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Castle Park High School
Course Title: English Language Arts (ELA) 10th Grade

I have the privilege of teaching your student this school year and look forward to seeing their academic and personal growth. Thank you for taking the time to go over this syllabus with your student.

We will be using [Google Classroom](#) to access assignments and grades in class and to allow absent students access to education (EdCode 48205, 48913.5, 51745). Unfortunately, I do not have access to Jupiter Grades. I do have access to Jupiter for communication - send & receive messages.

To check assignments and/or grades, use your child's computer, sign in and navigate to Google Classroom: English 9. At the top click "View My Work". The current grade will be in the upper-right hand corner and all assignments will be displayed.

Google Classroom Join Code:

Course Description

English 10 is aligned to the California Common Core State Standards for [English Language Arts 10th Grade](#) and [curriculum framework](#). CA students' progress on meeting the state standards are assessed via [CAASPP](#) and [ELPAC](#), as well as district assessments. PLC members of ELA 9 have agreed-upon course-specific information that follows.

Course Title: English Language Arts 10

Course Description

English 10 continues and deepens the skills and content learned in English 9; however, English 10 Accelerated also prepares the student with the knowledge and skills for the AP English Language & Composition class in 11th Grade. By the end of English 10 Accelerated, students should demonstrate mastery of the 9-10 CA Standards. World Literature, in its various forms, is the basis of much of the instruction in 9-10 ELA, although students do read and write about nonfiction and literary nonfiction in ELA. Students are expected to grapple with a multiplicity of sources, authors, motivations, representations, perspectives, themes and ideas, and they analyze rhetorical features and synthesize multiple sources of information. Students will read increasingly complex texts from 9-10th grade. They will also develop their writing processes and gain practice writing arguments, summaries, narratives, and informative/explanatory compositions. Students write using valid reasoning to support precise claims, they organize complex elements in

	<i>informative/explanatory writing, and they establish multiple points of view and a smooth progression of experiences or events in narrative writing.</i>
Curriculum Emphasis	<p>Capacities of literate individuals:</p> <ul style="list-style-type: none"> ■ <i>They demonstrate independence.</i> ■ <i>They build strong content knowledge.</i> ■ <i>They respond to the varying demands of audience, task, purpose, and discipline.</i> ■ <i>They comprehend as well as critique.</i> ■ <i>They value evidence.</i> ■ <i>They use technology and digital media strategically and capably.</i> ■ <i>They come to understand other perspectives and cultures</i>

Units of Study

Semester	Themes/Topics	Texts *subject to change	District Assessments
1	How do writers/speakers select, organize, synthesize and explain textual evidence to inform or explain?	<p>MENTOR TEXT INFORMATIONAL TEXT: “How Do You See Your Self(ie)?” By Sarah Mervosh</p> <p>SHORT STORY: “Super Human” By Nicola Yoon</p> <p>COLLABORATE & COMPARE</p> <p>INFOGRAPHIC: “The 100-Person Planet”</p> <p>POEM: “A Contribution to Statistics” By: Wislawa Szymborska</p> <p>(and others)</p>	<p>Performance Task: Informative/Explanatory</p> <p>End-of-Course Exam (EOC)</p>
2	How do writers/speakers develop and present strong verbal arguments that effectively and sufficiently address an issue of global significance?	<p>ARGUMENT: “Letter from Birmingham Jail” By Martin Luther King Jr.</p> <p>MEMOIR: “The Hawk Can Soar” By Randi Davenport</p> <p>SHORT STORY: “The American Embassy”</p>	<p>Performance Task: Argumentative</p> <p>End-of-Course Exam (EOC)</p>

	<p>By Chimamanda Ngozi Adichie</p> <p>COLLABORATE & COMPARE</p> <p>DOCUMENTARY FILM: from "Gandhi: The Rise to Fame" By BBC</p> <p>MENTOR TEXT ARGUMENT: from "Letter to Viceroy, Lord Irwin" By Mohandas K. Gandhi</p> <p>(and others)</p>
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Course Materials

School-Issued Device Requirement: Laptop must be brought to school *each class* to access assignments on Google Classroom

Textbook Requirement: [HMH Into Literature](#) 10 consumable text so you can write on the text itself. Bring this to class each time I require it.

Class supplies and materials: Your supplies should be ready to use by the time the tardy bell rings. In this class, you will need your laptop and an 8 ½ by 11-inch notebook with lined pages. You will also need something to write with (a pen or pencil).

Grading Policy and Expectations

Grades will be based on the total points earned for a variety of assessments, including: essays, individual and group presentations, class activities, homework, quizzes and tests, including the performance task (PT), and end-of-course exam. Letter grades will be assigned at the end of the semester, based on a percentage scale.

Scholarship Grading Policy	
A	90-100%, <i>exceeds</i> expected outcomes
B	80-89%, <i>clearly</i> met expected outcomes
C	70-79%, <i>adequately</i> met expected outcomes
D	60-69%, <i>progressing</i> toward expected outcomes
F	Below 60%, <i>fails</i> to meet expected outcomes

Citizenship Grading Policy	
(attendance, study skills, effort, classroom behavior, etc.)	
A	Superior
B	Above Average
C	Average
D	Below Average
F	Unsatisfactory

Common Department Scholarship Grading Policy:

This class follows a standard grading scale. **We do not round up our grades; this means that an 89.9% is a B+.** Prior to the evaluation of work, multiple practice opportunities will be provided in class. My weighted categories are based on the target standards we will focus on this year.

Weighted Categories:	
Critical reading skills and application	30%
Writing skills and application	30%
Speaking & Listening skills and application	10%
Assessments	30%
TOTAL	100%

Failure Grade: Students who do not demonstrate mastery of the standards will be in jeopardy of receiving a failing grade at the semester grading period. It is difficult to prove that you are achieving mastery if you are not turning in any work. This class is a graduation requirement; if you do not pass, you will need to make up these credits.

Plagiarism/Cheating: Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. Using AI tools like ChatGPT falls under cheating and plagiarism. Students must submit work that is truly their own thinking and creating. We do not accept work that has been copied and pasted from other sources. Students who submit work that has been plagiarized will receive a failing grade on the assignment. It will be marked for plagiarism in the gradebook. There is no option to re-do assignments that have been plagiarized.

Make-Up & Late Work Policy: A late assignment is worth (at most) 70%. You will only earn a 70% if the assignment is thoroughly completed and accurate. Students with special circumstances should speak with me about extensions before the assignment is due to avoid the late work penalty. The late work penalty will go into effect at the end of each unit. Late work will not be accepted one week prior to when the Progress Reports and or Grades are due.

Notes on Essay Formatting and Mechanics:

Formatting: All essays must be typed using MLA format which includes 12-point Times New Roman font with 1-inch margins on all sides. When required, all citations must be included in the works cited page.

Mechanics: It is our expectation that students follow basic capitalization and formatting rules. Work that fails to use proper punctuation and to capitalize the first letters of sentences, names, places, or any other proper noun will not be graded until mechanics are addressed.

Independent Study:

Students who arrange for independent study contracts through the attendance office will be expected to submit missed assignments upon return and will have the same number of days that they have missed to submit missed assignments and assessments. This deadline will be established at the discretion of the teacher. Students will be expected to complete in-class assessments under the same conditions as other students in the course. Students will complete missed assessments upon return when possible. If additional time is needed, the additional time will be at the discretion of the teacher and may consider the length of time missed by the student.

Citizenship Grades:

A citizenship grade is a formative assessment that includes all the work that leads to mastering a standard; it is detailed in the school-wide citizenship rubric. The following rubric will be used for citizenship grades:

A	B	C	D	F
On task at all times	On task most of the time	On task more of the time than off	Off task more often than not	Continually off task
Prepared for class all of the time	Prepared for class most of the time	Prepared for class more often than not	Unprepared for class	Always unprepared for class
Works well with peers and teacher all of the time	Works well with peers and teacher most of the time	Respectful of teacher and peers	Disrespectful at times	Disrespectful of peers and teacher more often than not
No negative behaviors	No negative behaviors	Very few disruptive behaviors	Frequent disruptive behaviors	Disrupts class regularly
Actively participates in class daily	Actively participates in class almost daily	Participates more than not	Little or no participation in class	No participation in class
Enhances the class by his or her presence	Sets a good behavior example in class	Responds when corrected	Questions authority	Continually questions authority
1 unexcused tardy or absence	2 unexcused tardies or absences	3 unexcused tardies or absences	4 unexcused tardies or absences	Any combination of unexcused tardies and truancies that totals 5 or more. (School policy)

Classroom Behavior Expectations

Class Rules and Discipline Policy: The basic rules for student behavior are outlined in the [Student Handbook](#).

My specific class rules are as follows:

1. Follow directions the FIRST time.
2. Raise your hand to speak or leave your seat.
3. Use language that is kind and respectful.
4. Keep your hands, feet, and objects to yourself.
5. Use electronics only when given permission (this includes cellphones, laptops, and earbuds)

Cell Phone Use: Cell phones should be silenced and put away during class. CPH is adhering to the Phone-Free Schools Act (AB3216) that was passed in California last year. This means that students DO NOT have permission to use their phones while in class. If we see a student using their cell phone, it will be confiscated and turned into the main office. If parents need to contact their students for emergency reasons, then they should call the main office. The phone number for the main office is: (619) 585-2000. It is a good idea to save this phone number in your cell phone so you know who to call in the event of an emergency.

Listening to Music: In our experience, listening to music during direct instruction or during times of collaborative work hinders students' ability to concentrate and participate. During these times, we expect that AirPods, earbuds, and headphones are put away. If we see students wearing or using these devices at inappropriate times, we will confiscate them and turn them in to the office. With that said, we do understand that some people are better able to focus on writing assignments while listening to music. There will be times when we allow students to choose a playlist to listen to. **THIS IS NOT PERMISSION TO USE A CELL PHONE.** The playlist must be selected from a website or app on their laptop. We have headphones that connect to the school-issued devices that students can use.

It is important for you to understand that completion of **all** assignments and **everyday attendance** significantly impacts your grade.

When it becomes evident that you are in danger of failing the course due to incomplete/missing assignments or absences, I shall call your parent/guardian or send the parent/guardian a written report. Additionally, it is expected that students behave appropriately and with respect at all times.

Good luck and do your best!

This syllabus is a contract among the teacher, student, and parent/guardian. Please make sure you have gone over it. If you have any questions, please feel free to call me or send me an e-mail.
