



Course Name	Instructor	Instructor E-mail & Availability
English 10	Mr. Joshua Bird	jgbird@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
TBA	Room 308 1st Period: 7:25-8:35 3rd Period: 9:40-10:35 4th Period: 10:40-11:35 7th Period: 2:20-3:15	Completion of English 9

Course Description

Welcome to English 10! This course is designed to help students better interact with and respond to written texts. Students will learn how to articulate their arguments and support them with a number of sources. They will also practice their verbal argumentation skills. This class is a general English class for sophomores at Aurora Central High School. Each quarter that a student earns a passing grade, they are awarded .25 Language Arts credits, for a total of 1 possible credit by the end of the school year.

Standards

- 1.2vii: Propel conversations by posing and responding to 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. (CCSS: SL.9-10.1b)
- 1.2viii: Respond thoughtfully to 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. (CCSS: SL.9-10.1c)
- 2.2a: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
- 2.1d+2.2d: Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems; compare the development of an idea or concept in multiple texts supported by text-based evidence
- 3.2.a.ii: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
- 3.3d: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1–2 above.) (CCSS: W.9-10.4)
- 4.1b: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

2.2e: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

2.3a: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS: L.9-10.4b)

1.1b: Select organizational patterns and structures and choose precise vocabulary and rhetorical devices

3.2.a.ix: Revise writing by evaluating relationship of central idea, evidence, and organizational pattern

3.3c: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)

4.1.e: Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose

Learning Outcomes by Quarter

Quarter 1: Quarter 1 will focus on helping students formulate cohesive arguments which are supported by evidence. They will practice using reasoning to explain the significance of their evidence. They will be able to qualify their own claims, as well as respond to claims which either agree or disagree with their own thoughts and beliefs. Students will incorporate each other into collaborative discussions and effectively summarize others' arguments. By the end of the quarter, students will also be able to identify the cultural and historical significance of the major texts we study.

Quarter 2: Students will enrich the skills which were mastered in the first quarter by assessing the arguments of multiple sources and integrating them into their own arguments. Students will also be able to identify the rhetorical strategies used in writing and speech. They will be constructing written arguments of their own which will provide the basis for their verbal arguments. They will practice the verbal skills, vocabulary, and use of argumentative structure in order to craft their verbal arguments.

Quarter 3: We will begin to look at the language used to construct these texts through many lenses. For example, students will become comfortable determining the literal, figurative, connotative, and technical meanings of the words chosen. Students will then be able to determine the cumulative impact of these words on the overall texts, equipping them to make similar choices in their own writing. Students will become familiar with different written conventions, such as those specified in the most widely accepted writing manuals, in order to refine their technical writing skills.

Quarter 4: The fourth quarter will integrate and refine all of the skills from the previous quarters, leading up to a multigenre project. The focus will shift from assessing outside sources and arguments toward producing original arguments of the students' own focus. If extra time exists at the end of the quarter, we will revisit and enrich any skills from the year where gaps in knowledge are evident. By the end of this quarter, students will be fully prepared for their year in English 11!

Required Supplies

1 Notebook, loose-leaf paper, pens, pencils, a folder or binder for storage

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

For purposes of consistency, all classroom policies have been developed collaboratively with the other house teachers.

- Behavior: Respectful language should be used at all times. This classroom will be a space where everyone is welcome, and any language which degrades or discredits another person's race, religion, appearance, etc. otherwise will not be tolerated. There will be absolutely no tolerance for bullying.
- Assignments: You will have a week to turn in missing assignments for full credit. After one week, points will be deducted accordingly.
- Cell phones: Cell phones, mp3 players, and other electronics are not allowed to be used in class. If they are required for educational purposes or accommodations (Google Translate, etc.), teacher permission is required. If they are out during instructional time, they will be taken. If they become an issue throughout the year, I reserve the right to collect all cell phones at the beginning of class.
- Participate! I believe that each student is capable of incredible things and brings a unique set of thoughts to the classroom. Growth occurs when we take risks and challenge ourselves. The best learning often happens when students take the lead and pose questions, engage in organic discussions, and take ownership over their learning. **I am not here to distribute grades; I am here to help you grow!**

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____