

# Communication Arts 10 - Course Syllabus and Expectations

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## 2024-2025 Teachers

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### Course Overview

Communication Arts 10 is a required course designed as a foundation for the further study of Communication Arts and all other subject areas in high school. Students will work on reading, writing, listening, speaking, critical thinking, note-taking, and research skills. These skills will be used to examine prose, fiction, poetry, drama, and mass media. **Students will be reading several texts throughout this course, including whole class texts and individual choice novels. One page book rationales for these whole class texts are available upon request if families would like to learn more. Please don't hesitate to reach out.**

### Materials Needed for Class

Students will need to bring a pencil or pen, highlighters, notebook, charged Chromebook and any assigned texts to class every day. We will use Google Classroom for the majority of assignments and submissions. Any paper copies may be printed at student or teacher discretion. **NOTE: District issued chromebook is now a requirement. No other devices may be utilized.**

### Priority Standards

#### Reading:

- R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
- R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and effect the reader. (RL)
- R.9-10.5: In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
- HONORS: R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

#### Writing:

- W.9-10.2 Write text in a variety of modes:
- a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
- c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### Speaking and Listening

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
  - b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.
  - c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.

d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

*HONORS: SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.*

## **Language**

- L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Use parallel structure. b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
- L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
  - Use colons and semicolons appropriately.
  - Spell correctly
- *HONORS: L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
  - a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.*
  - b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).*

## **Communication Arts 10 and Communication Arts 10 Honors Objectives**

### **Reading**

- I can cite specific text evidence when writing or speaking to support analysis of what a text says explicitly
- I can make logical inferences based on text evidence and prior knowledge to analyze what the text says implicitly
- I can provide thorough reasoning to explain how textual evidence supports an inference.
- I can identify the author's structural choices (e.g. order of events, pacing, manipulation of time) throughout a literary text
- I can analyze how an author's structural choices contribute to literary elements of the text and/or the meaning of the text as a whole
- I can evaluate the author's structural choices to explain how they affect the reader.
- I can identify the author's intent (e.g. thesis, claims, main ideas, etc.) in an informational text
- I can analyze in detail how an author's intent is developed throughout the text using specific sentences, paragraphs, or sections
- I can evaluate how the author's intent and structural choices influence the development of the text as a whole (e.g. understanding authorial background and social context).
- *H: I can make connections about cultural perspectives, identities, and eras presented in a text*
- *H: I can analyze how cultural perspectives, identities, and eras are represented in the text compared to other texts, ideas, and my own personal experience*
- *H: I can draw evidence and examples from literary works, research, and/or credible sources for support of my analysis*

### **Writing**

- I can write arguments with a clear claim, evidence, and reasoning for a specific task, purpose, and audience
- I can provide sufficient and relevant evidence and valid reasoning to support precise claims
- I can logically address opposing claims in an argument
- I can use appropriate organization to establish clear relationships amongst the claims, evidence, reasoning, and opposing claims or ideas
- I can develop the argument fairly with evidence provided for both sides, evaluating the strengths and limitations of both
- I can address the anticipated audience appropriately in terms of their knowledge level and possible concerns.
- I can write literary analysis with a clear claim, evidence, and reasoning for a specific task, purpose, and audience

- I can use relevant, sufficient evidence and valid reasoning to apply literary analysis
- I can use appropriate organization to establish clear relationships amongst the claims, evidence, reasoning
- I can thoroughly apply literary theory to address the entirety of the text through a critical lens, taking into account the context of the literary work being analyzed.
- I can address the anticipated audience appropriately in terms of their knowledge level and possible concerns.
- I can write informative texts that examine and convey ideas, concepts, and information clearly and accurately for a specific task, purpose, and audience
- I can provide an analysis of the topic by providing sufficient and relevant facts, extended definitions, concrete details, quotations, and other examples appropriate for the topic
- I can utilize appropriate organization, including appropriate formatting (headings), graphics (figures and tables), and/or multimedia when useful to aid comprehension
- I can synthesize complex ideas to make connections and distinctions.
- I can support the understanding of the anticipated audience based on their knowledge of the topic.
- I can write narratives that develop real or imagined experiences or events using relevant and descriptive details for a specific task, purpose, and audience
- I can establish clear context or background information, a specific point of view, and provide engaging and sufficient information to introduce a narrator and/or characters
- I can include well-structured event sequences and logical organization
- I can use advanced technique and style appropriate for the specific task, including dialogue, pacing, nuanced details, and/or reflection to create well-developed experiences, events, and/or characters.

### **Speaking and Listening**

- I can work effectively with peers to set and adhere to norms and processes in structured discussion
- I can prepare for discussions by gathering evidence from relevant sources (e.g. research, article, text, etc.) about the topic, text, or issue
- I can paraphrase, clarify, or explain evidence to support analysis in prepared notes.
- I can participate effectively in collaborative discussion by making connections between varied texts and research to support analysis, express ideas clearly, listen actively, and build on others' ideas
- I can propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas to clarify, verify, and/or challenge ideas and conclusions
- I can engage thoughtfully with diverse, divergent, and creative perspectives, justifying my own understandings to make connections in light of evidence and reasoning presented.
- I can reflect on my progress and success during the discussion using personal participation examples
- I can reflect on group progress and success using examples of participation from various participants
- I can summarize points of agreement and disagreement to clarify understanding for the group.
- *H: I can analyze multiple sources of information presented in diverse media or formats*
- *H: I can determine the credibility and accuracy of each source*
- *H: I can synthesize sources to show understanding of a topic as a whole.*

### **Language**

- I can use and apply rules of standardized English grammar and conventions without significant errors
- I can make sophisticated stylistic choices and use language purposefully to enhance the writing or speech and message.
- *H: I can determine the denotative, connotative, and figurative meanings of words and phrases used in texts*
- *H: I can analyze nuances in the meanings of words with similar denotations*
- *H: I can analyze the cumulative impact of specific word choices on meaning and tone*
- *H: I can evaluate the overall effectiveness of a response, such as how language evokes a sense of time, place, and culture, or how it sets a formal or informal tone.*

## Assessment Types

- Summative assignments with rubrics
- Formative assignments with or without rubrics
- Quizzes and tests in a variety of formats
- Self, peer, group, and teacher evaluation and feedback

## Grading

Grades are based on categories:

- Summative 80%
- Formative 20%

Final exam is worth 10% of the final semester grade

### **Hamilton School District 7-12 Grading Scale**

0 - F	0.5 - F	1.0 - D	1.5 - C/D	2.0 - C	2.5 - B/C	3.0 - B	3.5 - A/B	4.0 - A
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## Retake/Redo Policy

The Communication Arts Department allows the opportunity for reassessment on **summative assessments** when requirements are met. **If the initial grade on the summative assessment is lower than proficient (3 or lower), simply making corrections will not be enough to achieve a proficient grade or higher. The following requirements must be met:**

- Assignment met the minimum requirement for grading when turned in (if not--must complete those first)
- A conference with the teacher is set up by the student to discuss the assignment and areas for improvement
  - Additional reflective writing may be required.

Corrections cannot be made to a student's final exam or to any reading quizzes/tests in which students are allowed to use notes, the reading itself, related activities, or discussion points from the class.

Due to the on-demand, audience dependent nature of the Speaking and Listening Summative Grades (discussions or presentations), retakes/ reassessments will not be permitted. Exceptions will only be granted in the case of excused absences.

**Phone Policy:** At the beginning of every day, electronics being collected will include cell phones, earbuds, headphones, and smartwatches, and will be placed in an assigned caddy location.

1. 1st infraction - The teacher will send an email to parent(s)/guardian(s).
2. 2nd Infraction - The teacher will send an email and an administrator will confiscate the cell phone. The student will have to pick up the phone at the end of the school day in the front office; an administrator will follow up with the student's parent(s)/guardian(s) via email or phone call
3. 3rd Infraction (and beyond) - The teacher will send an email, an administrator will confiscate the student's cell phone and/or burner cell phone/cell phone case, and an administrator will follow up with the student's parent(s)/guardian(s) via email or phone call; the student's parent(s)/guardian(s) will be required to come to the Front Office to pick up their student's cell phone and "accessories".

For further information, please see the [student handbook \(pg 46\)](#).

**Attendance Policy:** No student may leave class in the first 5 minutes or the last 5 minutes. If a student shows up 15 minutes or later, that is considered an absence. Anything less than that is considered a tardy. For further information regarding the Attendance Policy, please view the [Official Policy Document](#). Absences do not exempt you from assignments. You will need to make these up. Remember to consult the Student Handbook for the policy regarding unexcused absences.

**Academic Integrity** is vital in any classroom. All assignments must be the student's original work. Plagiarism or the use of AI to complete an assignment without proper permissions is unacceptable and will result in a referral. Any and all concerns will be handled per the guidelines in the student handbook where the full policy can be found.

# Units of Study and Major Assessments

## Unit 1: Literary Analysis (short text)

- How do authors create identities for their characters?
  - Characterization & Theme assessment

## Unit 2: Journalistic Style Writing

- How do writers tell authentic stories in ways that are creative and meaningful to readers?
  - Creative Journalism assessment

## Unit 3: Literary Analysis (drama)

- How does the structure of a text affect its impact on the audience?
  - Structural Analysis assessment

## Unit 4: Literary Analysis (extended text)

- How does the structure of a text affect its impact on the audience?
  - Socratic Seminar assessment

## Unit 5: Perspective and Point of View

- How does the structure of a text affect its impact on the audience?
  - Focused Notes

## Unit 6: Argument and Persuasion

- How do writers build effective arguments?
  - Research Essay
  - Socratic Seminar

## **Behavioral Expectations**

In addition to the expectations listed in the *Student Handbook*, the following policies will be implemented in class:

### **Basic Expectations:**

- Cell phones and other technology will be placed in the caddy before the beginning of each class with the corresponding student number--assigned by the teacher
- A peanut and tree-nut free snack and water is ok, provided you clean up after yourself
  - Failure to clean up will result in a NO Food or Drink policy
- Backpacks will not be brought to class per school policy
- Hats will not be worn per school policy
- Passes: Unless there is an emergency, only one student will be allowed out at a time
  - You must sign in and out!
  - Red passes are for lockers, restrooms, water, or the printer (other than the CA printer).

### **Preparedness**

You are expected to be prepared for class EACH DAY without having to return to your locker. Necessary materials include: COMPLETED ASSIGNMENTS, charged Chromebooks, pen/pencil, highlighter, book, paper, folder/binder.

**Respect**

You need to show respect not only for the teacher(s), substitutes, TAs and peers in this class, but also for yourself. It is just as important as respect for property and the school itself. You will be expected to conduct yourself with empathy, trust, and understanding for the others in the class and their contributions. Disrespect will **not** be tolerated.

**Class Participation**

You are expected to be an active participant in class activities. While each student participates differently, everyone needs to be involved in class discussions and group activities. Thoughtful responses and group participation reveal your interest to participate.

**CA 10 Syllabus and Expectations Agreement**

Please print this final page of the syllabus after having reviewed it with a parent or guardian.

Student Acknowledgment: \_\_\_\_\_

Parent Acknowledgment: \_\_\_\_\_

Preferred method of parent communication: \_\_\_\_\_

**Print and return by the first Friday of class**