

John F. Kennedy High School
English 10 Class Syllabus
2024-2025

Teacher: Ms. Tran

Room: V-5

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OBJECTIVES: To prepare for college, career and citizenry

1. To read, think, evaluate and write critically.
2. To explore relevant issues through collaboration and discussion of a complex text.
3. To understand and reflect upon the power of language and its usage in a given context.
4. To take personal ownership of learning and develop autonomy.

ACADEMIC SKILLS: Common Core State Standards English Language Arts

Website: <http://www.corestandards.org/ELA-Literacy/RL/9-10/>

Reading (Literature and Informational Text): 9-10.1 - 9-10.10

Writing: 9-10.1 - 9-10.10

Language (conventions of standard English grammar and usage): 9-10.1 - 9-10.6

Speaking and Listening: 9-10.1 - 9-10.6

STUDENT EXPECTATIONS:

1. Come to class early *or* on time.
2. Come to class prepared (with materials, completed assignment, mindset on learning).
3. Check Google Classroom for daily agendas, assignments and deadlines.
4. Submit assignments on time.
5. Exercise self-control to help create an environment conducive to learning.
6. Persevere when confronted with challenges and keep an open mind to what may be new.

PARENTAL ASSISTANCE:

1. Join Google Classroom, if you can.
2. Check in Infinite Campus to monitor student's progress.
3. Communicate with the teacher when unexpected challenges arise.
4. Assist with student's attendance and promptness to class.

CLASS MATERIALS AND EXPECTATIONS:

1. Composition notebook (college-ruled if possible)
2. Blue or black pens
3. Lined paper (filler paper)
4. Join Google Classroom, read the agenda and confirm postings daily.
5. Use your district email to communicate with teachers should you have questions and/or advanced, excused absences.

6. Practice and build stamina for reading, thinking and writing by working through frustration.
7. Practice and become fluent in making claims, proving evidence and reasoning (CER).
8. Annotate and analyze any given text and understand the use of the language by the writer.
9. Develop and practice independence thereby taking ownership of learning.

TEACHING MATERIALS: *Identity, Responsibility and Agency*

1. Selected primary sources, short stories, novels and plays.
2. Other: essays, articles, podcasts and videos.

GRADING POLICY:

1. **Writing (40%):** formal in-class and on demand essays
2. **Classwork (30%):** graphic organizers, warm-ups, reflections, responses to questions, annotation of texts and/or creative writing assignments
3. **Final (20%):** to be determined and announced
4. **Assessment (10%):** district assessment, class assessment, department writing assessment and reading, grammar and vocabulary quizzes

GRADE DESCRIPTIONS:

<i>Grade</i>	<i>Definition</i>
A 100% - 89.5%	<ul style="list-style-type: none"> ❖ Mastery of the content at the highest level that can reasonably be expected of a student at a given stage of development ❖ Reflection of student's ability and display of outstanding growth
B 89.4% - 79.5%	<ul style="list-style-type: none"> ❖ Strong performance, demonstrating at a high level for a student at a given stage of development ❖ Reflection of student's ability and display of solid growth
C 79.4% - 69.5%	<ul style="list-style-type: none"> ❖ Acceptable performance, demonstrating at an adequate level for a student at a given stage of development ❖ Reflection of student's ability and display of budding growth
D 69.4% - 59.5%	<ul style="list-style-type: none"> ❖ Marginal performance (60%), demonstrating at a minimal level for a student at a given stage of development ❖ Reflection of student's ability and display of little growth
F 59% and below	<ul style="list-style-type: none"> ❖ Demonstrating less than 60% effort or no effort at all

WRITING EXPECTATIONS:

<i>Grade</i>	<i>Description</i>
A	<p>Content of Writing:</p> <ul style="list-style-type: none"> ❖ Astute, thoughtful, clear, specific, relevant and exemplary evidence, reasoning and analysis ❖ Excellent use of diction (word choice) <p>Mechanics:</p> <ul style="list-style-type: none"> ❖ Very few, if any grammatical, spelling, capitalization, and/or punctuation errors ❖ Very few, if any typos ❖ Writing flows.
B	<p>Content of Writing:</p> <ul style="list-style-type: none"> ❖ Good, clear analysis/evidence and reasoning ❖ Good use of diction (word choice) <p>Mechanics:</p> <ul style="list-style-type: none"> ❖ 25% of the writing contains grammatical, spelling, capitalization, and/or punctuation errors ❖ Writing can be awkwardly worded at times.
C	<p>Content of Writing:</p> <ul style="list-style-type: none"> ❖ No development of ideas, repeating the prompt/text, repeating the same point in multiple sentences ❖ Diction (word choice)--vague, general, written in the way student speaks and/or texts ❖ No specific evidence and reasoning to support claim; general evidence and reasoning <p>Mechanics:</p> <ul style="list-style-type: none"> ❖ 50%-75% of the writing is riddled with grammatical, spelling, capitalization, and/or punctuation errors ❖ Reading and comprehension are impeded by many mechanical errors and typos.
D	<p>Content of Writing and Mechanics:</p> <ul style="list-style-type: none"> ❖ No effort is demonstrated. Assignment appears to be completed at the last minute and/or was completed haphazardly. ❖ Doesn't write enough ❖ Doesn't answer the prompt ❖ Too many grammatical, spelling, capitalization, and/or punctuation errors that hinder reading and comprehension
F	<ul style="list-style-type: none"> ❖ Writing is plagiarized (content copied from the internet and/or another student's work) completely and/or parts of it are.

HOMEWORK/CLASS WORK/LATE WORK POLICY:

1. Complete class work started in class.
2. Read and annotate assigned readings: novel, play, article, essay and poem.
3. Study for vocabulary, grammar or reading quizzes.
4. Late work deadline: **Students will receive partial credit for the assignment(s).**
 - a. Quarter 1–The last day is the Thursday before the last week of the quarter.
 - b. Semester 1–The last day is the Thursday of dead week (the week before finals week).
 - c. Quarter 1–The last day is the Thursday before the last week of the quarter.
 - d. Semester 2–The last day is the Thursday of dead week (the week before finals week).
5. **NO PLAGIARISM AND CHEATING WILL BE TOLERATED.**
 - a. ChatGPT or any AI programs that write for you
 - b. copy work from the internet and/or from another person
 - c. find the answers online for quizzes/tests).

EXCUSED ABSENCES:

1. If your absence is excused and noted in Infinite Campus, you may submit your work when you return if you were absent on the day the assignment was due.
2. If you are absent due to illness or family emergency, and this is noted in Infinite Campus, you will be given extra days to complete the assignment. For example, if you are absent for five days, then you have five days to complete the assignment.

ELECTRONIC DEVICES: To minimize distractions and use class time wisely.

1. Phone must be in the backpack during the period unless with the teacher's approval.

CLASS POLICIES:

1. **ONLY** water is allowed.
2. **NO** eating allowed.