

10th Grade English Language Arts Syllabus

Course Description

The tenth-grade English curriculum at North Pointe Prep stems from the Arizona State Standards for College Success and the Arizona State Standards. Reading, writing, speaking, listening, and collaborative strategies are purposefully used to build knowledge and skills and to help students become independent readers, writers, and thinkers. In tenth grade, much of the curriculum is based around **cultural identity and cross-cultural communication**. Students will read texts from a variety of cultures and learn more about their own, as well as other, cultures.

Unit	Texts	Major Assessments
Unit 1: Cultural Conversations	Informational texts, personal essays, short stories, biography, art, poetry, memoir, film IR: Into Thin Air; Catcher in the Rye; American Sniper	<ul style="list-style-type: none"> ● Personal Essay about Cultural Identity
Unit 1B: I Am Malala Novel Study	Novel: I am Malala	<ul style="list-style-type: none"> ● Evidence-based writing
Unit 2: Cultural Perspectives	Informational texts, poetry, novel excerpts, short stories, personal essay, speeches, argumentative texts IR: Doctor Zhivago	<ul style="list-style-type: none"> ● Writing a Narrative
Unit 2B: A Long Walk to Water Novel Study	Novel: A Long Walk to Water	<ul style="list-style-type: none"> ● Evidence-based writing
Unit 3: Cultures in Conflict	Lit circles: Dystopian Novels, poetry, interview IR: Fahrenheit 451; Anthem; Lord of the Flies;	<ul style="list-style-type: none"> ● Research and Presentation: Ibo Culture ● Writing a Literary Analysis Essay
Unit 3B: Lit Circles	Dystopian Novels IR: Fahrenheit 451; Anthem; Lord of the Flies	<ul style="list-style-type: none"> ● Lit Circles
Unit 4: Dramatic Justice	Drama: Antigone, excerpts of various plays	<ul style="list-style-type: none"> ● Presenting an Oral Interpretation of Literature – Monologues ● Writing a Literary Analysis Essay on Characterization and Theme
Unit 5: Building Cultural Bridges	Documentary Film & Informational Text	<ul style="list-style-type: none"> ● Examination of stakeholder positions

* This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

Grading/Evaluation

Grades are an accurate account of what students know and/or can do. Grades are communication, not compensation. 10th Grade English uses a standards-based grading policy. School-wide policy information and documents are available on the school webpage and in the Student Handbook. In Honors English Lit/Comp II, all scores entered into SchoolMaster are attached to one or more AZ ELA state standards. At the end of each semester, a student's final transcript grade will reflect his/her highest scores on each standard measured during that semester. This grading system allows students to clearly see what they do well and in which areas they need additional help and focus. With the standards at the center of daily lessons and all assignments, students will at all times know where they are in relation to the standards and what it takes to get to where they want to be – no surprises at the end of grading periods. At the end of each semester will be a semester final exam and will be 10% of the semester grade.

Regarding late work: Good organization and planning are important life skills. Due dates exist in the real world. I expect all work to be turned in on time. If you need extra time on an assignment, make arrangements with me prior to the due date. Communication is key to extending deadlines! At the time the assignment is due, if no work is submitted either electronically or in person the student will receive a pink slip. The assignment will receive a deduction on the assignment each day until the assignment reaches 50%. As long as you submit the assignment, you will receive no less than 50%. This does NOT apply to assignments that are never turned in. All missing assignments will receive a 0% until turned in.

Regarding reassessments: If a student would like to demonstrate an improvement in skill by resubmitting or retaking an assessment, he/she must turn in all formative work related to that standard and demonstrate at least a proficient level of skill on the formative work. In addition, he/she will need to complete and submit a reassessment request form. This form can be found on my classroom website. All reassessments must be complete by the last week of the quarter.

Regarding extra-credit: Students may earn extra credit if there are no missing assignments. Extra credit only applies to extra ELA practice done outside of the classroom or direct learning time.

NPP Mandatory Tutoring Policy: pg. 15 Student Handbook

Google Classroom: Internet-based classroom communication continuum. This will be the main

means of teacher-student communication outside of the classroom. Using the internet, students may access Google Classroom either on a smartphone or traditional computer in order to turn in assignments, ask questions, access additional study materials, etc.

Homework: pg. 15 Student Handbook

Flexible Seating Classroom: Flexible seating allows students to choose from various seating options in the classroom including traditional desks, tables, chairs, couches, and the floor. The casual design allows students an opportunity to sit comfortable while learning.

All English Language Arts Arizona State Standards will be assessed on a 5-point scale:

Rubric Score	Percentage Score	Correlating Grade	Language
5	100%-90%	A	Exemplary work. Mastery. (above standard)
4	89%-80%	B	Proficient work. Accomplished. (meets standards)
3	79%-70%	C	Emerging work. Developing. (approaching standard)
2	69%-60%	D	Insufficient work. Basic. (below standard)
1	59%-50%	F	Very little evidence of work. Late or missing information. (well below standard)
0	49%-0%	F	No evidence of work. Missing. (well below standard)
INC	INC	INC	Incomplete work. Unfinished. (no basis for judgement)

Vocabulary

Students will study academic and literary vocabulary words that directly connect to and stem from the Embedded Assessments and texts in each unit of study.

The curriculum sequences academic vocabulary words within instructional material to strategically and systematically build vocabulary knowledge both vertically and horizontally. The academic vocabulary words are introduced, reinforced and refined throughout the unit and/or year.

Course Expectations

Class Goals:

- To **grow as readers** by sharpening our methods of interacting with text to form multiple, rich interpretations.
- To **grow as writers** by practicing writing in different forms and for multiple purposes.
- To **grow as listeners** and speakers through practicing discussion and other presentations.
- To **grow as thinkers** by building critical thinking skills and explaining our reasoning.

Class Norms:

- **Be prepared:** This includes completing reading and other assignments outside of class so you can make the most of in-class activities.
- **Be respectful:** There will be a good amount of discussion in our classroom. People do not always agree, in fact it would be very boring if we did, but this does not mean we should not respect each other. My hope is that everyone will feel comfortable adding to the discussion. Disagreements are opportunities to learn from each other.
- **Support each other's growth:** Everyone is coming from somewhere unique and everyone can make important contributions to our classroom. At the end of the day, we are all here to grow as readers, writers, speakers, and thinkers. Please support each other, as we all can make better progress if we work together.
- **Have fun!** There are times in this class where everyone will be challenged. However, I also hope that this will be a class that we all enjoy. If you are not enjoying this class or it is a major source of stress, please let me know so we can work to make this a positive experience. Literature is made for enjoyment after all!

Expectations:

- No slurs or put-downs. Part of respecting each other means not speaking negatively about each other. It is fine to disagree with someone's opinion, but it is not okay to make negative remarks about the person.
- Help ensure everyone's voice is heard. Healthy class discussion means everyone gets a chance to be heard. I ask that you be conscious of your own voice. Try to contribute often but give others the chance to share as well.
- Work hard. Everyone will get more out of this class if we focus, take our work seriously, and work hard to learn and improve.

Supplies Needed for this Class

1. Three-ring binder
2. Loose Leaf Notebook paper
3. Pens (preferably erasable) and pencils
4. Colored Pencils

Contact Information

Instructor: Ms. Tawnie Weaver

E-mail: tweaver@pointeschools.org

Phone: (623) 209-001

5. Highlighters
6. Post-it Notes
7. Headphones that fit a basic auxiliary jack

NPP Policies

Students will review NPP policy in advisory. Here are specific notes:

- **Dress Code:** Students are to observe modesty, appropriateness and neatness in clothing and personal appearance. NPP Dress code policy will be enforced.
- **Electronic Devices:** Prepare your electronic device for English class by turning it on Airplane Mode (or off entirely) and placing it out of the way for the period. We may occasionally use personal electronics during class to contribute to the learning environment. If you have a specific reason to use personal technology during a class, please let me know. Again, communication is key!

Plagiarism

The vast majority of students are honest and thoughtful but there are times when shortcuts seem appealing. Some do not really understand what plagiarism is. I want all students to enter class fully aware of what it is and how to avoid it. Whenever you use someone else's unique ideas or words and pass it off as your own, you are plagiarizing. If you copy your friend's work, you are plagiarizing. If you read an article and paraphrase it without citing the work, you are plagiarizing. If you have any questions about plagiarism, always ask! It's better to cite something when in doubt. All students at NPP will be instructed in the MLA style format for papers and we will learn how to properly cite resources as a class.

Contact Information

Instructor: Ms. Tawnie Weaver

E-mail: tweaver@pointeschools.org

Phone: (623) 209-001

Dear Parents/Guardians:

Once you have read over the 10th Grade Honors English Language Arts course syllabus, please sign and fill out the following information. Your student will return this page and keep the rest of this syllabus to refer to during the year. I look forward to teaching your student this year.

Sincerely,

Ms. Tawnie Weaver

Please fill out, sign and return THIS PAGE of the document as soon as possible.

I have read and understand the policies contained within this document and agree to adhere to them for the duration of this course. I also understand how to contact Ms. Weaver if I have any questions.

Student name – printed Student signature Date

Guardian name – printed Guardian signature Date

Parent Phone number _____

Parent E-mail

Comments: