

English 10 Mrs. Grabowski

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Planbook.com is for parents and students to access my daily lesson plans. Please log in to planbook.com and use my email: kgrabowski@bc.k12.mi.us and my teacher code: kgrabowski

Language Arts 10, Course Description:

In English 10, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on American literature. Tenth graders will connect with and respond to texts through critical response and stance. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Through the lens of Critical Response and Stance, students assess and modify their beliefs, views of the world, and the powers that impact them.

English 10 includes grammar, literature, composition, and vocabulary. Students review the parts of speech and sentence structure, work on verb usage, phrases, clauses, and complex sentences as well as study more advanced punctuation and capitalization. In composition, writing includes paragraphs, persuasive essays, evidence based writing pieces, research projects, and resumes with cover letters.

This course is required for graduation.

Classroom Expectations:

- **Our classroom is a place of learning.** Therefore, you should come to class with the proper items for learning, such as a writing utensil, book, paper, and any other items necessary. You should also be attentive during instructional time and give your best effort on all assignments. Lastly, we are all responsible to make sure that our actions do not distract others in the class from being able to learn.
- **Our classroom is a safe environment.** Each student deserves to feel safe expressing his or her thoughts and feelings in the context of our material and the learning process. Therefore, there will be no taunting, put downs, or unkind teasing tolerated.
- **Our classroom is a place of respect.** As a teacher, I will treat each of you with respect. I expect that you will treat me, as well as each of your classmates, with the same respect. Therefore, we will not interrupt when others are speaking, we will not take or use things that belong to other people, and we will be considerate of one another's feelings.
- **Our classroom is a part of the larger Brown City High School community.** Therefore, we will not do anything in our classroom that would be a distraction to the ability of other students to learn and other teachers to teach. We will also treat the building, the classroom materials, and the other individuals in the building with respect.
 - o **Please observe the expectations of Brown City High School as delineated in your student handbook.**
 - o **No food or drinks allowed in the classroom, except bottled water.**

Classroom Procedures:

Seating Chart:

There will be a seating chart for this class. You are expected to sit in your assigned seat everyday, unless otherwise instructed.

Paper Headings:

Every paper you turn in should be written in MLA format.

Extra Help:

I will be available after school on an appointment basis. I am always willing to come in and offer extra help for any student requesting assistance.

Absences:

In the event that you are absent, the assignments that you missed will be found in the Daily Assignment folder. You will be responsible for finding an appropriate time, preferably before or after class, to get those assignments. Also, I will be happy to explain the assignments and any other information that you missed at an appropriate time, i.e. before or after school, during lunch, or when the class is working quietly on an assignment and I am free to speak with you.

Tardiness:

You are tardy if you are not in the classroom at the completion of the tardy bell. In the event that you are tardy, you will be asked to get a tardy pass from the main office. We will follow the Brown City High School tardy policy.

Late Work:

For each late assignment, the grade will be reduced by 30%. After five school days the work will no longer be accepted; it will go into the grade book as a zero.

Dismissal:

The bell does not dismiss you at the end of class. I will dismiss you. You must be in your assigned seats until I dismiss you.

Cell Phones/Mobile Devices:

Cell phones/mobile devices are not to be used during class unless otherwise instructed by the teacher. In the event that you use your device at an unauthorized time, we will follow the Brown City High School policy.

Syllabus

This is a required class designed to get you ready for your life after Brown City High School. You should not be surprised when you're working hard in this class and being asked to do things that you have never done in school before. This is not designed to be a FUN class, but if you work hard and master the skills I am introducing to you, I believe you will find a great deal of satisfaction in what you are able to accomplish.

Major Components of English 10:

- *To Kill a Mockingbird* by Harper Lee
- *Anthem* by Ayn Rand
- William Shakespeare
- Selected short stories
- Analytical Format for Papers
- Research Paper and MLA format
- Other Writing Assignments
- Vocabulary and Language Development
- Grammar: subject-verb agreement, comma usage, sentence variety, parts of speech, phrases, clauses
- Students will be required to read one book of their choice on their own time per marking period and complete an independent novel assignment for that book
- Students will be required to keep a writer's notebook

Silent Reading Book:

You are expected to bring a book to read every day.

We will be working with several pieces of work throughout the course of the year. Each work will be designed to assist in our quest to meet state standards. The standards we will be striving to achieve are as follows:

Reading:

Main Ideas and Author's Approach	Supporting Details	Sequential, Comparative, and Cause-Effect Relationships	Meaning of Words	Generalization and Conclusions
Identify a clear main idea or purpose of any paragraph or paragraphs	Locate important details	Order sequences of events	Use context to determine the appropriate meaning of virtually any word, phrase, or statement	Draw subtle generalizations and conclusions about characters, ideas, and so on
Infer the main idea or purpose of straightforward paragraphs	Locate and interpret minor or subtly stated details	Understand relationships between people, ideas, and so on	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements	Draw generalizations and conclusions about people, ideas, and so on
Summarize basic events and ideas	Discern which details, though they may appear in different sections throughout a passage, support important points	Identify clear relationships between characters, ideas and so on		
Understand the overall approach taken by an author or narrator.		Understand implied or subtly stated cause-effect relationships		
		Identify clear cause-effect relationships		

English:

Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
Identify the central idea or main topic of a straightforward piece of writing	Use conjunctive adverbs or phrases to express straightforward logical relationships	Delete redundant material when information is repeated in different parts of speech	Recognize and correct marked disturbances of sentence flow and structure	Use idiomatically appropriate prepositions, especially in combination with verbs	Use commas to set off simple parenthetical phrases
Determine relevancy when presented with a variety of sentence-level details	Decide the most logical place to add a sentence in an essay	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay		Ensure that a verb agrees with its subject when there is some text between the two	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated
	Add a sentence that introduces a simple paragraph	Determine the clearest and most logical conjunction to link clauses			

Writing:

Expressing Judgments	Focusing on the Topic	Developing a Position	Organizing Ideas	Using Language
Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion Show recognition of the complexity of the issue in the prompt by partially evaluating implications and/or complications of the issue and/or responding to counterarguments to the writer's position	Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay Present a thesis that establishes a focus on the writer's position on the issue	Develop most ideas fully, using some specific and relevant reasons, details, and examples Show clear movement between general and specific ideas and examples	Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas Present a developed introduction and conclusion	Show competent use of language to communicate ideas by: correctly employing most conventions of standard English grammar, usage, mechanics, with few distracting errors use varied vocabulary and several kinds of sentence structure.

Grading Policy

The following chart is the Grading Scale for this class.

100-93 is an A	73-71 is a C
92-88 is an A-	70-68 is a C-
87-84 is a B+	67-64 is a D+
83-81 is a B	63-61 is a D
80-78 is a B-	60-56 is a D-
77-74 is a C+	55.4-0 is an E

To earn credit for each semester students must pass 2 of the 3 grades used to calculate the semester grade (2 marking period grades and the exam grade).

Students must also have an overall average grade that is passing using the formula: each marking period is worth 40% and the exam is worth 20% of the semester grade.

*Please make every attempt to inquire about grades before or after class time. Student grades are periodically updated on Skyward, our BCHS Online Grading System. There are links to this system through our website.

Concluding Thoughts:

I anticipate that we will have a full and rewarding year of learning together. I look forward to working with each of you. Each of you will contribute your unique qualities to our classroom community and we will all grow as a result of one another.

I have read and understand the rules and mechanics of this class.

Student Name: _____ Parent's signature: _____

Please complete at least one of the following:

Parent email address: _____

Parent phone number: _____