



English 10 Course Expectations 2024-2025

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Course Description:

This one-year course (Composition and Themes in Global Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasion, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives. 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 write arguments to support claims in analysis of substantive topics or texts; write informative/explanatory texts to examine and convey complex ideas. [W.9-10.1, 2]
2. To explore a variety of literary and non-fiction texts of exceptional craft and thought whose range extends across genres, cultures, and time periods. [RL.9-10.6; RI.9-10.5]
3. To gain cultural, political, and philosophical insights into the universality of ideas and the human condition discovered through wide and deep reading of literature and non-fiction prose by authors from around the globe as well as through speeches, presentations, and

collaborative discussions with peers. [RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.10; SL.9-10.1-6]

4. To use reading, writing, speaking and listening, and language skills in relation to the contextual features of audience, task, purpose, and discipline in order to communicate ideas orally and in writing. [RL.9-10.1, 4, 5, 7; RI.9-10.1-5, 9; W.9-10.10; SL.9-10.1-6; L.9-10.3]
5. To analyze and interpret 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, 7, 9, 10; RI.9-10.6-10; SL.9-10.2, 5]
6. To engage regularly 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 analytic skills through historical documents, visual and statistical evidence, and conflicting interpretations. [RL.9-10.7, 9; RI.9-10.7-9; W.9-10.9; SL.9-10.3]
8. To read and analyze a wide variety of sophisticated text (e.g., informational, fiction and nonfiction, expository) representative of high-quality contemporary works, seminal U.S. documents, the timeless classics from around the globe, and dramas by Shakespeare. [RL.9-10.1-7, 9, 10; RI.9-10.1-10]
9. To practice writing analytical, interpretative, informational, and explorative essays addressing global issues of change, continuity, and comparison. [RL.9-10.1; RL.9-10.1; W.9-10.1-3, 9, 10]

Course Information:

Literature

This year students will be completing work from the curriculum program *My Perspectives*, which has been provided by CCSD. The themes of each unit are as follows:

Students will be expected to read a novel outside of class, in addition to the following:

Quarter 1 - Unit 4 “All that Glitters”

Quarter 2 - Unit 6 “Blindness and Sight”

Quarter 3 - Unit 1 “Inside the Nightmare”

Quarter 4 - Unit 2 “Outsiders and Outcasts”

This will include a class reading of the novel *The Hobbit* by J.R.R. Tolkien.

Students will be required to write on a daily basis through quick writes, paragraphs, presentations, and formal writing assignments. Formal writing assignments will include prewriting, editing, revision(s), and a final draft. **All final drafts must be typed in MLA format (9th Ed).** Students will be required to keep a writing portfolio that will be stored in the Turnitin.com website. All final drafts will be submitted to Turnitin.com through Canvas LMS.

Turnitin.com is a program that checks for AI and plagiarism and allows for online grading. Any student with Ai or a plagiarism rating greater than 20% will not be accepted, nor will it be graded. Students will see their rating when they submit their essay. It is the student's responsibility to know this rating and correct their paper before the deadline. Turnitin.com is required for all writing assignments.

Assignment Make-Up Policy – Assignments may include reading assignments, writing assignments, vocabulary assignments, grammar assignments, on-going research assignments, unfinished class work and/or reinforcement and enhancement activities.

If a student knows he/she will be absent, a Pre-arranged Absence form is suggested (Student Success Office). The Pre-arranged Absence form should be given to the teacher three days in advance in order for the classwork to be assigned before the absence. Work assigned on the Pre-arranged Absence form is due upon the student's return.

All other notes and classroom activities are the student's responsibility to collect either before or after school from the teacher, or from a classmate. It is always prudent to check the website or talk to the teacher during office hours if there are any questions stemming from an absence.

Testing/Testing Make-Up Policy

The teacher will administer tests and quizzes (announced and unannounced) throughout the course of study to ascertain the students' development as well as the effectiveness of the teaching system being employed. Formative assessments (ongoing throughout the unit) and summative assessments (at the end of units or at the end of grading period) may include objective tests, essay tests, oral tests, projects, and/or presentations.

Clark County School District Required 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 quarter/semester grades will receive a minimum of 50%

Individual Assignments/Assessments

- Individual Assignments/Assessments scores in the gradebook will reflect the students actual progress towards the mastery of the standards.
- For example, an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% on the grading scale prior to posting final quarter/semester grades.

Semester Exams

- Semester exams are only required for high school credit-bearing courses.
- Semester exam scores below a 50% will be adjusted to the minimum score on the District grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 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 procedures will be consistent school-wide.
- 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.
- Points will not be deducted for missing work turned in past the original due date (plus one week).
- The mark “M” is a score of 0 percent in the Grade Book, communicating the lowest possible grade.
 - The “L” late flag is added to the assignment to monitor student behavior separate from the academic grade once the missing assignment is turned in and the earned score is entered.

Homework:

- Homework will be used for practice or an extension of learning.
- Homework expectations will be in accordance with Policy 6143 and Regulation 6143.
- Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work not as an academic grade.

Citizenship:

- Academic behaviors will be evaluated using the citizenship grading rubric.
 -  Secondary Learner Behavior Matrix and Rubric
- Plagiarism/cheating will be considered “missing.”

- Students will receive an “M” with a score of 0% 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 assessment results, students have up to five school days to communicate with their classroom teacher.
 - 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.

Communication to Students and Families:

- Communication of grades via the Infinite Campus Grade Book will be done in accordance with Regulation 5122.
- Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.

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 – 2nd Tardy = Warning/Parentlink Notification
- 3rd – 4th Tardy = After School Detention/Parentlink Notification
- 5th Tardy = After School Detention/Virtual RPC (Request for Parent Conference)
- 6th Tardy = Class disruption/ Parentlink Notification/ 1-day IHS
- 7th Tardy = Class disruption/ Parentlink Notification/ 3-day IHS
- 8th Tardy = Class disruption/ Parentlink Notification/ 5-day IHS
- 9th Tardy = Insubordination/ Parentlink Notification/ 10 Day Hope 2

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.

Student Supplies:

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|---|--|
| ● Loose-leaf College Ruled Paper | ● Three-Ring Binder |
| ● Composition Notebook (College Ruled) | ● Access to Turnitin, Actively Learn, No Red Ink, etc. |
| ● Pencils and blue/black pens for writing | ● Red / colored pens for editing |
| ● Highlighters | ● Glue Sticks |
| ● Scissors | |

Teacher Interaction/Help:

Office hours are available at student's email request 6:40-7:00 a.m. and 1:15-1:40 p.m. Monday – Friday. Please note that teachers are not available during scheduled parent/teacher meetings which occur before and after school.

Any parents who would like to meet can set up a meeting with the counselor's secretary (702-799-6800). It is our goal to respond to all questions or concerns within 24 hours. Emails are the preferred mode of communication. If you prefer a phone call, please include your phone number and the best time to call in an email, along with what you'd like to discuss.

Infinite Campus is the way Coronado High School communicates with parents and students about their grades. The best way to track your progress and performance is through Infinite Campus. If you are having difficulties with Infinite Campus, contact the school.

Student/Parent Approval of Course Expectations English 10

Please print, sign, and upload the following page through Canvas, under the module titled 2024-2025 Course Expectations that states that you have read and understood the expectations and procedures of this course.

_____ (Please print the student's name.) The student mentioned has my permission to participate in film viewing for English. Possible films include: PBS and Discovery Schools Documentaries.

(Parent / Guardian Signature)

(Date)

Course Expectations Acceptance Statement

I have read and understand the expectations required of me in English 10 as per this Course Expectations Syllabus. I am aware that to successfully complete this course of study, I need to attend class on a regular basis, actively participate in class or small group discussions, complete and turn in assignments for grading, and conduct myself in a respectable and mature fashion while in class. I understand that help is available to me if requested in a reasonable time frame. 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

(Student Signature)

(Printed Student Name)

(Date)

I have also reviewed this syllabus, and we are aware of its contents.

(Parent / Guardian Signature)

(Date)