



Huntington Park High School

Course Syllabus and Classroom Procedures

10th Grade ELA Learning Center: 2026-27

Teacher: Gabriel Onate

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Room: 129

Office Hours: Monday - Friday

- By appointment
(usually before or after school)
- During tutoring

Course Description

Welcome! The 10th Grade ELA Learning Center is a year-long, supplementary elective course designed to support students with disabilities who are participating in a general education program access the core curriculum. This Learning Center is planned in tandem with the general English 10 course students take during their sophomore year. This course is a prescribed service via the student's IEP, and it **does not substitute** the core instruction or credits earned in a general English course.

Course Objective

Students will strengthen their fundamental reading and writing skills through a variety of scaffolded activities that support the core content being taught in their general English 10 course. This course will help students better understand and respond to a variety of writing tasks, annotate texts, and of course, strengthen their ability to decode and comprehend grade-level texts.

Classroom Expectations

Our classroom is a collaborative space. As such, everyone—including the teacher—follows these expectations to ensure a welcoming and engaging learning environment:

1. We come to class on time and ready to learn.
2. We treat each other with respect.
3. We keep our personal electronic devices away during instructional time.*

***HPHS Electronic Devices Policy**

In accordance with California state law, it is both HPHS and District policy that **all personal electronic devices (including cell phones and earphones) be turned off and put away for the entire school day.** This is done to prevent distractions and maximize both learning and socializing opportunities for all students.

If I see a student using an electronic device in class, I will confiscate it and turn it in to the main office. The parent/guardian will then need to come to campus to collect the device at the end of the school day. If the student refuses to comply, I will have to call

the main office for an administrator or campus aide to collect the electronic device. Furthermore, the incident will be logged on MISIS, which will appear on the student's behavioral record. This is completely avoidable—please keep electronic devices away!

Learning Targets

Students in this course will be assessed based on Learning Targets (LTs), which were developed from the Common Core State Standards for ELA. Each Learning Target reflects a specific, fundamental skill that students are expected to master.

1. Determining Themes and Central Ideas Determine a text's theme or central idea and explain how it develops using textual evidence
2. Character Analysis Analyze how characters change throughout a text, interact with one another, or drive the plot forward
3. Linguistic and Rhetorical Effects Understand the reasons for a writer's choice of language and structure, as well as explain the effect these intentional choices have on a reader
4. Comparison Across Mediums Compare and contrast multiple representations of the same story, account, or scene
5. Crafting Arguments Present information from multiple perspectives and justify which one is the strongest through a variety of written tasks
6. Essay and Narrative Writing Write explanatory or informational essays that clearly convey complex ideas, concepts, or information relevant for the specific audience; write narratives about real or imagined experiences
7. Research Utilize print or digital reliable sources to answer a question or expand knowledge and understanding of a text or topic of relevance
8. Speaking and Listening Engage in a variety of collaborative discussions to present information and refine ideas through interactions with others
9. Language Conventions Demonstrate correct use of academic vocabulary, spelling, and grammar in writing
10. Range of Reading Read and comprehend a variety of texts with appropriate scaffolding
11. Range of Writing Write routinely over short periods and extended time frames for a variety of tasks, purposes, and audiences

Grading Procedures

Huntington Park High School utilizes Equitable Grading and Instruction (EGI) to evaluate students' progress towards mastering the grade-level skills. **The goal of EGI is to assess students objectively based on their demonstrated skill level, not assignment completion.** Each assignment is aligned with at least one Learning Target and scored from 0-4 depending on their demonstrated mastery of the skill.

Furthermore, as part of the EGI system, students are always able to resubmit revised assignments for rescoring if they are unsatisfied with the original score. The rationale is simple—if a student successfully demonstrates that they've improved a certain skill, then their mastery score for that skill should also improve. I will always provide feedback on student work, which they can use to improve the original assignment if needed and desired. However, it is the student's responsibility to communicate with me if they would like to resubmit an assignment and/or have resubmitted work.

Letter grades are determined based on the overall mastery of the Learning Targets. The criteria for each letter grade has shifted from the traditional 100-point scale:

EGI Score	What does this mean?	Letter Grade	Average Score of all LTs
4	Student exceeds grade-level expectations of the Learning Target	A	80-100
3	Student meets all grade-level expectations of the Learning Target	B	60-79.9
2	Student meets some grade-level expectations of the Learning Target	C	40-59.9
1	Student is approaching grade-level expectations of the Learning Target	D	20-39.9
0	No evidence of having met any expectations of the Learning Target at all	F	0-19.9

Late and Make-Up Work

Assignments will always be started in class, and students will be given enough time to complete their work. I do not typically assign homework, but any work that is not completed in class **must be finished at home.**

Most assignments will be due the night they are assigned (unless otherwise stated), but students are allowed to submit past the due date with no penalty **as long as they remain open.** This does not mean that students should wait until the last minute to submit assignments! Due dates help students maintain pacing; if they submit everything before it is due, I guarantee they will never be scrambling to catch up.

Assignments will be **locked** one week before the 10-week and 20-week grading period deadlines to allow sufficient time to score them and update student grades. **Once assignments lock, students will not be able to submit them for credit.** For the 2026-27 school year, assignments will be locked at 11:59 p.m. on the following dates:

Fall 2026 Semester

10-Week Locking Date: Sunday, 10/04/26

20-Week Locking Date: Sunday, 12/13/26

Spring 2027 Semester

10-Week Locking Date: Sunday 03/14/27

20-Week Locking Date: Sunday 05/30/27

When a student is absent, **they are still expected to complete any work they missed for that day's lesson** unless there are extraordinary circumstances. All class materials are publicly posted on Schoology; students are responsible for checking and completing work even when absent. They can communicate with me via Schoology or email if there are any questions or concerns. Assignments completed exclusively on paper can be picked up the next time the student is in class.

When students must be absent due to unforeseen or extraordinary circumstances, such as a medical or family emergency, they (or the parents/guardians) should check in with me as soon as possible to discuss how to make up missed work within an appropriate, reasonable timeframe. Depending on the situation, assignment exemptions or alternatives may be made at my discretion. I am always willing to work with students if they need additional time and/or support, **but timely communication is imperative.**

Academic Integrity

As part of HPHS and LAUSD's mission to ensure students are college and career ready, it is important that students are practicing the skills being taught in class. **This means their work must be their own.** As the teacher, I want to see my students' ideas, thinking, and progress in order to gauge how to best support their learning. Students who plagiarize and/or generate responses from AI are not engaging in critical thinking nor practicing the skills necessary to be successful in the real world. Hence, cheating and plagiarizing are **STRICTLY PROHIBITED** at all times. Cheating and plagiarizing refers to students attempting to submit any work as their own that was either:

1. Copied from the Internet (FYI: "changing" the words is STILL copying!)
2. Copied from a friend/peer
3. Completed and/or refined using AI, such as ChatGPT

Any instance of cheating and/or plagiarism will earn a score of '0' and will NOT be allowed to be made up. Multiple offenses will also result in a MISIS referral, a "U"

for Work Habits on progress reports, and potential involvement of school administration.

Office Hours and Tutoring

I am available outside of class time, typically before and after school, for students to ask questions, complete work, or receive feedback on assignments. I am also available during peer tutoring after school in the library to meet 1-on-1 or in small groups with students. Students wishing to meet with me should contact me ahead of time to set up an appointment, whether through email, Schoology, or in person.

Required Materials

One of the classroom expectations is for students to come to class prepared to learn. This means arriving to class with all the necessary materials, as we will be using them frequently. Without the proper materials, students will have a more challenging time participating in class activities. **Forgetting one's materials to class is not a valid excuse for not participating and completing assignments.**

Students are expected to bring the following items to class each day:

1. A fully charged, working Chromebook
2. Chromebook charger
3. At least one writing utensil (pen or pencil) and highlighter

I understand the challenges some may face in acquiring the necessary materials, and I am more than happy to assist anyone who needs support. Please see me if you have any questions or concerns about acquiring classroom materials.

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Syllabus Acknowledgement

My signature below indicates that I have read and understood Mr. Onate's syllabus for this course. I agree to abide by the expectations set forth and refer to this document as needed.

----- Student Name	----- Student Signature	----- Date
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----- Parent/Guardian Name	----- Parent/Guardian Signature	----- Date
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Upon signing this syllabus, please tear out this portion (cut along the dotted line) and return to Mr. Onate.