***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Welcome to English 10!\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

September 6, 2016

Greetings Parents and Guardians!

I am really looking forward to working with your child this year. Attached is the course syllabus, complete with details on classroom expectations, grading, and policies. I encourage you to review the course syllabus with your child.

At the end of the syllabus, you will find a **contact information sheet** that will be used to keep in touch with you. Please fill this out with the most accurate and preferred information for reaching you.

One special note-- our course website is <http://www.rohlfsenglish10.weebly.com>. This site provides students with important information, course documents, videos, and links. I strongly encourage parents, guardians, and students to look over the website and use it as a resource as needed.

If you ever have questions at any time, I have provided my phone number and e-mail address. Thank you so much for your support; I am looking forward to a wonderful year of learning!

Sincerely,

Mrs. Sarah Rohlfs

rohlfss@charlottenet.org

517.541.5600 ext. 3717

English 10 Course Syllabus

**☼ Mrs. Rohlfs ☼ 541.5600 x 3717 ☼ rohlfss@charlottenet.org ☼ rohlfsenglish10.weebly.com**

# Course Description

Welcome to English 10! This course is designed to help you grow as a reader, writer, collaborator, and person. Over the course of the semester, you will study literature, the writing process, research methods, critical thinking, as well as yourself and your place in this world. You can expect to read, write, and discuss every day. This course will help you analyze and respond to a variety of texts, as well as offer you a place to share your perspectives and present your work on a regular basis. This classroom is a community that will work together to support each other in the creation of knowledge, meaning, and quality work.

# Novels & Units of Study

* *The House on Mango Street* by Sandra Cisneros
* *Fahrenheit 451* by Ray Bradbury
* *Of Mice and Men* by John Steinbeck
* Media Literacy
* Non-fiction and Research
* SAT/ Test Preparation

# Standards-Based Grading System

Our grading system is designed to assess student knowledge and growth. Instead of individual assignments, students will be assessed on their progress on specific learning standards. The standards for this course are listed below, followed by the specific grading breakdown. **In order to earn credit for this course, students must demonstrate knowledge of all standards. If, at the end of a grading period, a student has not demonstrated at least level 1 knowledge of all standards and level 2 knowledge of power standards, the overall grade will be adjusted to an incomplete or an E.**

# Course Standards

(\*) These standards have been deemed as *power standards* and are required to be met at a Level 2 or higher in order to move on to English 11.

**R1: Determine features of character growth through interaction, theme, and plot development**

**\*R2: Comprehend a 10th grade level non-fictional text.**

**R3: Determine how an author uses rhetoric to advance a particular purpose.**

**R4: Analyze how an author’s ideas and claims are developed and refined to invoke meaning through close reading.**

**R5: Explain how a particular thesis is developed and refined as well as the validity and relevance of the thesis.**

**R6: Analyze how a theme emerges and is refined by specific details through a piece of literature.**

**R7: Determine the influence of words and their impact on meaning and tone (figurative/connotative/time/formal/vs. informal/author’s purpose, etc.)**

**R8: Using at least two different artistic mediums, draw conclusions about an author’s representation of a subject or scene.**

**W1: Understand and effectively produce an argumentative essay.**

**\*W2: Understand and effectively produce a research-based paper.**

**W3: Develop and organize ideas considering format, audience, purpose, and persona.**

**W4: Use the writing process effectively.**

**\*W5: Use analysis and inference to cite strong evidence from a text.**

**W6: Follow MLA (Modern Language Association) guidelines for formatting and citing.**

**SL1: Present accurately for an appropriate purpose, audience and format, using digital media to enhance presentation.**

**SL2: Participate in a variety of discussions (partner, whole class, small group) in an appropriate manner (be prepared, follow rules, propel discussion, respond thoughtfully).**

**L1: Demonstrate an appropriate command of grammar/mechanics.**

**Grading**

All grades in Skyward will be following a 4-point scale. While there are specific scales for each of the standards listed above, general expectations for a grade of 4, 3, 2, 1, 0 are as follows:

* 4: The student exhibits 3-level performance, and in addition, makes in-depth inferences and applications beyond what is taught in class.
* 3: The student exhibits knowledge of information (simple or complex) explicitly taught without major errors or omissions.
* 2: The student makes no errors or omissions regarding simpler details and processes, but makes major errors or omissions regarding more complex ideas and processes.
* 1: With help, the student exhibits partial knowledge of the simpler and complex details and processes.
* 0: Even with help, no understanding or skill is demonstrated.

Student performance on these scales will be translated into letter grades with the following breakdown. Be aware that the percentages are simply a tool for telling Skyward how to report the grades and the letter grades are determined by the student’s level of knowledge as determined by the scale. The letter grades are what will appear on a student’s transcript.

4 A 100-87.6

3.5 A- 87.5-81.3

 B+ 81.2-75.1

3 B 75-62.6

2.5 B- 62.5-56.6

 C+ 56.5-50.1

2 C 50

-------------------------Passing\*

 C- 49.9-43.9

 D+ 43.8-37.6

1.5 D 37.5-31.5

 D- 31.4-25.1

1 E 25

.5 E

0 E \*Students earn credit for C-, D+, D, D-, but must have a 2 (C) in power standards in prerequisite courses.

# Required Course Materials

You will be expected to bring the following materials to class **each day**:

* Pen/pencil
* Handouts/completed work
* Choice novel
* Login information in order to access Googledrive

**Googledrive**

Most formal class assignments will require the use of computers. It is important that you are able to use googledrive effectively to save your work at home and during in-class computer time over the course of the semester. If you have difficulty accessing a way to save your work, please let me know ASAP!

**Recommended Course Material: 3-ring Binder**

Our semester is organized so that one unit builds upon the other before it. Skills and concepts we will discuss in the beginning of the semester will tie into what we read and write in the end. I strongly recommend keeping organized 3-ring binder with all handouts, notes, and returned graded work. Keep everything and keep it organized!!!

# Classroom Expectations

* Be prepared. Come to class with *all* materials *every day*. Turn in assignments *on time.*
* Be nice. Hateful speech, put-downs, derogatory comments, etc., will not be tolerated.
* Respect. Respect yourself, everyone in our class, and personal/school property. This means not removing numbers from desks or chromebooks, and stowing your chromebook away safely and attached to its charger.
* Communicate. Let me know (in advance!) when you need help or have questions.
* Participate. Our different talents and personalities allow us to contribute to our class in many different ways. Make your contribution count.
* Be Present. We are living in a technological age, but learning when to and when not to access technology is an exceedingly important job and life skill. You should always be mindful of whether or not you are remaining present and engaged.
* Follow School Rules. Rules regarding behavior, dress code, IDs, bullying, cheating, plagiarism, etc. will be enforced according to the student handbook.
* No distracting food or drinks in class.
* End of the block: Remember that we dismiss you and the bell does not. Please show me respect by not packing-up during the last few minutes of class and I will be happy to show you respect by dismissing you on time at the end of the block.

**Failing to comply with any of these rules will result in detention, parent calls and/or conferences, Saturday school, suspension, etc.**

**Cell Phone Policy**

Cell phones must be stowed away at all times unless Mrs. Rohlfs explicitly states that they are appropriate. These occasions are rare. When in doubt, it is always better to ask permission than to assume you can be using your phone. If you are distracted or are disrespectfully using your phone, you will put your phone into the “phone hotel” on her desk for the remainder of the class. *If you are repeatedly reprimanded for phone use, you will have to create an individual improvement plan with Mrs. Rohlfs, which may include turning in your phone at the start of class each day.*

# Tardies and Attendance

The number one indicator of student success is attendance! I will enforce the CHS tardy and attendance policy as outlined in the student handbook. Be here and be on time!

# Hall Passes: When asking to leave the classroom, ask at an appropriate time and with appropriate frequency.

# Movies and Ratings

Parents and guardians should be aware that we *may* watch the following titles with a PG – 13 rating: *The Giver*, *Of Mice and Men,* and *Twelve Angry Men.* Please be assured that each movie has been approved as a vital component of the curriculum. However, if you have any objections to your child viewing a movie with a PG-13 rating, please indicate so, and I will be happy to provide an alternative.

**Independent Reading**

The best writers are also voracious readers. Those who read are exposed to vocabulary, structure, and styles of writing that others are not. You will be given the opportunity to participate in independent reading most days in this class. Your reading choice may be fiction or nonfiction, but it must be a book. If you elect to use an iPad or an e-reader, please show it Mrs. Rohlfs in advance for approval.

# Classroom Library

Parents and guardians should be aware that I have a classroom library containing high-interest books appropriate for teens. I will not discourage students from taking advantage of my library. Please let your child know if you object to a book he/she has selected.

**Accommodations**
I will provide all students with accommodations according to their individual learning styles, progress, etc. However, it is the responsibility of a student to let me know ahead of time when he or she could benefit from other, specific accommodations.

*Please note: I reserve the right to make any additions or changes to classroom expectations and this syllabus.*

## **CONTACT INFORMATION**

## **This sheet will be utilized to contact students, parents, and guardians regarding positive feedback and/or any potential concerns. Please fill out information for the best way to reach you.**

##

## **Student’s Full Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block\_\_\_\_\_**

### Student’s E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Contact #1 (Primary residence)**

|  |  |  |
| --- | --- | --- |
| Full name(s) of any parents/guardians at this residence: | **E-mail** address(es) acceptable for contact: | **Phone** number(s) acceptable for contact: |
|  |  |  |
|  |  |  |

**Parent Contact #2 (Secondary contact, if applicable)**

|  |  |  |
| --- | --- | --- |
| Full name(s) of any parents/guardians at this residence: | **E-mail** address(es) acceptable for me to contact: | **Phone** number(s) acceptable for me to contact: |
|  |  |  |
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## **We have reviewed the course syllabus** Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (print): Parent/Guardian name (print)

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Student Signature: Parent/Guardian Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# *Please leave boxes below blank. Thank you!*

# PARENT/GUARDIAN CALL LOG

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time** | **Person contacted** | **Summary of phone call/ message** |
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