



Course Title: 10th Grade English Language Arts

Instructor: Mrs. Viridiana Carmen Word, M. Ed

Office Hours: 3:15 - 4:00 Tuesday/Thursday (flexible hours by appointment)

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Room 79

Course Description:

The 10th Grade English Language Arts curriculum is designed to generate greater perspective and deeper thinking through Essential Questions explored through frequent and progressively more rigorous reading, writing, thinking and discussion opportunities. With the Common Core State Standards as a guide, students will learn to be more aware and prepared future citizens as well as strong readers and writers. Multiple genres are explored in reading, writing, listening, and speaking to ensure that students build a strong foundation as critical thinkers and lifelong learners.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">• Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Course Materials:

- **A Literacy Notebook** (spiral bound 3 subject notebook) will be provided and used daily. Students are required to carry this with them at ALL times.
- **A Chromebook, charger, and carrying case** will be lent by GPA. It is mandatory that students bring their computer, charged, every day. *Students are responsible for any loss or damage to the laptops, chargers, or cases.*
- **Independent Reading Books** will be lent to students through our Class and School Libraries. It is mandatory to have a Independent Reading Book at all times in accordance with the requirements of GPA's 3 B's (Book, Binder, Backpack) Policy. *Students are responsible for any loss or damage to their books.*
- **A GPA Planner** will be provided to each student. It is required that students have it with them at ALL times and use it on a daily basis to build organization and time-management skills and keep track of all upcoming assignments.
- **Vocabulary Flashcards** are required to be brought to class every day. Note cards will be provided by the teacher, and students will use them to create specific vocabulary flashcards. These learning tools will be used frequently and need to be attached to Literacy Notebook using a ring-clip.

Course Structure:

10th Grade English Language Arts will be taught utilizing a combination of independent coursework, college-style lecture and note-taking, student led discussion and inquiry, and technology based educational tools.

- **Google Classroom**, an online classroom platform, will be utilized almost daily. Most assignments and materials will be assigned and submitted through Google Classroom. Parents are encouraged to view their child's classrooms in order to gain a better understanding of their assignments, feedback, and their quality of work. *If internet access is not easily available at home, paper copies will be provided on an individual basis.*
- **Technology-based learning tools such as Flocabulary, Learning Upgrade, and Turn it In** are all subscription services provided by GPA to help students build literacy in a blended classroom environment.
- **Socratic Discussions** are a frequent and mandatory part of class to promote a student-led learning experience based on student thinking and inquiry. Students will be required to come to discussions prepared and willing to participate through speaking, listening, and reflecting. Discussions will be varied in size and time. Students will be graded on their level and quality of participation.
- **Lectures and Note-Taking** are a frequent part of class in order to prepare students for the rigors of college. Students will often be quizzed and tested based on their notes.



- **Independent Coursework** is a vital part of preparing our students for College Level work and expectations. Students will have independent work to be completed outside of structured class time on a daily basis. Independent Coursework will often include independent reading, review of notes, and the completion or progress towards both short and longer assignments.

Course of Study:

- Quarter 1 - Genre in Focus: Analyzing Arguments (9 Weeks)
 - 1st Quarter Final - October 31st
 - Unit 1 - Rhetorical Devices and A Culture of Argument (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.L.9-10.4.A CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.W.9-10.10	Students will identify rhetorical devices used within an argument, and will be able to use them on a specific audience.	<ul style="list-style-type: none">- Rhetorical Letter Writing- Quiz on Rhetorical Devices- Advertisement using Rhetoric- Argument Mini-Units

- Unit 2 - Methods of Persuasion and Fallacies
Argumentative Writing and Classic Lit. Book Study (5 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.9-10.10	Students will examine the author's choice of characters and arguments, and will identify the strengths and weaknesses within arguments. Further, students will analyze sources of information to determine credibility and fallacies in arguments.	<ul style="list-style-type: none">- <u>The Crucible</u>- Argumentative Processed Essay- Quizzes on book

- Quarter 2 - Genre in Focus: Narrative Writing (9 Weeks)i
 - 2nd Quarter Final - January 30th



- Unit 3 - Memoirs and Narrative Nonfiction (5 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.L.9-10.3	Students will internalize the concept of self-victimization and self-motivation as it pertains to their role in their own success. Further, students will explore the elements of narrative writing and composition.	<ul style="list-style-type: none">- <u>The Absolutely True Diary of a Part-Time Indian</u>- Autobiography Writing

- Unit 4 - Humans of Southeast San Diego / Drama (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.W.9-10.9	Students will analyze the role of family background in their success and development, as well as the people in their families that helped shape them. Students will also develop a claim and argument comparing two texts, as well as compose and deliver a memorized speech in front of an audience.	<ul style="list-style-type: none">- <u>Fences</u>- Literary Criticism Essay- Humans Of SouthEast Speech

- Quarter 3 - Genre in Focus: Expository Writing and Shakespeare (9 Weeks)

- 3rd Quarter Final - April 13th

- Unit 5 - How to be an Effective Teen (5 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.10	Students will apply context of a non-fiction text to their lives and habits in order to compose an expository piece of writing of how they can become more successful.	<ul style="list-style-type: none">- <u>7 Habits of a Highly Effective Teens</u>- Expository Processed Essay

- Unit 6 - Performance of Shakespeare and Poetry (4 Weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.7 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.L.9-10.3	Students will read, analyze and bring to life selected Shakespearean Sonnets while exploring various forms of poetry. Further, students will create compose stories that connect to their performance.	<ul style="list-style-type: none">- "Shakespearean Sonnets"- Performance of Poem- Creative Writing Processed Piece

- Quarter 4 - Genre in Focus: Argumentative Writing and Public Speaking
 - 4th Quarter Final - June 25th
 - Unit 7 - Argument and Book Study (5 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.L.9-10.5.A	Students will utilize their gained knowledge of argument and fallacies to orally discuss and debate various stances on a particular topic.	<ul style="list-style-type: none">- Book Study- Processed Argumentative Essay- Socratic Seminar

- Unit 8 - Sophomore Portfolio and Speech (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.W.9-10.10	Students will create, script and deliver a presentation that culminates their learning experiences in grade 10 as well as their vision for the upcoming year.	<ul style="list-style-type: none">- Sophomore Portfolio- Sophomore Speech

Course Specific Student Expectations:

What do you expect of your students?

- Students will participate at all times. This includes being prepared for class with necessary materials and course work completed. Students will not put their heads down on the desk.



Students will demonstrate self-control by not talking during inappropriate times. Students will demonstrate respect for themselves, their peers, and their teachers at ALL times. Any violation of the aforementioned or disruption of a safe, college-prep learning environment will result in After-School Detention administered by the teacher for up to 1 hour or further discipline carried out by GPA's Office of Student Conduct.

- Uniform Policy is to be followed at all times as described in the student handbook
- Students are Personally Responsible to retrieve and complete any missed work due to an absence in a reasonable amount of time. Most work will be available online through Google Classroom.
- Students will be given **3 Restroom Passes per Quarter**. They can be used to leave class to use the restroom, or they can also be used to excuse a tardy within 5 minutes of the beginning of class. Restroom Emergencies will always be granted permission to use the restroom with or without a pass. Lost passes will not be replaced. Each unused pass can be turned back in at the end of the quarter and will earn extra credit.
- Unexcused Tardies will be met with the consequence of After-School Detention. The amount of time served in detention may be more than the amount of class time missed.

Accommodations/Modification and Supports:

Any student who requires further accommodations, modifications or additional supports should contact me as early as possible so that these may be arranged.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.



Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner



Student name: "Sammy Gompers"

Teacher name: Ms. Teacher

Course name, period: English I, Period 3

Date 06 February 2009

3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

