



English 10 Honors Syllabus

LCHS Chelsea Picksley, room: R1

email: chelsea.picksley@lfsinc.org

website: <https://sites.google.com/a/lfsinc.org/vignettes/>

Course Description

Students in 10th grade English will continue their preparation for college-level skills in the areas of reading, writing, listening, and speaking as outlined in the California State Standards for English-language Arts. Literacy is one of the primary themes at Liberty Charter High School. This course will broaden the perspectives of students as we deal with literature from a variety of sources in order to assist them in becoming culturally, technologically, and academically literate citizens within their communities. Furthermore, by interacting with classic, modern, and contemporary works, students will have the opportunity to develop their own personal perspectives of the world in which they live, and apply them in their daily lives. In this honors class, the expectation will be for high quality and quantity as students meet and exceed state standards. There will be a strong emphasis on literary analysis and building rhetorical skills in order to prepare these students for AP courses.

Our goal this year: to work together to learn how to better communicate. Whether we are writing, reading, speaking, or listening, our goal is to dive deeper into communication.

Foci throughout the year: Throughout the year we have various foci, which include the following:

- **Writing:** We will be practicing and implement writing skills to nine genres: Biographical Narrative, Response to Literature, Compare and Contrast, Cause-Effect, Analytical, Problem-Solution, Business Letter, Persuasive, and a Multi-Modal Research Essay
- **Literature:** The literature we will read will coincide with our writing. Throughout this year we have four anchor pieces: *The Book Thief*, *To Kill a Mockingbird*, *The Tragedy of Julius Caesar*, and *Animal Farm*. To supplement these pieces, we will be also reading multiple nonfiction pieces along with poetry and short stories.
- **Independent Reading:** Each quarter students will be setting reading goals, choosing books that challenge them, and reflecting upon their growth. This piece will be the larger chunk of homework.
- **Grammar:** Every day we will begin class with a grammar exercise, refreshing students' memory of what they have learned in past years and challenging them toward a deeper understanding of the mechanics of the English language. Each chapter will have a pre-test, post-test, and daily homework.
- **Lit Terms:** Every other week we will have a lit terms quiz. These quizzes will help keep all the key terms fresh in students' memory throughout high school.

ESLR foci: Each quarter we will focus on a specific ESLR (Expected Schoolwide Learning Results).

Year-long ESLR focus: Responsible Community Leader.

How can the leadership of young people affect others?

Summer Project (Due August 14th at student orientation. If enrolled later, due first day of school or within one week of enrollment). Students who transfer mid-semester with grades from another school are exempt.

ESLR focus: Literate citizen

How does reading literacy (ability to comprehend written words and language) affect me?



1st quarter: Literature through the lens of biography: *The Book Thief*

ESLR Focus: Literate citizen

- What is the process by which individuals develop a sense of personal identity?*
- How do the decisions people make about their environment affect their sense of identity?*
- What effect does literacy have upon a community?*

Literature: *The Book Thief* and nonfiction pieces to complement the novel (i.e. excerpts from *Night* and *Flight to Manzanar*, etc.)

Independent reading: initial self-evaluation and one book review

Writing pieces: all-school timed writing 8/27-28; biographical narrative--first processed piece due 9/17-/18

Grammar: Chapters 1-2: Parts of Speech Overview

Lit Terms: literary terms quiz #1 on 9/10-11, #2) 9/24-25; #3) 10/7; #4) 10/22-23

2nd quarter: Literature through the lens of character motivation: *To Kill a Mockingbird*

ESLR Focus: Self-directed learner

- What role does perseverance play in enabling people to accomplish their goals?*
- How do the decisions people make affect their ability to reach a goal?*
- How does an epic reflect the values and ideals of a nation or race?*

Literature: *To Kill a Mockingbird* and "The Possibility of Evil" and nonfiction pieces

Independent reading: self-evaluation and one book review

Writing pieces: compare & contrast essay, cause-effect essay, final timed writing essay 1/20, Final ESLR evaluation for all school projects 1/12

Lit Terms: Literary Terms Quizzes #5 on 11/19-20, #6 on 12/3-4, quiz #7 on 1/7

Grammar: Chapters 3-6: Phrases, Clauses, and Agreement.

*Multiple choice benchmark final

*Semester 1 high school transcript grade includes all work completed for the semester and turned in by 1/16. Essay final and multiple choice final given the following week counts as 20% of the semester grade.

3rd quarter: Literature through the lens of genre: drama, *The Tragedy of Julius Caesar*

4th ESLR Focus: Values-conscious thinker

- To what extent are human beings connected to each other?*
- How are personal values revealed by actions?*
- What values do we expect to find in our community leaders?*

Literature: *The Tragedy of Julius Caesar* and nonfiction pieces

Independent reading: self-evaluation and one book review

Writing pieces: analytical essay, problem-solution essay, and business letter

Lit Terms: Lit terms quizzes 8-10

Grammar: Chapters 7-15: Pronouns, Modifiers, Capitalization, and Punctuation (This quarter we will cover many chapters, but do not fret: they are short chapters).



4th quarter: Literature through the lens of persuasion: *Animal Farm*

ESLR Focus: Effective Communicator

What are the factors that create effective communication?

How do people use moral principles to guide decision-making and in persuading others?

What is the role of integrity in effective communication?

Literature: *Animal Farm* and selected persuasive essays

Independent reading: self-evaluation and one book review

Writing pieces: persuasive essay, a multi-modal research essay, all school timed writing essay, Final ESLR evaluation for all school projects

Grammar: Chapters 16-17: Spelling and Correcting Common Errors

*Semester 2 high school transcript grade includes all work completed for the semester and turned in by 6/6.

*Essay final and multiple choice final given the following week count as 20% of the semester grade.

ESLR Assignment:

LCHS students are expected to collect one key assignment graded by both standards-based and ESLR-based rubrics in each course that they take. It is the student's responsibility to place these assignments in the English portfolio kept in this English class. At the end of the year, students will complete an evaluation assignment of their portfolio pieces.

Attendance in all classes for which a student is registered is an essential part of meeting the requirements to pass each course. Students will not receive credit for this course if they have more than 7 excused or unexcused absences within any one semester. Course absences can be made up by completing the missed course work through an independent contract provided the missed course work is completed within 2 weeks of the due date or by completing the missed course work during Saturday school.

All students are responsible to meet the due dates listed on this syllabus. Students have the responsibility to check the classroom website and check in with the teacher to make sure all missed class time is made up. Work due on the date of an absence becomes due on the day the student returns. Do not expect class time to make up work. Instead, you will need to use study skills time, extended lunch periods on Wednesdays or Thursdays or after school.

Academic Integrity: All work must represent original work done by the student alone. Any work on an assignment that comes from someone else must include acknowledgment of that person's contributions. Citations are a must. Cheating and plagiarism are serious offenses. At the first offense, the student will receive a zero and the office and parents will be notified. Subsequent consequences include suspension.

Weighted Grading Categories for this course:

Formative: 25% Quizzes, grammar, and other daily assignments

15% Independent reading

Summative: 40% Tests & Essays

20% Final

**LCCHS Grading Scale:**

| Grade | Percent | Unweighted / College Prep G.P.A |
|-------|------------|---------------------------------|
| A | 100% - 94% | 4 |
| A- | 93%-90% | 3.75 |
| B+ | 89%-87% | 3.5 |
| B | 86%-84% | 3.25 |
| B- | 83%-80% | 3 |
| C+ | 79%-77% | 2.8 |
| C | 76%-74% | 2.4 |
| C- | 73%-70% | 2 |
| D+ | 69%-67% | 1.8 |
| D | 66%-65% | 1.4 |
| F | 64%-0% | 0 |

Textbook: Each student will receive a textbook to keep at home. It must be returned in the same condition that it was received before final grades will be entered on the student's transcript.

Supplies:

- binder (to leave in class):
 - 3 ring
 - with 8 tab dividers
 - and with a 3-hole punched spiral notebook (or a stack of lined 3-hole punch paper)
- several pens (dark ink) and pencils (with erasers)
- planner and pass sticker
- independent reading book

Novels: For quarters 1, 2, and 4, students will receive a copy of a novel to take home. Just as with textbooks, novels must be returned in the same condition that they were received

Other books: If a classroom library book is borrowed, please take care of it and return as soon as possible. \$5 fee if the book is lost. Feel free to donate to our classroom any books not being used any more.

Classroom Guidelines:

1. Come every day...
 - on time (*in seat* at the start of class)
 - Coming to class on time but being unprepared and not in your seat by the time class begins is still being tardy.
 - If late, hand attendance slip to me, take your seat quietly, and begin work.
 - dressed for success (prescribed dress for the day)
 - supplies in hand (as stated above)
 - grammar exercises/ other homework out and ready to turn in
2. Before the end of class--when told to clean up--return binders and textbooks to the cabinet, clean up your area, push your chair in, and stand behind it until I dismiss the class.
3. Treat everyone (including yourself, other students, teachers, etc.) and everything with respect and kindness.
 - This looks like the following:
 - Listen intently without interrupting.
 - Use words to encourage and give constructive advice--*never* to tear others down.
 - Put away cell phones or other electronics during class time. Be FULLY here.
4. Follow all school rules, classroom procedures, and directions.
5. Be audacious. Take risks, learn from your mistakes, and persevere.

Basic Guidelines:

1. Technology: Music is a privilege. During independent work, you may listen to your own music for the purpose of helping you focus. If it becomes a distraction or if you are doing more than listening



to music, such as texting, you will need to hand the device over. I will then be give it to the principal.

- o If there are any issues with your behavior in class, music is one of the privileges you may lose.
 - o Any devices out, whether for music or other, during instruction time will be taken and handed over to the principal.
2. Drinks & food: It is important to keep refreshed and energized. Water is acceptable. Any other drinks and snacks should be consumed before entering the classroom.
 3. Restroom breaks: It is your responsibility and in your best interest to remain in class the whole period. Use your time wisely between class periods and during lunch and breaks to use the restroom. If it is an emergency, inform the teacher quietly and respectfully.
 4. Assigned seating: I carefully construct seating charts, taking into account individual learning styles and seating preferences. If you ever have an issue with your seating, wait until an appropriate time to quietly and respectfully come and talk with me. I will consider what you have said and make a decision based off what is best for you and the class as a whole. Please do not ask me repeatedly or ask me in front of the class or during instruction.
 5. Time management: Use your time wisely so that you are prepared coming into class. Also use transitions to quickly do what you need to: sharpen a pencil, grab a tissue, etc.

Rewards and consequences: Rewards for positive behavior means more privileges for individuals and for the class as as whole. Consequences include warning, time-out, student-teacher conference, parent contact, administration contact.

Communication makes all the difference. Keep these three elements in mind: place, timing, and tone. Your thoughts are important to me and I do not want to miss them. If you want my full attention, come to me quietly and respectfully and at the right time. If you cannot get in touch with me at school, you can always email me, and I will return your email as soon as possible.

Parents/Guardians and students are responsible to know this information and follow accordingly. Your signatures below indicate that you have read, understand, and are agreeable with the above terms of the course. If you have any questions, please contact me.

And finally...

Be brave. Be present. Be love.

**Please complete the following with your parent/guardian, detach, & return this portion of the syllabus to Ms. Picksly by September 2 at the latest. (Also have all supplies, as listed on the previous page, in class by September 2 at the latest.)

Student signature: _____ **Date:** _____

Parent/Guardian signature: _____ **Date:** _____

Parent/guardian email: _____, Parent/guardian phone number: _____

Best way to be contacted: (circle one) *Email* *Phone*

Best time to be reached: _____