

Legacy High School

A Global Studies School



Course Expectations

English 10

2018-2019

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Course Scope:

This one-year course (*Composition and Themes in Global Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasive, expository), technical, and creative modes of composition. Through the study of themes found universally in global text, both literary and informational, instruction emphasizes the critical analysis of text and writers' historical, philosophical, cultural, and ethical perspectives. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Course Goals:

1. To write sophisticated, complex arguments and counter-arguments to support claims analyzing substantive topics or texts; write expository text to examine and convey complex ideas and themes. [W.9-10.1, 2]
2. To explore a variety of complex literary and non-fiction texts of exceptional craft and thought whose range extends across genres, cultures, and time periods. [RL.9-10.6; RI.9-10.5]
3. To appreciate cultural, political, and philosophical insights into the universality of ideas and the human condition discovered through wide and deep reading of literature and non-fiction prose by authors from around the globe as well as through speeches, presentations, and collaborative discussions with peers. [RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.10; SL.9-10.1-6]
4. To consider the rhetorical elements of reading, writing, speaking and listening, and language in relation to the contextual features of audience, task, purpose, and discipline in order to communicate ideas orally and in writing.

[RL.9-10.1, 4, 5, 7; RI.9-10.1-5, 9; W.9-10.10; SL.9-10.1-6; L.9-10.3]

5. To analyze, interpret, and critique a wide variety of primary sources such as documentary materials, works of art, pictorial and graphic materials, and text that reflect an author's historical, cultural, or social perspective. [RL.9-10.6, 7, 9, 10; RI.9-10.6-10; SL.9-10.2, 5]
6. To engage in research and inquiry in order to draw upon collected evidence in support of written analysis, reflection, and discussion, whether writing or speaking. [W.9-10.7-9; SL.9-10.4-6]

7. To develop and use analytic skills through historical documents, visual and statistical evidence, and a variety of conflicting interpretations. [W.9-10.7-9; SL.9-10.4-6]
8. To demonstrate analytical, interpretative, informational, and explorative essays addressing global issues of change, continuity, and comparison. [RL.9-10.1; RL.9-10.1; W.9-10.1-3, 9, 10]

Common Core

Legacy High School implemented Common Core State Standards in the 2011-2012 school year. The Clark County School District is mandating all high schools to use Common Core State Standards in 2012-2013. The mission statement of the Common Core reads:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

This will affect your child in the sequencing of courses, the texts used in the courses and an increase in different genres of writing. We have eliminated the literature courses and will now integrate literature and non-fiction texts in all courses. We will also increase the amount of writing done in courses. Students will write traditional essays along with more technical and practical writing.

Texts

The Legacy High School English department has a wide range of titles that are used throughout the year that meet the standards set in place by the Common Core and Nevada State Standards. Some of the titles have mature themes and language. If you have an objection to a title taught in your son or daughters class, the teacher will assign an alternative title on request.

There is no standard textbook for Common Core Standards. Text will be used from many different resources.

The following anchor texts will be covered and provided for the student:

Anthem - Ayn Rand
Bradbury short stories
"Othello"- Shakespeare
Numerous nonfiction articles

Student Supplies

Students are expected to have and maintain the following supplies all year:

- € A notebook that will be kept in class for warm-ups & notes (will be periodically checked for a grade)
- € A binder/folder strictly for this class (unless student is an AVID student)
- € PENCILS, Blue/black pens ready at all times
- € Highlighters

Tardy Policy

Tardiness is a serious disruption to the educational program. **Every student is required to be in his/her SEAT when the tardy bell rings.** With that in mind, the Legacy High School Tardy Policy will be strictly enforced.

1st tardy = Verbal warning.

2nd tardy = Verbal warning. Parent Link message home.

3rd tardy = Deans' detention (1 day suspension if no show).

4th tardy = Required parent conference (RPC).

5th tardy = One day suspension for class on violation only (this also prevents the student from attending paid school events for 4 weeks)

6 or more = Repeat 1 – 5. On the 10th, 15th ... specific privileges/events may be denied (ex: Grad Night, Prom...).

Grading Policy

- Grading Scale: 90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
Below 60% F

- Grading Procedures:

Student quarter grades will be evaluated through the following processes:

- ❖ Annotation/Homework/Notes -25%
- ❖ Classwork/Participation- 35%
- ❖ Assessments (tests/seminars/formal writing/projects/etc.) - 40%

Semester Grades: 45% Quarter 1/3 Grade
 45% Quarter 2/4 Grade
 10% Semester Exam

- Spelling and Grammar:

Effective use of the English language is essential to any English class. Work will always be graded on Standard English at all times unless specifically mentioned by the teacher.

- Interactive Notebooks:

Students must have a college-ruled notebook that will be used daily for bellwork, notes and some activities. This notebook will be graded periodically throughout the quarter and is part of the classwork quarter grade

- Google Classroom:

Students will be assigned a google account through CCSD. This account will allow them to enroll in our online classroom. All assignments, assessments and activities will be posted here to enable students to have access to materials at all times. It is imperative that students access this site daily. An app is available to allow for access on phones, allow for more accessibility.

- Homework:

Under Common Core, homework is the foundation for learning. The majority of homework will consist of reading and ANNOTATING text to be used during the following class. If the reading is not completed, then the student will not be prepared for the following class and the next assignment. Therefore, **a larger portion of the homework grade will be an annotation check/completion grade that sometimes may not be turned in for a late grade.** It is imperative that reading and annotations are done on time.

- Final Publishable Papers must be submitted to Turnitin.com before they will be graded. Turnitin.com is a website to help evaluate plagiarism.

Make-up Work, Late Work, and Attendance

- Make-up procedures-

- After any absence, a student is required to initiate contact with the teacher(s) before/after school to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher, specific makeup work must be completed and returned to the teacher within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.
- Make up work is located on the designated Google classroom websites
- All late/makeup work must be turned in to the appropriate baskets in class
- Late work:
 - Daily assignments are worth a maximum of 70% (30% off the grade earned) if completed late. Long-term assignments, such as essays, projects, class presentations, etc., will drop one letter grade or 10% per day after the original due date. If a student knows about an assignment before an absence, the assignment (homework, project, essay, test make-up, etc.) is due on the day he/she returns to school in order to receive full credit.
 - Students have until two weeks before the quarter ends/or until the designated unit ends (which will be on the board and sent out through Reminds) to turn in any late/missing work.
 - No late **DRAFTS** of papers will be accepted. Drafts of papers are due on the established due date. If you will not be in class that day, you must email me the paper or turn it in ahead of time so I can edit it with the rest of the papers.
- Attendance
 - After the seventh unexcused absence, students will be denied credit and will receive an “F” for the course.
 - Students who are 30+ minutes late to class are marked absent per CCSD regulations

Classroom Behavior Expectations

Classroom Rules:

- ❖ Follow directions
- ❖ Be seated before bell rings and start bell work
- ❖ Bring material (pen, paper, books, etc.) to class
- ❖ No obscenity, cursing, bullying, harassment, name calling, or putdowns
- ❖ No food or drink or gum, head gear, or applying makeup
- ❖ ONLY appropriate use of cellphones is permitted during designated times as indicated by the red/green posted classroom notification. Cellphones will be stored in the classroom pocket organizer at the beginning of each period. They will remain there until the end of class unless otherwise noted.
- ❖ Only TWO passes out per quarter will be allowed to ensure students are present for all instruction.

Disciplinary Procedures:

When one of the above classroom rules is broken the consequences will follow the following steps:

- ❖ 1st infraction – warning and name gets written in behavior log
- ❖ 2nd infraction – one on one talk with teacher
- ❖ 3rd infraction – parent contact w/possible behavior essay and/or teacher detention
- ❖ 4th infraction – dean’s referral

*** These steps may be bypassed if the infraction is severe (i.e. fighting, vandalism, overt defiance, stopping class from functioning). At this point the student may be sent directly to Dean (followed by a phone call to the parent/guardian). ***

Plagiarism Definition and Consequences: Plagiarism is the copying of any material from another person without giving that person credit for the idea. Should any student copy the work of another student or printed source, the student will receive zero points for the assignment and a dean’s or counselor’s referral. To help students avoid plagiarism, all major papers must be submitted to turnitin.com before they will be graded.

Hours of availability: I am available after school until 1:55. Additional/alternate times may be scheduled in advance.

Citizenship Grades

Citizenship is evaluated as outstanding (O), satisfactory (S), needs improvement (N), and unsatisfactory (U). Citizenship grades will be determined by student attendance, preparation, participation, behavior and attitude. See the citizenship rubric for more information.

	Outstanding behavior (O)	Satisfactory behavior (S)	Needs Improvement (N)	Unsatisfactory (U)
Attendance	Student has few or no absences and arrives to class on time every day.	Student has some absences and few or no tardies.	Student is frequently absent or tardy.	Student is rarely present in class and frequently tardy.
Preparation	Student always comes to class prepared, bringing all required materials, and always turns in assignments on time.	Student usually comes prepared to class, bringing all required materials, and usually turns in assignments on time.	Student often comes unprepared to class, failing to bring required materials OR often turns in assignments late.	Student regularly comes unprepared, failing to bring required materials AND frequently turns in assignments late.
Participation	Student actively participates in class activities and frequently contributes to class discussions.	Student usually participates in class activities and discussions.	Student occasionally participates in class activities and discussions.	Student rarely or never participates in class activities and discussions.
Behavior	Student always listens to and follows directions and rules.	Student usually listens to and follows directions and rules.	Student often needs reminders to listen to and follow directions and rules.	Student rarely or never listens to or follows direction, even with reminders.
Attitude	Student always puts forth his/her best effort.	Student puts forth adequate effort.	Student does not work to potential.	Student puts forth minimal or no effort.

Please complete this page, remove from packet and return to school by August 28, 2018.

PARENTS: I ENCOURAGE YOU TO SIGN UP FOR YOUR CHILD'S GOOGLE CLASS WEBSITE FOR ASSIGNMENT INFORMATION & THE TEXT REMINDS SO THAT YOU RECEIVE THE REMINDERS THE STUDENTS WILL BE SENT FOR HOMEWORK AND DUE DATES :)

Acknowledgement of Course Expectations

English 10

Student's name [last, first]

Student's Signature

Parent Name

Parent Signature

Parent's Email Address: _____

check here if you would like to be sent an invite to join your child's Google class website in order to view all assignments and instructions:

- yes**
- no**

Remind Sign Up

Text the following code as a message to the number "81010" or sign up at Remind.com:
English 10: @dadamow

Internet Access

I acknowledge that my child will require access to a computer and internet in order to complete/submit assignments. If my child does not have access to one or the other, I will make alternate arrangements and/or contact my child's teacher **BEFORE** an assignment is due.

Date: _____

Parent Signature: _____