Class Syllabus English 10 CP

Maria Williams

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"Finally, from so little sleeping and so much reading, his brain dried up and he went completely out of his mind."

--Miguel de Cervantes Saavedra, *Don Quixote*

**Course Description:**  Welcome to 10th grade English Language Arts and Literature College Prep! I am excited to have the privilege of working with each of you during the upcoming 2018-2019 school year. This course is designed to provide students with the fundamental reading, writing, vocabulary, grammar, and critical thinking strategies required to achieve success in the real-world. In addition, students will learn how to make effective arguments and how to locate, to synthesize, and to evaluate relevant information.

**Recommended Materials:**

* **Textbook**: Unless specified by the teacher, students are required to *bring the textbook with them* ***at the beginning of each class period***: this does not mean asking to make a trip to the locker to retrieve the textbook after the bell rings.
* **Pencils:** Two mechanical or No.2 pencils to record information
* **Notebook:** Each student will be responsible for maintaining an English notebook throughout the course of the school year. Said notebook will enable the student to record important information, such as the daily bell ringer, notes, and in-class assignments.
* **Silent reading book**

**Classroom Expectations:**

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| **Respect:** Looking after people and property. There is an old proverb that says, “Be the change you want to see in the world.” This is true both inside and outside of the classroom. Treat others how you would like to be treated.   * Be on time and be prepared * Follow directions | **Responsibility:** Behaving sensibly and making good choices. Aspire to be a leader—not a follower. This means assuming responsibility for your own behavior. If you assume responsibility, you will serve as a positive example for others.   * Keep your hands, feet, and objects to yourself |
| **Kindness:** Being friendly, generous, and courteous   * Always strive to provide positive, constructive feedback to peers. No swearing, put-downs, teasing, or foul language * Wait your turn to talk. Raise your hand to be recognized | **Honesty:** Being truthful and fair   * Turn in your own work. Be proud of your voice. Avoid plagiarism by giving credit when it is due |

**Possible Encouragement:**

1. Verbal recognition
2. Phone call or e-mail home
3. Bonus points

**Classroom-Managed Behaviors v. Office Referrals – Teacher Expectations**

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| **Classroom-managed Behaviors** | **Teacher Responses** |
| Deceit | 1. Re-redirect / Remind of expectation  2. Parent Contact / Re-teach expectation  3. Teacher-assigned ½ Cougar Hour Detention served in classroom (can be during your intervention/study hall)  4. Cougar Hour Detention  5. Cougar Hour Detention  6. Referral  Parent contact must be documented – phone conversation preferred; if email, must show reply or acknowledgement of receipt.  At 4 & 5, enter Detention on Master Detention Log as with Tardy Policy.  If student fails to serve classroom detention, automatically move to next level. |
| Disrespectful / Disruptive conduct (incl. sleeping) |
| Failure to serve detention (classroom) |
| Inappropriate appearance |
| Inappropriate display of affection |
| Inappropriate language |
| Insubordination (incl. work refusal and continued cell phone use) |
| Possession of inappropriate personal property (incl. headphones) |
| Profane language |
| Tardiness (according to Tardy Policy) |
| Technology misuse\* (incl. unauthorized websites) \* If use of cell phone, must be related to another primary behavior. |
| **Office-referred Behaviors** | |
| Battery against an employee | |
| Battery against a student (fight w/ injury) | |
| Cheating (per policy, teacher must notify parent and assign “0”) | |
| Defacing school property / vandalism | |
| Leaving School w/o permission | |
| Physical fight w/o injury | |
| Possession and/or use of dangerous weapon (incl. imitation weapon or object fashioned as weapon) | |
| Possession / use of substance with tobacco / nicotine / illegal substance (incl. paraphernalia) | |
| Profane language / obscene gesture / indecent act directed toward another | |
| Sexual misconduct | |
| Skipping (class – incl. walking out - detention, interv.) | |
| Tardiness (according to Tardy Policy) | |
| Threat of injury against another | |
| Verbal assault against employee / student (insults, abusive language) | |

**Daily Procedures and Class Routines:** To ensure that students have a solid, succinct educational experience, it is imperative that a common schedule be employed on a daily basis to provide continuity. At the beginning of each class period, the student is expected to complete the bell ringer. The bell ringer will be recorded in the English notebook. After completing the bell ringer assignment, the teacher will use the material to bridge to the model component of the lesson plan. During the model component, the teacher teaches a new skill for the students to learn or a pre-taught skill for the students to review. Modeling helps students understand tasks they will be expected to perform throughout the course of the class period. Next, after participating in the modelling segment of the class, the students will engage in a variety of activities, which range from independent learning experiences to think-pair-share to group work. The class will always end with a review, providing closure and mitigating any questions or concerns.

**Homework:** So that students may best engage with subject matter content, homework will be assigned at regular intervals throughout the course of the week. Unless specified otherwise, homework is due the following day after being assigned at the beginning of class.

**Star Testing:** Another integral component of the English Language Arts 10 CP classroom is the collection of baseline data to gauge student mastery of course objectives and goals. The software system that will be used to monitor said progress is called Star. Star tests provide students with the opportunity to practice skills such as close reading writing tasks. Star grades will be provided by the teacher to the parent/guardian on a quarterly basis via LiveGrades.

**Grading:** Work performed in this course will be assessed via a point scale. Each assignment will be provided a numerical value, with a smaller assignment—such as an in-class activity—being allotted fewer points than a larger assignment—such as an exam. The reason for this grading policy is that points enable the students to see the value in the work that they perform over both a short- and a long-term basis. At the end of each grading period, homework will account for 10% of the grade. \*Note: At least two summative assessments will be administered each nine weeks (example: project or test). The final grade will be recorded in accordance with the grading scale established by Jefferson County Public Schools. Possible points are as follows:

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| --- | --- |
| **Assignment Type** | **Points** |
| Homework and participation | 10 |
| Minor assignments | 10 |
| In-class work and quizzes | 40+ |
| Summative assessments | 40+ |

*\*The above table delineates the minimum total points per quarter. Please note that point values may increase, as needed, due to additional assignments; however, the ratio of assignment type to point value will remain constant.*

**Grade Scale:** This class is designed to align with the 10-point grading scale guidelines per Jefferson County School district and West Virginia state policy.

**Make-up Work and Missed Assignments**

In accordance with Jefferson County School policy, students will be granted a minimum of one school day for each day of absence to complete assignments once they are provided (e.g., missed Tuesday, return and receive work Wednesday, due Thursday). It is the student’s responsibility to initiate the request for the missed assignments and to complete the make-up work in the time allotted.

Work assigned prior to an absence that comes due during the absence must be turned in upon return from the absence. Students are encouraged to contact their teachers through LiveGrades to request assignments. During extended absences, students without access to LiveGrades may contact their School Counselor to request assignments. Please allow 48 hours for requests to be honored, and note that not all assignments may be available if requested in advance.

If a student misses work due to being sent out or called out of class, the student will be allowed to make up the work in accordance with the above-referenced policies and procedures, even if the reason for being sent or called out is related to disruptive behavior or other matter related to behavior discipline.

When a student misses work due to sleeping in class, walking out of class, skipping class, or work refusal, the student will receive a failing grade for the assignment. The student will not be permitted to re-take or make-up the assignment, unless the assignment is a test. If the assignment is a test / assessment, the failing grade will be recorded, and the student may initiate a request for reassessment in accordance with the county grading policy.

**Late Work:** Late work will not be accepted. If a student does not hand in an assignment on time, the student will receive a score of 0 for said assignment.

**Academic Integrity:** Plagiarism (passing someone else’s work off as your own or failing to correctly cite someone else’s work) and cheating will not be tolerated. If you have any questions or you are unsure about citing something, *ask*. It is much better to ask and to be sure than to get a 0% on an assignment for committing plagiarism, which is the consequence for committing said act within this English class. Your mind is beautiful because it is unique, so create your own ideas!

**Use of Technology:** Electronic devices are to be turned off unless specifically specified by the teacher. Students will be permitted to use electronic devices at various points of time during the school year for ***educational purposes only***, which will be explicitly specified by the teacher via the Technology Usage sign posted clearly on the wall. Remember, green means *go,* yellow means *await further instruction*, and red means *no.*

**Final Word of Advice:** I hope that you find this school year to be both a challenging and an invigorating experience. Will there be times when things get hard? Yes. Should you give up? No! Do you know how many shots Michael Jordan missed in his career? Do we remember those shots or do we see the big picture? When one thinks of Jordan, he or she thinks of success. Jordan never let obstacles stand in the way and neither should you. Always try your hardest, embrace your creativity, and hopefully have some fun in the process. –Mrs. Williams

**SIGNATURE PAGE**

After reading the syllabus for English Language Arts, Grade 10, please sign the document below.

I/we have read and understand the contents of the English Language Arts, Grade 10, syllabus for Mrs. Williams' class.

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(Student Name Printed)

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(Student Signature)

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(Date)

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(Parent/Guardian Name Printed)

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(Parent/Guardian Signature)

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(Date)

Please sign and return to Mrs. Williams during your English class.