



*The mission of Dubuque Senior High School is to provide a climate of mutual respect and support where all may develop their intellectual, creative, social and physical potential.*

# *English 3-4*

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<b>Year Course</b>	<b>ENG221 (S1), ENG222 (S2)</b>
<b>Open to:</b> Sophomores	<b>2 Credits</b>
<b>Prerequisite:</b> English 1-2	<b>NCAA Approved</b>

**“It is the mark of an educated mind to be able to entertain a thought without accepting it.” –Aristotle**

We are committed to providing students with a well-rounded and diverse educational experience involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards. Parents/guardians are welcome and encouraged to read, view, and discuss material with their student.

## **Course Description**

This course uses various literary genres, including the short story, novel, drama, poetry, and an emphasis of nonfiction to meet the Iowa Core Standards. The introduction and investigation of societal issues helps to drive each unit. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze

*“Finis Coronat Opus” – The end crowns the work.*

literature to clarify their own beliefs and values. In addition to literary study, students engage in argumentative, narrative, expository, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of English 1-2.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.

### **Iowa Core Standards**

#### **Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

#### **Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

#### **Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

#### **Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

#### **Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

### **Assessments/Grading**

A variety of assessments will be utilized to provide a well-rounded perspective of students' understanding of the curriculum. This variety includes formative, summative, peer, self, and possibly parent.

Formative assessments will be used to gauge students' understanding of the material in more frequent, less grade-impacting practices, such as

quizzes, daily assignments, scored discussions, group work, etc. A truer demonstration of students' understanding of the material, on an overarching scale, will constitute the summative assessments, such as unit tests and projects and presentations. The student's grade will constitute the collective sum of these assessments.

## **Content**

### **Text Book**

*Glencoe Literature: Course 5. Glencoe, McGraw Hill, 2002.*

### **Possible Supplemental Texts**

*Of Mice and Men* by John Steinbeck

*To Kill A Mockingbird* by Harper Lee

*The Adventures of Huckleberry Finn* by Mark Twain

*Night* by Elie Wiesel

*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

*The Crazy Horse Electric Game* by Chris Crutcher

*Fahrenheit 451* by Ray Bradbury

## **Instructional Strategies**

Strategies will be implemented into daily classroom activities to accommodate the differences in the learning styles of students, thus better fitting their learning needs. These strategies include individual work, group work, project based learning, demonstrations, role-playing, discussion participation, etc.

However, students must conduct themselves with honesty and sincerity in their academic endeavours. Students should expect to be challenged, to function beyond their learning comfort zone. This is not an excuse for failure or frustration, but an opportunity to expand the functions of the brain and to better facilitate the learning process.

## **Academic/Behavioral Expectations**

Please make note: the late assignment policy will allot two additional days for submission with a maximum of half-credit value. Very few exceptions will be made, but extenuating circumstances may be considered. If the assignment is not submitted before the late assignment policy extension window closes, the assignment loses the potential for credit.

Make-up work will also have two days to be submitted (with full credit). It is the responsibility of the student to instigate the gathering of necessary information and applicable assignments. If the make-up work is not submitted within the given extension, the late assignment policy will apply.

Students are expected to conduct themselves with civility, maturity, and punctuality. Please refer to the Student Handbook for specific details about Behavioral Expectations and Attendance.

### **Communication Plan**

Please check PowerSchool on a regular basis to keep abreast with information regarding student progress. Email typically works best for initial communication, which can be located at the beginning of this document.

### **Final Thoughts**

Beware of this trap, as illuminated by Dictionary.com...

### **soph·o·mor·ic**

[sof-uh-mawr-ik, -mor-]

#### ***adjective***

1. of or pertaining to a sophomore or sophomores.
2. suggestive of or resembling the traditional sophomore; intellectually pretentious, overconfident, conceited, etc., but immature: *sophomoric questions*.