

English 10

Instructor: Julie Harris

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Overview of Course Content

This is a year long class broken into two semesters in which reading and writing will be combined. Using short stories, poems, essays, articles, and novels students will explore nonfiction and classic literature; critically analyze content, meaning, and structure of literary pieces; and respond to literature through writing, discussion, and informal presentations. **Students will be expected to read choice books at home, as homework, all semester long. Students should be reading for 2 hours per week at home.**

Grading Guidelines

Students will be assessed on their demonstrated proficiency of reading and writing skills per Common Core State Standards (CCSS). Classroom activities and assignments will be structured to scaffold skills necessary to meet CCSS. The district has prioritized standards, which can be accessed here:

https://salkeiz-cia.orvsd.org/sites/salkeiz-cia.orvsd.org/files/10_CCSS_ELA_Map_2013-14.pdf

Our class grade is weighted:

- **80% = Assessments**
 - tests, quizzes
 - formal and informal essays
 - independent book project assignments
- **20% = Homework, Class work, essay checkpoints, etc.**

CCSS assessment grades are graded on a 4 point scale:

4=A (81-100%)

3=B (62-80%)

2=C (50-61%)

1=D (30-49%)

0=F (0-30%)

Most of these assessment opportunities will be offered in class. Scores recorded on InTouch will reflect the student's progress toward proficiency. Each assignment is marked with a CCCS standard to which it applies. Please check InTouch first when inquiring about grades.

Class Requirements

- **Absences:** Upon returning to school after an absence, it is **the student's responsibility** to ask for missing work at a time that is **convenient for the teacher**. The work must be completed **within 3 school days** (unless other due dates are agreed upon). On-going assignments and those assigned prior to the absence will keep their original due dates.
- **Late Work:** Students have 5 days after the original due date to submit late work. After 5 days have elapsed, work will not be accepted. If the student was in class and simply chose not to do the assigned work, that student must come in after school to make it up with 5 days of the assignment.
- **Homework:** Students should expect homework from this class. Work is to be completed **individually** unless specifically stated otherwise by the instructor. Cheating will result in a 0 for both parties.
- **Plagiarism:** At Sprague, we take plagiarism very seriously. Please make sure that both student and parent familiarize themselves with the policy in the Student Handbook. Students will be held accountable for producing their own work and documenting others' properly. See the handbook for consequences of Plagiarism.
 - Any work which has been plagiarized, regardless of the source, will result in a 0.
- **Unauthorized use of phones and headphones in class will result in disciplinary action and confiscation.** Students must be focused on class work without distractions.

Availability and Accommodations

Classroom activities are differentiated to meet the needs of all students. TAG students, and anyone seeking an extra challenge, are encouraged to explore concepts in depth via independent study and additional tiers built onto regular assignments. Students with IEPs will be provided accommodations according to their IEP. If you feel additional accommodations are needed, please let me and your case manager know.

I am happy to arrange times to meet with students. On most days, the best time to meet is right after school. Outside school, email is the most efficient and effective way to contact your teacher. Emails will be answered as soon as possible. If your student desires accommodations on assignments due to an IEP or the need for more academic challenge (TAG), please consult with your teacher. Alternative assessments may be created between teacher and student on an individual basis.

TAG Considerations

In each subject/course students will be pre-assessed on the knowledge and skills that will be taught in the subject/course. The purpose of this pre-assessment is to determine what students already know, guide instruction, and give student access to advanced and/or accelerated content.

Formal or informal pre-assessments may include quizzes, student input and self-evaluation, placement tests, specific teacher observational data, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment. Below is a list of differentiation strategies that may be used in instruction.

Differentiation Strategies

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| <input type="checkbox"/> Cluster Grouping | <input type="checkbox"/> Enrichment | <input type="checkbox"/> Multiple Intelligences |
| <input type="checkbox"/> Acceleration | <input type="checkbox"/> Compacting | <input type="checkbox"/> Learning Styles |
| <input type="checkbox"/> Independent Study/Project | <input type="checkbox"/> Tiered Assignments | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Assignment Modification | <input type="checkbox"/> Flexible Grouping | <input type="checkbox"/> Contracting |

Academic Ethics/Expected Behavior

This class presents high expectations both academically and behaviorally.

Students are expected to refer to the daily objectives/standards both at the beginning of class to understand the day's focus and again at the end to check for comprehension. If students are having trouble understanding the objectives, please let see the instructor so that he/she can work to increase student learning. Plagiarizing—using someone's words and/or ideas as your own—or cheating will be handled according to the policy stated in the student handbook.

Confidentiality

Any discussions or writings that are confidential in nature will remain private. However, there are legally mandated exceptions. Any teacher who has knowledge of child abuse (physical, emotional, or sexual) or suspects a student is contemplating harming him/herself or another is **required by law** to report this information to the proper authorities.

Parent/Student Handbook

The parent/student handbook was emailed to every family that has an email address on file. If you did not receive the handbook, it is available on the Sprague High School website. Each family is responsible for the information contained in the handbook, including discipline, attendance and dress code. We have a new tardy policy that all students will need to become familiar with and follow.

Dress Code

Students at Sprague are expected to follow all dress code rules located in their Student Handbook. Please make sure that both student and parent familiarize themselves with the policy. Students will be held accountable if they are not dressed appropriately. They will be offered an item of clothing that corrects the problem or will call home for parent to bring something that meets the policy. We need parents help to ensure they are dressed appropriately before they leave home each morning. Thanks in advance for your help.

Plagiarism

We at Sprague take plagiarism very seriously. Please make sure that both student and parent familiarize themselves with the policy in the Student Handbook. Students will be held accountable for producing their own work and documenting others' work properly. See the handbook for consequences of Plagiarism

Academic Integrity Statement: All work is expected to be your own. When you submit any assignment, journal, exercise, or test, it should be an original work containing your thoughts and ideas. Submitting another person's work (even in part) without appropriate citation constitutes cheating and you will not receive credit for the assignment. Likewise, if you assist in the process of cheating your assignment will also be held to the same standards and consequences.

For example, if you allow someone to copy your homework so he/she can hand it in, your assignment will also be counted as a zero. You may work together to formulate responses to many of your homework assignments, but this means that you have discussed the question and possible answers. It does not mean that one person does questions 1, 3, 5, and 7, the other does 2, 4, 6, and 8, and then you swap answers.

*Violations of academic honesty include, but are not limited to the following: **Plagiarism, Collusion, Cheating, Falsification, Alteration, Multiple Submission, Sabotage, and Tampering.** Please see the school web site for definitions of these terms. It is the student's responsibility to ensure their compliance with the terms of academic honesty. When in doubt, first check with your teacher.*

Weekly Reading Homework

Every week through the end of the semester, your son/daughter will have 2 hours of reading homework every week. It matters less what the student chooses to read than that the student is reading. Students can choose whatever books they want *within reason*. As a parent/guardian, it is your prerogative to either veto certain texts or to require that your son/daughter read higher level literature than he or she may choose independently. I will support your decisions either way, as there are lots of really great books to choose from.

Recent research has indicated that there is a positive correlation between the number of books a student reads and how successful he/she is in college. More high school reading = greater success in college. And more importantly, reading, especially choice reading, tends to stimulate the kind of intellectual growth that we strive for in education. Please encourage your son/daughter to complete 2 hours of reading homework every week. They will be better for it!

I have read the course syllabus, reviewed the website, and understand the policies of ENGLISH 10

STUDENT

PARENT/GUARDIAN
