

September 1, 2018

Shernett Ossai

Cicely Tyson Middle/High School Course Syllabus  
English IV School phone number: (973) 414-8600 X53127  
Days of the Week Room Number: 127  
Full year Email: shernett.ossai@eastorange.k12.nj.us  
Credit hours: 5.0

### **Welcome and Introduction**

Welcome to English IV, I'm your instructor, Ms. Shernett Ossai . We will be together for the next school year. In this course, we will be covering the Core Curriculum Content Standards for the 12<sup>th</sup> grade English Language Art. We will cover studies of British literature.

### **Favorite Quote**

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." *Maya Angelou.*

### **Course Goals**

- Reading and analyzing Literature
- Informational and Narrative Writing
- Literary Analysis Tasks.

### **Methods of Instruction**

- Lectures
- Group discussions
- Group projects and presentations
- Teamwork
- Hands-on activities
- Learning stations

### **Course Component Specifics**

- Plagiarism and cheating will not be tolerated. Students will receive a zero and will not be able to turn in an alternate assignment.

### **Attendance and Make-Up Work**

Students are expected to attend class on time and on a daily basis. Absence from class does not excuse a student from classwork or homework assignments. Assignments will be posted on the class website. Late assignment will lose 20% of the assignment grade for each day that it is late.

**Absences are recognized for the following reasons:**

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.)
2. Absences for medical reasons
3. College Visits
4. Pass indicating that you were with an Administrator/Guidance/Nurse/CST/Social Worker/Discipline
5. Passes indicating you are with another teacher must be cleared first by the period teacher, if you are planning to be more than 10 min. late (optional wording).

If you miss class, make arrangements with me as soon as possible to arrange time for your make-up assignments. You are responsible for getting class notes from a class mate. Make-up assignments are due upon your return to school. We will be using Google Classroom for assignments so all assignments will be online.

**Course Requirements and Grading**

- Students are expected to demonstrate respect for all persons and equipment at all times
- Follow directions the first time they are given.
- Be prepared for class and be cooperative.
- Follow all class, school rules and policies.
- Act in appropriate business manner at all times
- Refrain from eating, drinking, or using profanity during class.
- Attend class in the correct uniform.

**Students who fail to follow the rules stated above will first receive a warning and then a call home and referral to a disciplinarian for further offenses.**

**Grading:**

- Students will receive 25 class participation points each week. Any student who disrupts class by not following the rules above will be awarded zero points for the day.
- Homework is worth 15%
- Classwork 15%
- Tests 30%
- Quiz 20%
- Projects 20%
- Students will be assessed at the end of each assignment
- There will be five unit tests given throughout the year. Students will be tested on their mastery of the subject taught during the marking periods. These unit tests will be assigned a test grade in FOCUS.
- Opportunities for Extra Support

I will be available for after school assistance on an as needed basis.

**How to Reach Me**

Utilize my email address at the top of this form. I will respond to all email requests within 48 hours.

### **Required text/E-book/Online Resources Used**

All students will be provided with textbooks at the beginning of the school year.

**Supplies:** Students must bring their own writing instruments as well as notebooks for English class on a daily basis.

Quarterly/Unit Schedule  
List of Topics/SLOs

### **Students will understand:**

- Short stories have parts that are interrelated
- Essential content, literary elements and devices inform meaning
- A central idea or event, once identified, gives apparent structure to a text
- Skilled readers weave together sophisticated ideas and events and grasp the increasing complexity within the text.
- An author's deliberate choice of language influences meaning.
- Text structure and features inform meaning

### **Essential Questions**

- 1) If an author's meaning is not always clear, how can I defend my interpretation of a text?
- 2) How can people's varying perspectives teach others about the human experience?
- 3) How can different people come to understand a situation in the same way?
- 4) What point of view is the most believable? Does it matter?
- 5) Why do readers need to pay attention to a writer's choice of words?
- 6) How do readers help themselves when they come to an unknown word or do not understand what they have read?
- 7) What can a writer learn from studying an author's craft and style?
  - Acquiring and applying a robust vocabulary assists in constructing meaning

### **NJSLS 11.1-12.1**

**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

### **We are learning to/Students will be able to:**

#### **Types of Evidence**

- Recognize the types of evidence - explicit and implicit

- Explicit information and ideas are directly stated in the text.
- Implicit (inferential thinking) information and ideas are not directly stated in the text.

### **Citing the Evidence**

- Citing explicit textual evidence means to quote (*word-for-word*) from a text to support response, claim or Argument
- Cite, correctly, explicit textual evidence in a text.
- Cite, correctly, inferential textual evidence.

### **Reliability of Evidence**

- Identify textual evidence that is convincing and complete to support an idea.
- Determine which piece(s) of explicit and implicit textual evidence will support analysis of the text.

### **Details and Examples**

- Identify details and examples in a text.
- Explain that textual evidence (details) may come in the form of quotes, statements, (qualitative) or numbers (quantitative).
- Link details and examples to the point being made by the author.

### **NJSLS 11.2-12.2**

**Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

### **We are learning to/Students will be able to:**

#### **Identify the Central idea**

- Determine the central idea(s) of a text.

#### **Sequence the Details Over the Course of the Text**

- Analyze the development of the theme or central idea over the course of the text.
- Analyze how the central idea of a text emerges, is shaped and refined by specific details.
- Explain how the text supports key ideas with specific details.

#### **Text Structures**

- Identify text structures (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect).
- Identify the details and ideas that support corresponding text structures.

- Examine how details in the text influence and add to a central idea.

### **Write an Objective Summary**

- Use the key details of a text to write an accurate summary that is free of personal opinions or feelings.

### **NJSLS 11.3-12.3**

**Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

### **We are learning to/Students will be able to:**

#### **Story Elements**

- Explain how a story or drama unfolds (Plot/Sequence of Events)
- Identify story elements (plot, characterization, setting, point of view, conflict) as they occur in the text.

#### **Author's Craft**

- Define author's choices in relationship to the story elements (e.g., where a story is set, sequence of events, how the characters are introduced and developed).
- Determine the impact that the order, development, and/or connections between story elements have on the reader.

### **NJSLS 11.4-12.4**

**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

### **We are learning to/Students will be able to:**

#### **Denotative Meanings of Words and Phrases**

- Identify where an author's word choice is selective and deliberate
- Identify words and phrases in a text.
- Define words and phrases in context within a text.
- Identify context clues in a text.
- Use context clues to figure out the meaning of unknown words and phrases.

#### **Figurative Meaning of Words and Phrases**

- Differentiate between literal and non-literal meaning

- Identify figurative words and phrases in a text.
- Analyze the cumulative impact of specific word choices on meaning and tone in informational text.
- Describe the connection between the words that the author chooses and the point that the author is making.

### **NJSLS 11.5-12.5**

**Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**

**We are learning to/Students will be able to:**

#### **Identify the structure of a text**

- Identify features (i.e., print features, organizational aids, graphic aids, illustrations) used in informational texts.
- Analyze the structure of texts, including how specific sentences, paragraphs, stanzas, and larger portions of the text (e.g., a section, chapter, scene, or act) related to each other and the whole.
- Examine the strategies the author uses to introduce, and develop his points..

### **NJSLS 11.6-12.6**

**Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**

**We are learning to/Students will be able to:**

#### **Author's Purpose and Point of View**

- Explain the difference between a stated and an implied purpose for an expository text.
- Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
- Identify conflicting evidence or viewpoints presented and analyze the author's response to them.

#### **Rhetoric and Argument**

- Identify use of rhetoric in a text.
- Analyze language choices that a writer or speaker might make in a given situation that cause the text to become meaningful, purposeful, and effective.
- Explain and evaluate the argument and specific claims in a text
- Determine whether the reasoning is valid and whether the evidence is relevant and sufficient

- Identify false statements and fallacious reasoning.

### **Style and Content**

- Assess how point of view or purpose shapes the content and style of a text.
- Analyze use of rhetorical devices in a text

### **CCSS.ELA-LITERACY.CCRA.W.2**

**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

#### **We are learning to/Students will be able to:**

- Produce informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately.
- Effectively select, organize, and analyze writing content.
- Choose an authorial perspective, or point of view.
- Maintain a tone that is free of bias.
- Arrange ideas, concepts, and information to show interrelationships
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose
- Choose precise words and domain-specific vocabulary as well as metaphors, similes, and analogies
- Write a concluding statement that supports the information presented.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **CCSS.ELA-LITERACY.CCRA.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### **We are learning to/Students will be able to:**

- Apply the five stages of the writing process independently and proficiently based on the task-specific purpose for writing and the audience.
- Strengthen writing by identifying what is most important for a specific audience or purpose.
- Determine how and when to revise, rewrite, or change the focus of the writing based on what is most significant to the audience or important to the purpose for writing.

Assignments/projects/Assessments

- Homework will be assigned weekly.
- Weekly quizzes/tests
- Unit assessments/Chapter tests

Cicely L. Tyson Community School for Performing and Fine Arts Middle/High School  
where:

“We aim high. We soar high.”