

English 10 Syllabus

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Course Description:

Students will integrate reading, writing, speaking, viewing, and listening. Students will engage in group communication activities and explore essential questions in literature. Extended learning opportunities will be provided when skills have been mastered.

How Students Will Be Graded on Academics:

- Letter grades will continue to be assigned for all courses in grades 8-12.
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.
- Categories/Weighting in Infinite Campus:
 - Evidence of Learning / Assessments / Progression Toward Standards - 100%
 - The PLC reserves the right to establish categories and weightings throughout the year to reflect the amount of emphasis placed on particular skills. This means that while we will do our best to be clear in communication with you and your parents about your current progress, changes may need to be made to categories and/or weights throughout the semester that will impact the calculations (and therefore, your overall grade). We will be clear with you when these decisions are made and the rationale for making the decision.
 - Students must provide sufficient evidence for teachers to determine a grade.
 - Behavior Expectations / Work Habits - 0%
 - Productivity and Accountability; Organization and Readiness; Collaboration Skills

Grading Scale for Non-Weighted Classes:

- **Letter Grade:** A
- **Minimum Percent:** 92.5

- **Letter Grade:** A-
- **Minimum Percent:** 89.5

- **Letter Grade:** B+
- **Minimum Percent:** 86.5

- **Letter Grade:** B
- **Minimum Percent:** 82.5

- **Letter Grade:** B-
- **Minimum Percent:** 79.5

- **Letter Grade:** C+
- **Minimum Percent:** 76.5

- **Letter Grade:** C
- **Minimum Percent:** 72.5

- **Letter Grade:** C-
- **Minimum Percent:** 69.5

- **Letter Grade:** D+
- **Minimum Percent:** 66.5

- **Letter Grade:** D
- **Minimum Percent:** 62.5

- **Letter Grade:** D-
- **Minimum Percent:** 59.5

- **Letter Grade:** F
- **Minimum Percent:** 59 and below

Board-Approved Standards:

- Students will cite textual evidence.
- Students will present claims and findings.
- Students will gather relevant information.
- Students will analyze author's craft and structure.
- Students will write in a variety of genres.
- Students will engage in the writing process.
- Students will use conventions.
- Students will comprehend grade level texts.

Book Selections:

Throughout the year, students will engage with multiple texts of various genres (i.e. novels, nonfiction books, short stories, plays, poetry, articles). Some texts will be whole class texts; others will be choice/small group texts. The following are examples of texts that may be used, but this is not an exhaustive list of all texts that will be used in English 10.

- *To Kill A Mockingbird* by Harper Lee; *Twelve Angry Men* by Reginald Rose; *Lord of the Flies* by William Golding; *Night* by Elie Wiesel; *Eleanor and Park* by Rainbow Rowell; *Monster* by Walter Dean Meyers; *Nineteen Minutes* by Jodi Picoult; *Things Fall Apart* by Chinua Achebe; *The Curious Incident of the Dog in the Nighttime* by Mark Haddon; *All Quiet on the Western Front* by Erich Maria Remarque; *Fallen Angels* by Walter Dean Meyers; *Fahrenheit 451* by Ray Bradbury; *And Then There Were None* by Agatha Christie; *Outliers: The Story of Success* by Malcolm Gladwell; “The Chaser” by John Collier; “Four O’Clock” by Price Day; “Popular Mechanics” by Raymond Carter; “Story of an Hour” by Kate Chopin; “Upturned Face” by Stephen Crane

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment methods will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student’s progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment:

Definitions

- **Formative Assessment:**
 - Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:**
 - Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.