and literary devices, including dialogue, imagery * Use of stanza form, white space, and poetic devices |  |  |
| 3 | **Expository and Argumentative Essay Writing** | 20% | 25% |
|  | * Introduction/conclusion * Expository paragraphs * Choice and use of evidence * Analysis * Transitions and organization * Address of counter-argument and rebuttal (argument only) |  |  |
| 4 | Writing Style and Clarity | 10% | 10% |
| 5 | Grammar and Mechanics | 10% | 10% |
| 6 | Reading Comprehension | 15% | 15% |
|  | * Use of metacognitive reading strategies * Annotation * Think-alouds * Use of text in writing and discussions |  |  |
| 7 | Public Speaking | 5% | 5% |
| 8 | Academic Discussion | 10% | 10% |
| 9 | Rhetorical and Literary Devices and Figurative Language: identification, analysis, and use | 5% | 5% |
| 10 | Character Development and Analysis |  |  |

MASTERY WORK

Your grade within each learning target will be based on work that demonstrates mastery of a specific target or targets. I will tell you when you will be doing work toward this end. Mastery Work is rather like a performance. However, you will always have the opportunity to revise Mastery Work to demonstrate increased learning.

Additionally, if you feel that there is a better way for you, personally, to demonstrate your mastery of a learning target, please talk to me. I am more than happy to accommodate alternative assessments.

HOMEWORK and CLASSWORK

You will receive homework and classwork to help you practice toward mastery of our learning targets. You will receive either a complete (c) or incomplete (0) on School Loop for each homework assignment. Failure to complete homework will negatively affect your citizenship grade.

Practice is how you get feedback and how you monitor your own learning. It is therefore extremely important that you complete the homework and classwork in this class.

CITIZENSHIP

Your citizenship grade in the class is based on how well you work to support your own success and the success of the class as a whole

|  |  |
| --- | --- |
| **How to support your own success** | **How to support the success of the class** |
| Stay on task. | Stay on task. |
| Complete all homework and classwork to the best of your ability. |  |
| Use homework and classwork as a way to learn and increase your mastery of the subject and learning targets: focus on your learning, not on just getting it done. |  |
| “Step up” during class activities to share your thoughts, questions, and work. | Follow the “one mic” rule, and “step back” to allow others to talk. |
| Practice code switching in the classroom. | Use positive language. |
|  |  |

“We have never lived enough. Our experience is, without fiction, too confined and too parochial[[1]](#footnote-0). Literature extends it making us reflect and feel about what otherwise be too distant for feeling. . . . All living is interpreting; all action requires seeing the world as something. So, in this sense no life is “raw” and . . . throughout our living we are, in a sense, makers of fictions. The point is that in the activity of literary imagining we are led to imagine and describe in greater precision, focusing our attention on each word, feeling each event more keenly—whereas much of actual life goes by without that heightened sense of awareness, and is thus, in a certain sense, not fully or thoroughly lived!”

–Martha Nussbaum. *Upheavals of Thought: The Intelligence of Emotions*

1. limited, narrow [↑](#footnote-ref-0)