



English 10 Team Syllabus

Course Syllabus 2022-2023

Welcome to English 10! In this class we will travel the world through stories both old and new. By reading books, poetry, short stories and articles, you will discover new ways of thinking about yourself and your connection to others. And through writing and discussion, you will practice effective and meaningful communication skills. We look forward to working with you!

English 10 Teacher Websites -- For teacher contact information, Google Classroom codes, etc.

[Megan Carson's BHS Website](#)

[Ashley Crandell's BHS Website](#)

[Marlo Dorny's BHS Website](#)

[Katie Bensch's BHS Website](#)

[Erin McCallum's BHS Website](#)

Course Information

Description

This course focuses on an exploration of identity and culture through world literature. This focus aligns with the key language arts standards that emphasize the skills of reading, writing, speaking and listening, and academic language, setting a foundation for their English studies during their time at BHS. Embedded honors is available throughout the year for honors distinction each semester.

Learning Objectives

Through the course of this year, English 10 students will:

- develop self-directed reading practices for academic and personal enjoyment.
- experience multiple points of view through text to explore their own understanding of the world (equity and social justice).
- understand and evaluate rhetorical devices in literature.
- write to communicate effectively and revise for improvement, clarity, and growth.
- practice inquiry and research for a variety of purposes.
- communicate effectively in a variety of speaking opportunities.
- practice and improve conventions for a variety of purposes.

- be a positive community member by providing high-quality feedback to peers, participating earnestly in small-group and whole-group conversations, and moving through our shared spaces (classroom and digital) with kindness.
- practice successful student habits, such as meeting deadlines, reading and following instructions, asking questions, seeking help and support, managing digital tools and planner effectively to keep track of work.
- participate in effective self-reflection, self-evaluation, and metacognition.

Based on focused ELA standards and the work of S. Zerwin

Course Overview

<p>World Literature <i>Connecting people to diverse literature from around the world and over time.</i> (Key Topics: Identity, Culture, Systems, Power, Connection)</p>	
<p><u>Fall Semester</u></p> <p>Independent Reading</p> <p>Shared Literature Story Foundations Oceanian Literature Middle Eastern Literature Asian Literature</p>	<p><u>Spring Semester</u></p> <p>Independent Reading</p> <p>Shared Literature Central and South American Literature African Literature European Literature</p>

Learning Resources

Independent Reading: We will visit the BHS Library regularly as a class, so you will have access to a wide variety of books to choose from for your Independent Reading. If you prefer audiobooks or e-books, the BHS Sora Overdrive app has many titles to choose from. You can explore all of the options available to you [here at the BHS Library 'Access to Books' page.](#)

Shared World Literature In English 10: In addition to your independent choice reading, we are excited to introduce you to novels, short stories, poems, mythology and origin stories, essays and other types of writing written by authors from around the world. We will read our shared literature together in class.

Student Expectations

Attendance

Unless they are ill, all students are expected to participate in all learning activities, whether these are held on campus or online. If a student is unable to participate in these activities, they must make alternative arrangements with the teacher. In the case of a pre-planned absence for personal or extracurricular reasons, students should contact their teacher prior to their absence to establish expectations for work completion.

Engagement

Students should expect to prepare thoughtfully for each class and to participate enthusiastically. A rich, engaging classroom community is determined by

1. consistent and prompt attendance,
2. energetic engagement in discussions and class activities, and
3. support of fellow students through active listening and authentic feedback.

Academic Honesty

Honesty is a compelling principle by which we operate all aspects of student and school life. Academic honesty is highly valued at BHS. Students should not cheat or plagiarize, nor should they tolerate such among fellow students. Students do not receive credit for work that is not their own. Cheating is defined as an attempt to earn credit or receive a grade for coursework in a manner other than defined as acceptable by the teacher. Plagiarism is the taking of language, ideas or thoughts from another person or resource without acknowledging the source. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. Because of the serious nature of academic honesty, violations of this code may result in loss of credit for the assignment with a recorded failing grade. It may also entail loss of credit for the course with a recorded failing grade, removal from the course with a failing grade, and/ or additional appropriate disciplinary action. ([BHS Student Handbook](#))

Communications and Self-Advocacy

Please stop by our room, or reach out by email anytime if you have questions or concerns. We are always happy to meet with you!

Policies & Procedures

Grading

Grades are determined by weighted categories:

Major Assignments **90%** (Assessments, Papers, Projects, Presentations)

**There is a no zero policy in the Major Assignments category, so the lowest grade you will see is a 40%.*

Practice **10%** (Practice, Writer's Notebook, Notes)

Assignments are graded using standards-based rubrics.

Standards-Based Scale

Exceeding Standard	A
Meeting Standard	B
Approaching Standard	C
Developing Standard	D

Bainbridge High School reports grades at the end of each semester; progress reports are available for at the end of Term 1 and 3. Letter grades are calculated using the following grading scale:

Grade			
Mark	Description	High	Low
A	A	100.00%	93.00%
A-	A-	92.99%	90.00%
B+	B+	89.99%	87.00%
B	B	86.99%	83.00%
B-	B-	82.99%	80.00%
C+	C+	79.99%	77.00%
C	C	76.99%	73.00%
C-	C-	72.99%	70.00%
D+	D+	69.99%	67.00%
D	D	66.99%	60.00%
F	F	59.99%	0.00%

Missing major assignments/assessments will be entered as a 40% and marked “missing” in Skyward. This practice is to prevent a disproportionate negative impact on a student’s grade.

***Assessments** demonstrate understanding and skills mastery. They include quizzes, tests, essays, presentations, and projects.

Late Work

In order to help students develop successful work habits and professional communication, we will be using the following methodology with regard to late work:

Students are expected to check our Google Classrooms for assignments and links to useful resources and complete work as soon as possible. **Do NOT wait until grades are updated in Skyward to begin or complete your work.** Because skill development assignments (those in the 10% grading category) are designed to prepare you for assessments, they should be completed as soon as possible.

Late skill development assignments will have a grace period during the unit in which it occurs, after which it will not be accepted and receive a zero. However, assessments are the minimum required for course completion; thus, they may be accepted after the unit is complete.

- Unless you have an illness or emergency, we expect that you will ask for extensions on any work **before the due date.**
- We will accept late assignments in the major assignment category as late as two weeks before the end of the semester; however, we may not provide feedback on those late assignments.
- We will not prioritize entering any grades in Skyward for late work.

Honors

English 10 has an embedded Honors option that is available to all students and gives students the opportunity to dive deeper into literature, writing and communication. We will invite students to complete an interest survey during the first few weeks of school. For students who choose to pursue the Honors option, we will provide regular guidance and check-ins throughout the semester.

Sensitive Materials (books, videos, movies)

One of the goals of this course is to expose students to a variety of perspectives and modes of expression. Thus, it is possible that some students may encounter a text that may include controversial ideas, profanity, or emotionally challenging subjects (including mental illness and domestic violence) . We encourage students to discuss individually with their teacher about what they find concerning; in extreme cases, alternative texts may be assigned.

We are looking forward to a great year together!

Katie Bensch, Megan Carson, Ashley Crandell, Marlo Dorny, & Erin McCallum