



Course Name	Instructor	Instructor E-mail & Availability
Honors English 10	Tyler J. Gross	tjgross13@gmail.com 3 rd & 4 th period or after school by appointment
Course Twitter	Class Meeting Times & Location:	Prerequisites
@MrGrossACHS	Room 308, Monday-Friday	N/A

Course Notice

This is an Honors class; therefore, I will be held to high standards and challenged academically. This class will prepare me for Advanced Placement (college-level) English 11 and English 12. If I believe that I have been misplaced in this class, it is my responsibility to meet with my counselor for a schedule change. Mr. G can help me through this process. On the other hand, there are limited seats for Honors 10. Therefore, Mr. G reserves the right to request a schedule change for students who are unable to demonstrate their ability to be a member of an honors level class.

Standards

The content in this course will revolve around the State Common Core Standards. These standards can be viewed at: <http://www.corestandards.org/ELA-Literacy/>

Learning Outcomes by Quarter

Quarter 1: I can compare and contrast multiple arguments while evaluating their effectiveness.

Quarter 2: I can critique multimedia through the analysis of literary devices.

Quarter 3: I can conduct effective research and compose a research paper that thoroughly addresses an essential question.

Quarter 4: I can evaluate the effectiveness of a poem based on the poetic devices that are found within the piece of work.

Required Supplies

Mr. Gross will provide all supplies for this course. However, students are expected to bring a writing utensil to class everyday. It is also helpful to have a weekly planner.

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, trancies, 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

As a learner in this classroom...

1. I will be **RESPONSIBLE** by taking ownership for my actions and always trying my best.
2. I will **RESPECT** others by treating them the way that I expect to be treated.
3. I will be **SAFE** by protecting others from physical and verbal danger—this classroom is a safe zone.
4. I will be **HONEST** because Mr. G never lies to his students and he expects the same from them.
5. I will do **WORK** because the classroom is not a place to be lazy. I work hard to learn and 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: _____