**English 10**

**Mr. Cochran Room G219/221**

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**Semester One (MP1&2)**

**September - November:**

The focus of the first two marking periods is the ARC Genre Lab. The genre lab should be familiar to returning students – 9th graders worked on mystery, realistic fiction, or dystopian literature. This year we will study adventure novels with the core text *Peak* by Roland Smith. The genre lab will carry from mid-September until approximately Thanksgiving, culminating in a comparative analysis – writing about the core text as well as an independent novel. Focal points will be the interaction between literary elements and theme, as well as concise writing, and supporting ideas with text evidence.

**December - January:**

After we wrap up the genre lab, we will move on to *The Catcher in the Rye*. As we read about Holden Caulfield, we will have a dual focus– how the author uses narrator, point of view, word choice, symbolism to build depth in the story, and also how Holden and the surrounding characters demonstrate human nature. The culminating essay will deal with the human nature aspect of the story.

**Semester Two (MP3&4)**

**February:**

In the third marking period we’ll take a brief break from literature to write a research paper. Students will practice research, organization, note taking, drafting, and revision. The bulk of the process will be digital, with plenty of time in class to work and ask questions.

**March-April**:

After the research paper we’ll jump into *Of Mice and Men*, were we’ll focus on point of view, character types, and theme. The *Of Mice and Men* unit closes with an in class essay, focused largely on theme.

**May-June:**

May is the run up to the Keystone exam. Although we will prep via curriculum throughout the year, after we finish *Of Mice and Men* we will work on some specific prep for the exam. As we prep, we will also work on poetry, short stories, non-fiction, and reading strategies. After the Keystone we will continue to read short stories and poetry, and potentially another short novel – *Lord of the Flies*.

**Year long components:**

**Achieve 3000** is a program that we will begin in September and use all the way through June. Achieve is an online program that matches non-fiction articles to the reader’s lexile level. Students will be assigned two articles every week, with a matching multiple choice activity. Most weeks we will have part of class period to work on it, but the activities are always due by the following week (i.e. assigned Friday morning, due by the following Thursday night). Because of the time allowed, there is no credit for late work. Activities are worth ten points each – that’s twenty points per week, all year long. Most marking period that comes to nearly 150 points.

**NoRedInk** – we will begin using NoRedInk.com after the genre lab, and it will generally be assigned at the same time as Achieve3000. Assignments are worth 10 points per week, and focus mostly on grammar. NoRedInk focuses on building a mastery of skills related to writing – starting with basic parts of speech and grammar and eventually moving toward appositive phrases, strong topic sentences, and balanced evidence and reasoning.

**Turnitin** – although it’s not a specific assignment, Turnitin.com will be our tool for essay submission. Starting in the first week and carrying through the last essay, we will submit formal writings to Turnitin.com. I will post rubrics, provide feedback, and grade most writing through Turnitin. Turnitin provides students with a digital submission receipt (an email) that marks the time and ID number of their submission – essays are subject to a 10% per day late penalty, so submitting on time (usually before midnight on the due date) is crucial.

**Materials:**

My class does not operate based on organized notebook checks or a table of contents down to the day, however, every student should be prepared with something to write on, something to write with, and a place to hang onto returned assignments and handouts. Either a binder with a few dividers or a notebook and folder specific to English. Most importantly: show up ready to participate – learning is not a spectator sport.

**Late Work:**

Late work will be accepted, unless otherwise stated. Small (daily homework etc) will suffer a penalty of partial/half credit, generally specified ahead of time i.e. vocab assigned Monday, due Wednesday, day one late is 7/10, two days late 5/10, more than that is a 0.

Major assignments – essays and projects – suffer a penalty of 10% per day late. If it is due by 11:59 Wednesday, and you submit during class on Thursday, it is worth a maximum of 90%. Essays are assigned early; start them on time.

**Classroom Expectations:**

1. Be where you're supposed to be when you’re supposed to be there.

2. Follow directions and directives the first time given.

3. Accept and appreciate differences among us.

4. Lead by doing the 'next right thing.'

Learning is a process – it takes time and participation – get involved, ask questions, take a risk, enjoy the experience, and move forward.