English 10 Course Expectations

**Course Scope**

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers’ historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

**Course Goals**

1. Write arguments to support claims in analysis of substantive topics or texts; write informative/explanatory texts to examine and convey complex ideas. [W.9-10.1, 2]

2. Explore a variety of literary and non-fiction texts of exceptional craft and thought whose range

extends across genres, cultures, and time periods. [RL.9-10.6; RI.9-10.5]

3. Gain cultural, political, and philosophical insights into the universality of ideas and the human condition discovered through wide and deep reading of literature and non-fiction prose by authors from around the globe as well as through speeches, presentations, and collaborative discussions with peers. [RL.9-10.1-7, 9,

10; RI.9-10.1-10; W.9-10.10; SL.9-10.1-6]

4. Use reading, writing, speaking and listening, and language skills in relation to the contextual

features of audience, task, purpose, and discipline in order to communicate ideas orally and in writing. [RL.9-10.1, 4, 5, 7; RI.9-10.1-5, 9; W.9-10.10; SL.9-10.1-6; L.9-10.3]

5. To analyze and interpret a wide variety of primary sources such as documentary materials, works of art, pictorial and graphic materials, and text that reflect an author’s historical, cultural, or social perspective. [RL.9-10.6, 7, 9, 10; RI.9-10.6-10; SL.9-10.2, 5]

6. To engage regularly in research and inquiry not only to gain understanding of a subject, answer a question, and broaden/narrow a topic; but also to draw upon collected evidence in support of written analysis, reflection, and discussion, whether in writing or speaking. [W.9-10.7-9; SL.9-10.4-6]

7. To develop analytic skills through historical documents, visual and statistical evidence, and conflicting interpretations. [RL.9-10.7, 9; RI.9-10.7-9; W.9-10.9; SL.9-10.3]

8. To practice writing analytical, interpretative, informational, and explorative essays addressing global issues of change, continuity, and comparison. [RL.9-10.1; RL.9-10.1; W.9-10.1-3, 9, 10]

9. To demonstrate a more sophisticated command of the conventions of standard English grammar and usage when writing or speaking. [W.9-10.4-6; SL.9-10.6]

**NOTE:** The following texts include mature and relevant themes related to historical, philosophical, cultural, and ethical perspectives necessary to understand the human condition and create awareness and appreciation of other cultures. Please contact the administration if you have any concerns or questions regarding these texts:

Excerpts from *The Epic of Gilgamesh* Excerpts from Dante’s *Inferno*

*Antigone* by Sophocles *Night* by Elie Wiesel

*Anthem* by Ayn Rand *The House on Mango Street* by Sandra Cisneros

*Julius Caesar* by William Shakespeare Other Fiction and Non-Fiction TBD

**Classroom Behavior Guidelines**

All students are expected to follow the guidelines listed below to ensure a positive learning environment:

1. Students must treat all staff, faculty, administration, guest teachers, and other students with the highest level of respect at all times.
2. Students are to be in their assigned seats with materials ready before the tardy bell rings.
3. Students must stay on task at all times.
4. Students may only bring bottled water to drink. No food or other drinks are permitted in the classroom.
5. Students are expected to use the restroom and go to their lockers during passing time unless there is an emergency. Restroom passes may not be given during tests, quizzes, or lectures.
6. All students are expected to have cell phones and other electronic devices turned off and put away in all classrooms. Having any of these items out during a test or quiz will be considered cheating, and the student will receive a zero for that assessment.
7. While PVHS is a BYOD school, all cell phones and other devices are only permitted at designated times with teacher permission.

**Progressive Discipline**

Students who are routinely disruptive or unprepared will be subject to the following repercussions:

First offense: Verbal warning

Second offense: Parent contact and the lowering of a citizenship grade to an 'S'

Third offense: Counselor referral and the lowering of a citizenship grade to an 'N'

Fourth offense: Dean referral and the lowering of a citizenship grade to a 'U'

If a student violates certain school rules (vandalism, open insubordination, fighting, etc.), it may become necessary

to skip one or more steps of the progressive discipline plan.

**Employability:** In order to prepare students to be college and work ready, there is an incentive offered for effective student behavior each quarter. Students are expected to be on time, prepared, respectful, and engaged.

* Ineffective behaviors will be documented. More than five infractions will result in a no mark for this assignment in the grade book. If students receive five infractions or less, they will earn full credit for this assignment at the end of each quarter.

* + Tardy
	+ Lack of preparation (no book, no supplies, etc.)
	+ Inappropriate behavior (Nuisance item usage, sleeping, class disruptions, eating/drinking in class, cheating/plagiarism, insubordination, etc.)
* This employability grade may directly affect the citizenship grade earned each quarter.
* The employability grade will be entered at the end of the quarter.

**Writing Assignments:** The students will be writing one to two formal essays per quarter, some handwritten in class and others typed. All typed final drafts must utilize MLA format and be submitted to **Turnitin.com** before they can be evaluated for a grade. Failing to submit a final draft through turnitin.com will result in the student receiving a zero for the assignment. Students should not wait until minutes before the deadline to submit the final draft as that will inevitably be the moment something goes wrong. If the student is unable to submit a typed, final draft through turnitin.com by the deadline due to technical difficulties, he or she must notify the teacher at least 24 hours **before** the deadline. Excuses (computer did not work, internet failure) are not accepted for submitting the typed, final draft late. **NOTE:** Students will be allowed to rewrite one essay from the 1st semester up to two weeks after the score is posted but must first complete a written reflection on the essay AND participate in a conference with the teacher.

**Technology:** Internet, computer software, and video will all be used throughout the school year. Students will use the school and local libraries as well as internet access to complete reports. Students will type their research projects and essays using a word-processing program of their choice. All projects and essays must be typed and follow the MLA format. Please become very familiar with the following website: <http://owl.english.purdue.edu/> (specifically the MLA formatting guide). In addition, students may be required to use an educational blogging website called Edmodo. Assignments may be completed at home or in the school’s library. Students are expected to make the appropriate arrangements to complete these assignments on time.

**Reminders:** If your cell phone or tablet permits, students (and parents too) should download the free app called Remind. This is an app where you will receive reminders about due dates and other important messages with regard to the class. This app is set up for one-way communication; therefore, you will not be able to respond to your teacher through this app. In any case where you need to contact your teacher from home, email is best. Teachers are not required to check their email from home, so please do not expect an immediate response; it may take 24-48 hours. See class website for enrollment codes for the Remind app.

**Late Assignments**:

All homework assignments are due at the beginning of class. After that, they are considered late. Late assignments will be deducted 50%, and assignments will not be accepted for credit within two weeks of the end of the quarter. Students will receive one NQA (“No Questions Asked”) card per quarter which may be used to submit one assignment for full credit. The assignment, with the card attached, must be submitted within two weeks of the end of the quarter.

**Makeup Assignments:**

1. Students who are absent from class for any reason must check the class website for instructions and texts they missed. Please email the instructor for clarification if needed. It is the student’s responsibility to remember to obtain instructions for--and turn in--makeup assignments.

2. Students with excused absences will have 3 school days after their return to coordinate makeup assignments AND turn them in according to due dates established with the instructor. Students will be responsible for current assignments in addition to the makeup work.

3. Quizzes and tests must be made up before or after school only, and an appointment for makeup within three school days of the original test date must be scheduled with the teacher. Students failing to show for an arranged makeup test/quiz will receive a zero. Students may be given an alternative quiz or test if they are absent on the date it was given.

4. Long-range work (essays, projects, research papers, etc.) with a due date of one week or more from the date it was assigned is due on the date assigned. If a student is absent, he/she must find someone to bring in the assignment or email it to the instructor on or before the date it is due.

5. Students going on a school approved trip, participating in a school activity, or who have a prearranged absence form MUST get work BEFORE leaving and turn in long-range assignments with a due date during the trip or activity. All work assigned to the student during absence must be turned in upon return.

This is not a complete list of all classroom procedures implemented throughout the school year but contains those most important to instruction. The instructor may add procedures that adhere to CCSD guidelines at any time throughout the school year to facilitate organization and efficiency within the learning environment.

**Grading Policies:**

Student grades are determined in relationship to the course objectives stated in the district curriculum guide. Students must complete the coursework in order to earn credit (NRS392.122; CCSD Regulation 5121). The evaluation of a student’s performance will be based on many factors, including assessments, assignments, and participation. While a total point system will be used, an approximate breakdown of the percentages for those grades is outlined below.

1. **Quarter Grades:**

Classwork/Homework = 40%

Assessments (test, quizzes, projects, presentations) = 60%

1. **Semester Grades:**

Each semester exam will count for up to 20% of the semester grade with each quarter counting for an equal share of the remaining percentage (40%) after the semester exam is calculated.

1. **Grading Scale:**

Grades will be figured according to the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 90 - 100% = A | 80 - 89% = B | 70 - 79% = C | 60 - 69 % = D | 0 - 59 % = F |

\*Grades are rounded up to the next grading scale only if the decimal ends in .5. For example, and 89.5 would be rounded to an A, but an 89.4 still earns a grade of a B.

1. **Grade Reports:**

Grades will be posted on Infinite Campus on a weekly basis. If a student notes a discrepancy in his/her grade, it will be left to the student to report that discrepancy to the teacher and make sure that it is rectified before the following grading period. Printed grade reports for students to take home may be provided at teacher’s discretion. Progress reports are sent home midway through each quarter. Students earning a score lower than 80% at the time of the reports will receive an unsatisfactory report.

**Citizenship:**

Students are expected to attend school on a regular basis and come to class promptly, be prepared for class with writing paper and a writing utensil, be prepared to participate in class discussions, and respect the learning environment that the teacher and other students have created by not causing distractions. This grade will be considerably affected by the employability grade.

**Extra Credit:**

Students may earn extra credit points for completing bonus sections of an assessment, producing assignments of exceptional quality, participating in class activities in an exceptionally skilled or dedicated manner, or completing extra credit assignments on the class website. These points may only be earned through the demonstration of mastery of a course goal. Extra credit points are added to existing assignment, assessment, and employability scores as the instructor sees fit to award those points.

**Academic Integrity**:

Preparing students requires more than understanding course content and process. It includes a fundamental respect for personal achievement and accomplishment. Academic honesty demands that each student is responsible for his or her own work and that no student will engage in any form of academic dishonesty or encourage, support, or tolerate any other student’s attempt to engage in such activity.

**Criteria of Academic Dishonesty:**

1. Cheating: using any unauthorized notes, study aids, including electronic information exchanges, or other information on examinations or assignments; changing work after it has been returned or graded in class for credit; allowing others to do one’s work; submitting identical papers for credit in more than one class without receiving prior approval from each courses’ teacher; stealing examination materials; unauthorized reproduction and circulation of examination materials and assignments; unauthorized retention and redistribution of prior examination materials or assignments; taking unfair advantage of other student’s work; or such other similar or related acts which may reasonably be construed to be academic dishonesty
2. Plagiarism: submitting material that is in part or in whole not one’s own work without proper attribution to, or documentation of, the correct source
3. Fabrication: falsifying or inventing any information, data, or citation
4. Aiding others’ academic dishonesty: providing material, information, or other assistance to another student with the knowledge that such assistance could be used to violate any of the definitions previously enumerated

**Penalties and Procedures for Academic Dishonesty:**

1. Student will receive no score for the assignment, project, or test and no make-up work will be given.
2. A Request for Parent Conference may be filed.
3. The student’s citizenship grade for that quarter and the semester may be reduced to U.
4. Students will NOT receive any recommendation, whether formal or informal for any scholarship, college application, employment application or similar matter.
5. Such further action as may be warranted for future violations will be taken in accordance with Palo Verde’s progressive discipline policy and/or other applicable CCSD disciplinary procedures and regulations.

English 10 Required Signatures

**Acknowledgement of Expectations:** If you have read and fully understand the information in the Course Expectations, please sign below.

|  |  |
| --- | --- |
| **Student Name (print name legibly below):** | **Student #** |
|  |  |
| **Student Signature (sign below):** | **Period** |
|  |  |
| **Parent/Guardian Signature (sign below):** | **Date** |
|  |  |

**Students are expected to review these and sign them, have a parent/guardian review and sign them, and then return this page of the expectations to the instructor by the assigned due date.**

**Contact Information:** If you have any questions at any time throughout the duration of the school year, please feel free to email me **(****cvacante@interact.ccsd.net****),** and I will respond in 24-48 hours. Also, please view the class website, which is linked under my name on the Palo Verde website (http://pvhsenglish10.weebly.com/). To schedule a formal meeting, please arrange a day and time to meet through the counselors’ office. Thank you and I look forward to a wonderful year!

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