

English 10 Honors 2022-2023

Course Expectations and Course Agreement

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COURSE SCOPE:

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of styles and genres. The course is also structured chronologically based on the genres and movements of American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

COURSE GOALS:

1. To use complex rhetoric in writing or speaking that includes controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through more sophisticated diction and structure in preparation for future advanced placement courses.[W.9-10.1, 2, 4, 5; SL.9-10.1, 4, 6; L.9-10.1, 3, 5, 6]
2. To become skilled at using a variety of writing modes for a variety of audiences, tasks, and purposes whether writing argument, literary analysis, research, creative, or reflective pieces. [W.9-10.1-10]
3. To explore a variety of American literary, nonfiction, and expository texts of exceptional craft and thought whose range provides opportunities to identify and explain in writing or speaking a writer's use of rhetorical strategies and techniques. [RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.1, 2, 4, 9; SL.9-10.3]

4. To understand how various stylistic effects are achieved by authors' or speakers' linguistic and rhetorical choices, and to be able to analyze these choices. [RL.9-10.5; RI.9-10.5, 6; W.9-10.1b, 2d; SL.9-10.3; L.9-10.5]
5. To analyze, interpret, and criticize a wide variety of primary sources such as documentary materials, works of art, pictorial and graphic materials, and text that reflect an author's historical, cultural, or social perspective. [RL.9-10.6, 9; RI.9-10.6, 9; W.9-10.7-10; SL.9-10.3]
6. To engage in research and inquiry not only to gain understanding of a subject, answer a question, and broaden/narrow a topic; but also to draw upon collected evidence in support of written analysis, reflection, and discussion, whether in writing or speaking. [W.9-10.7-9; SL.9-10.4-6]
7. To develop and demonstrate a range of speaking and listening skills built around American literature that fosters critical listening and informed expression of ideas. [SL.9-10.1, 3-6]
8. To demonstrate control over and consistently use the conventions of standard English grammar as well as the ability to choose words appropriate to audience, task, purpose, and discipline to communicate ideas in writing or orally. [W.9-10.4-6; SL.9-10.6]
9. To begin to demonstrate sophistication in diction, syntax, voice, and structure to prepare for future advanced placement level courses. [W.9-10.1, 2, 4-6; L.9-10.1-6]

Success requires commitment from students, parents/guardians and teachers involved in advanced programs.

- The **teacher** agrees to conduct the course using innovative strategies and content at a pace appropriate to the grade level.
- The **teacher** communicates student progress through regularly scheduled progress and grade reports. The teacher will provide immediate intervention when needed and will conference with students and parents/guardians regularly regarding progress.
- The **parents/guardians** consider the course expectations carefully and reach an understanding and agreement with the student concerning the rigor and demands of the course. Parents/guardians agree to support the student's organization and time management to complete course work. Parents/guardians will notify the teacher of any concerns relating to the course requirements or the student's progress. By signing below, parents/guardians understand course expectations and are granting permission for their child to participate in this rigorous course.
- The **student(s)** agrees to organize his/her efforts and time to successfully complete the course. By signing the last page, the student understands this agreement and commits to participate in the course for the entire year.

COURSE PLACEMENT:

It is expected that a student will remain in an advanced course for the entire year. If a student struggles, various academic supports and interventions will be employed and conferences will be held during the first semester so that a teacher, parent/guardian and the student may review student progress and reach consensus as to the appropriate support and/or course placement for the second semester.

MATERIALS / TEXTBOOK:

Students will read various novels throughout the course of the year. Students may opt to purchase books themselves, links for which are provided on Canvas. Limited amounts of books will be available for checking out from the school. Additional handouts will be supplemented as needed. All students should have access to a college-level dictionary and thesaurus.

Sparknotes (and its clones) do have a place in our world; however, these tools can be used to assist you in forming your own ideas about a piece of literature or to help clarify confusing sections of the text. Never depend on Sparknotes to do more than help you make sense of confusing plot or character details. Literary criticism and analysis should always come from you. Reading *Sparknotes* will not substitute for reading the actual literary work. You are only cheating yourself.

COURSE LITERATURE & OUTLINE

Teachers at each grade level review the course materials annually in order to ensure accuracy in maintaining the scope and goals of each course according to the Nevada Academic Content Standards. Literature is carefully selected in order to ensure students are exposed to complex texts, allowing students to make critical connections to the larger world. The selected works, contemporary or classical in nature, are individually identified based on their literary merit and their ability to guide and encourage meaningful student discourse, critical thinking, and analysis.

While all of the anchor texts in the curriculum of Coronado High School are taken from the approved list adopted by the Clark County School District, there are selections that contain content that can be mature in nature. In cases such as this, parents will be notified prior to the start of the given work. Alternative texts and comparable assignments will be made available. Course anchor texts are as follows, but are subject to change:

1st Quarter: Building blocks of language: syntax, diction, tone: Zora Neale Hurston's *Their Eyes Were Watching God*.

2nd Quarter: Literary analysis through critical lenses and magical realism: Rudolfo Anaya's *Bless Me, Ultima*

3rd Quarter: Fundamentals of drama: William Shakespeare's *The Tempest*

4th Quarter: Rhetorical analysis and argumentative writing: Mary Shelly's *Frankenstein*

SUMMARIES OF MAJOR WORKS

- Zora Neale Hurston, *Their Eyes Were Watching God*

Fair and long-legged, independent and articulate, Janie Crawford sets out to be her own person -- no mean feat for a black woman in the '30s. Janie's quest for identity takes her through three marriages and into a journey back to her roots. (From goodreads.com).

- Rudolfo Anaya, *Bless Me, Ultima*

Antonio Marez is six years old when Ultima enters his life. She is a curandera, one who heals with herbs and magic. 'We cannot let her live her last days in loneliness,' says Antonio's mother. 'It is not the way of our people,' agrees his father. And so Ultima comes to live with Antonio's family in New Mexico. Soon Tony will journey to the threshold of manhood. Always, Ultima

watches over him. She graces him with the courage to face childhood bigotry, diabolical possession, the moral collapse of his brother, and too many violent deaths. Under her wise guidance, Tony will probe the family ties that bind him, and he will find in himself the magical secrets of the pagan past—a mythic legacy equally as palpable as the Catholicism of Latin America in which he has been schooled. At each turn in his life there is Ultima who will nurture the birth of his soul (from Goodreads).

- William Shakespeare, *The Tempest*

Putting romance onstage, *The Tempest* gives us a magician, Prospero, a former duke of Milan who was displaced by his treacherous brother, Antonio. Prospero is exiled on an island, where his only companions are his daughter, Miranda, the spirit Ariel, and the monster Caliban. When his enemies are among those caught in a storm near the island, Prospero turns his power upon them through Ariel and other spirits

- Mary Shelley, *Frankenstein*

One of the most widely-read texts on college campuses, *Frankenstein* by Mary Shelley is an epistolary and psychological novel, rightfully considered a milestone in literature as the world's first science fiction novel. Victor Frankenstein, dedicated to the study of natural philosophy, gives life to a creature with monstrous human features. However, the experiment does not go as Frankenstein had imagined.

ATTENDANCE:

- A. Students who exceed 10 unapproved absences per semester may not receive credit for this course.
- B. Regular and consistent attendance is important for success in this course. Our study of literature will be broad and historical. Much of the lecture and discussion completed in the classroom enhances students' understanding of the literary works and time periods.

PARTICIPATION:

Classroom Participation is an integral part of the learning process and student achievement. All students will be expected to attend class and be prepared. If you are unable to attend, the lesson will be available on Canvas.

Discussions are paramount to the learning experience. They allow the students and teacher to explore complicated issues, share expertise, and examine content from new perspectives. Discussion responses will be a frequent requirement, and will factor into the student's grade.

CCSD GRADING SCALE:

- A: 90–100% Excellent
- B: 80–89.99% Above Average
- C: 70–79.99% Average
- D: 60–69.99% Below Average
- F: 50–59.99% Emergent

*All assignments will receive a minimum of 50%

SCHOOL WIDE GRADING CATEGORIES:

Summative Assessments will account for 80% of overall quarter grade

- Tests, quizzes, major assignments and/or projects.

Formative Assessments will account for 20% of overall quarter grade

- Meaningful practice of skills required to master.
- Covers objectives of each unit.
- Tied to continued learning beyond the classroom.

Semester grades will be calculated as follows:

Quarter 1/3 – 40%

Quarter 2/4 – 40%

Semester Exam - 20%

MISSING WORK:

- Missing work will be accepted until the end of each unit (plus one week).
- Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where missing work will be accepted beyond this unit plan timeline. Missing work procedures will be consistent school-wide.
- Points will not be deducted for missing work turned in past the original due date.

CITIZENSHIP (see 22-23 CHS Citizenship Rubric):

- Academic behaviors will be evaluated using the citizenship grading rubric.
- Plagiarism/cheating will be considered “missing.”
- Students will receive an “M” with a score of 50% until the original work has been submitted. Student’s academic score may increase when original work is submitted for grading.
- The student will receive a “U” on the citizenship grading rubric for the quarter.

REASSESSMENTS::

- Reassessments of summative assessments will be accepted until the end of each unit (plus one week).
- Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where reassessment will be completed beyond this unit plan timeline. Summative reassessment procedures will be consistent school-wide.
- Summative reassessments will not be given during the last week of the quarter. Teachers will have the latitude to allow reassessments during this time period, if they choose.
- Students can request and participate in ONE reassessment opportunity per each summative assessment regardless of original grade.
 - After receiving their original assessment results, students have up to five school days to communicate with their classroom teacher to discuss reassessments.
 - Students must not be excluded from reassessment due to limited transportation nor commitments outside of school. Student’s must be given time during the school day if they cannot attend before or after school.
 - Students must complete a reassessment reflection to develop a plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning.

- A student's grade should accurately reflect new learning. The higher proficiency level of the student must be reflected in the gradebook.
- Reassessment opportunities will not be offered for final exams/semester exams nor AP end of course exams.

SCHOOL-WIDE PROGRESSIVE DISCIPLINE POLICY:

- 1st Violation = Conference with Student, Warning (before/after class)
- 2nd Violation = Conference with Student, Warning, Call home (before/after class)
- 3rd Violation = Conference with Student, Warning, Call home, Teacher Detention
- 4th Violation = Parent Teacher Conference (online or in person)
- Future Violations – Discipline Referral to The Den (Discipline Office)

School-Wide Tardy Policy (resets every quarter):

- 1st – 4th Tardy = Warning/Parentlink Notification
- 5th – 6th Tardy = After School Detention/Parentlink Notification
- 7th Tardy = Request for Parent & Administrative Conference (Virtual)/After School Detention
- 8th Tardy and Above = After School Detention / Parentlink Notification

The teachers, administrators, and faculty of Coronado High School care deeply about each and every one of our students. We understand that at times the culmination of academics, athletics, and after school activities can be challenging or even overwhelming. It is our hope to ensure that both academic/social progress AND student mental health and well-being are top considerations in all we do at Coronado. Accordingly, if you have any concerns regarding your student's progress or emotional well-being, please call our school at 702-799-6800 so we can work with your family to find resolution and create the optimal learning environment for both achievement and happiness. This is a goal we strive for every day.

Course Expectations Acceptance Statement

Please click on [this link](#) to acknowledge receipt and understanding of the English 10 Honors course expectations.