**English 10 – Semester One**

**Changes This Year**

This year entails not only a change to block scheduling, but the first year implementing a new and still developing curriculum map. As such, please be aware things will need tweaking as we go throughout the semester.

**The Focus:**

Q1 - District Theme = Sense of Self

English 11 Subtheme = Adversity

Focus Areas = Memoir and Informative Reading

Main Texts = Miscellaneous excerpts from memoirs and biographies; The Glass Castle

Main Writing Products = Memoir/Creative Nonfiction, Video Biography

Q2 - District Theme = Relationships

English 11 Subtheme = Influence

Focus Areas = TBD

Main Texts = TBD

Main Writing Products = TBD

Periodic Work on Grammar, Writing, and ACT Prep.

**Grading**

The following was true before our curriculum and schedule changes: I am a “total points” grader. That said, your semester grade will approximately follow the following percentages: Q1 (40%) + Q2 (45%) + EXAM(15%) = SEM GRADE

**Late Work Policy:**

Any work that is not turned in by the due date (without PRIOR approval) will be penalized. The penalty depends on the type of assignment, how late it is, and how frequent late work is an issue.

SPECIAL HOMEWORK – There may be assignments where we go over the homework directly the next day. This means I cannot accept late work. Make-up work may be available for improving your grade. See me.

**Extra Credit Policy:**

I do offer a small amount of extra credit over the course of the semester. This is not meaningless, easy work; it is readings and activities that will enhance your understanding. However, if you have ANY missing assignments for the quarter, you are ineligible to receive extra credit. This may be remedied by turning in missing assignments “for credit” or by doing make-up work.

**Standards Addressed in this Class**

Reading –

#1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

#2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting detail and ideas

#3 – Analyze how and why individuals, events, and ideas develop and interact over the course of the text

#4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#6 - Assess how point of view or purpose shapes the content and style of a text.

#7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

#10 – Read and comprehend complex literary and informational texts independently and proficiently

Writing –

#1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

#2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

#3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

#4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

#5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach

#6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

#7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

#8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

#10 - Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

Speaking and Listening –

#1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

#4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience

#5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation

Language –

#1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

#2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

#3 - Evaluate a speaker's’ point of view, reasoning, and use of evidence and rhetoric.

#4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

#5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.**LEADING THE WAY IN MY CLASSROOM**

**RESPONSIBLE:**

* **Two Feet in the Door.** I will take attendance right after the bell rings. You must have two feet in the door and make a prompt move to sit in your assigned seat or I will make you absent/tardy.
* **Get Missing Work.** If you miss class it is YOUR responsibility to ask me what you missed and collect any late work. It is also YOUR responsibility to make up the missed work and hand it in within the time period allotted by the school’s make-up policy. Only by PRIOR agreement with me or emergency is an extension allowed.
* **Bring Your Materials.** You must bring any worksheets, novels, handouts, etc. to class when instructed.

**RESPECTFUL:**

* **Respect the Speaker.**  This means give your polite attention to the person speaking. Often it’s me, but sometimes groups will be presenting or someone will be giving a speech. Respect the fact that they are doing so.
* **Respect the Discussion.** Disagreement is a fundamental part of class discussion. Feel free, even with me. However, we must disagree respectfully. Always take issue with the argument, never the person.
* **Respect the Question.** There are only two bad questions – the one you didn’t ask and the one you asked because you were talking inappropriately with your neighbor and didn’t hear me just answer that very question. It is never bad not to know; it is only bad if you don’t know and don’t ask. Never choose ignorance.
* **Respect the Effort.** If someone is making an earnest effort, we respect that. We never make fun of someone who is struggling, nor do we make fun of someone who is interested and engaged.
* **Respect the Space.**  No food is allowed in the classroom. Only water is allowed and must be in a container with a cap or lid. Containers should be disposed of in the proper receptacle.

**INVOLVED:**

* **Put Some You into It.** Originality and effort often go hand in hand. An essay that shows original, deep thinking reads substantially better than one that is dry, uninspired and shallow. Get involved in your work and it will improve.
* **Practice Active Listening and Studying.**  Simply staring at me or at a page isn’t effective learning. The more senses you get involved while studying, or the more you interact and get involved with what’s happening in the classroom, the more you will learn.
* **Participate.** Be an active and involved part of class discussion. It makes class more enjoyable, you learn more, and Mr. Hansen feels more assured that the class gets it and can assign less homework.