

Crook County School District

where students dream, learn, & succeed



<u>School:</u> Crook County High School		<u>Instructor:</u> Picard
<u>Course:</u> English 10A		<u>Email:</u> rebekah.picard@crookcountyschools.org
☒	Trimester #1	<u>Phone:</u> 541-416-6900 ext 3153
☒	Trimester #2	<u>Methods for Communicating with Families:</u> Phone and email
☐	Trimester #3	
<u>Course Description:</u> In this course students will continue to build upon the skills of reading, writing, listening, and speaking that they established in English 9. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and opinion/analysis based. Writing focus is on the Explanatory and Argumentative Essay.		
<u>Learning Standards/Targets:</u> Unit 1: Short Story-Students will write and learn the aspects and process of explanatory writing, including: - Evaluation and incorporation of multiple sources - Draw evidence to support, reflect and research - Demonstrate command of the conventions of standard English grammar and usage Students will read and discuss the literary aspects of short stories including: - Students will determine, analyze and summarize themes - Students will determine, analyze and summarize characterization and plot - Students will interpret and analyze words and phrases - Determine and analyze point of view Unit 2: Holocaust Novel-Students will write and learn the aspects and process of explanatory writing building on Unit One Students will read and discuss literary aspects of the novel building on Unit One Unit 3: Poetry-Students will read and discuss the literary aspects of poetry including: - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.		

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Instructional Materials:

Core Texts:

Holt McDougal Sophomore Literature Anthology

StudySync by McGraw Hill

Films:

Freedom Writers

Videos/Other Electronic Media:

The Power of Story

- <https://www.youtube.com/embed/NqCsc31xg24>

Short Story Unit Videos

- Five Elements of Story:
- <https://www.youtube.com/embed/W95nsni4En8>
- Harrison Bergeron Short Film:
- https://www.youtube.com/embed/Sp_R7PN3OE
- Sharecropping:
- <https://www.youtube.com/embed/KkK08I1K3HY>
- Reconstruction and Sharecropping:
- <https://www.youtube.com/embed/XTJw7J-Pm0Y>
- Sharecropping Life:
- <https://www.youtube.com/embed/G0ErLkKJ3us>
- There Will Come Soft Rains: (Find more technology videos)
- <https://www.youtube.com/embed/P142xPtua-c>

Night Unit Videos (need to find more)

- Holocaust Info:
- <https://www.youtube.com/watch?v=aS98MAN3Xtg>
- Elie Wiesel and Oprah at Auschwitz
- <https://www.youtube.com/watch?v=HycZ2858Mio>

Poetry Unit Videos

- Somewhere There is a Poem
- <https://www.youtube.com/embed/8Zd8RiLOni8>
- Cool
- <https://www.youtube.com/embed/sO-7nO9Lb-c>
- Poetry Makes People Nervous
- <https://www.youtube.com/embed/WHbgZcur7ik>

- TouchScreen
- <https://www.youtube.com/embed/GAx845QaOck>
- Prisoner of Words
- <https://www.youtube.com/embed/IW2uwvVq4so>
- Shake the Dust
- <https://vimeo.com/9527194>
- Come Closer
- <https://www.youtube.com/embed/GwRaOW2WSao>

Novels:

- *Night by Elie Wiesel

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- *See [CCSD Board Policy JFC](#) for more details.*

“NO CELL FROM BELL TO BELL”

- Students may use their cell phone before school starts, between classes, at lunch time, and after school.
- Students may not use their cell phone in any way during class time.
- Cell phones will be put in the pocket organizer at the front of the classroom or in the student’s backpack.
- Students may not use headphones during class time. These should remain in the student’s backpack unless otherwise noted in a student’s 504 Plan or IEP*.
- If a parent/guardian has an urgent message for their student, please contact the main office (541-416-6900) and we will deliver the message to your student.
- In the case of a school emergency, students will be permitted to use their phones.

WHY?

To create a more focused and productive learning environment.

- Improve academic performance
- Increase classroom engagement and participation
- Reduce disruptions and distractions
- Enhance social interactions with peers
- Minimize cyberbullying
- Reduce behavior referrals

CONSEQUENCES

- If a student uses their cell phone during class time they will be directed by their teacher to take the phone to the office. When it is turned in, the office will write a receipt and the student will take that back to the teacher as proof that the phone was turned in.
- Phones taken to the office will remain there for the remainder of the school day. They can be picked up by the student at the end of their school day.
- Defiant students who choose to not turn in their phone will be referred to administration and will receive additional consequences.
- Multiple offenses of cell phone use during class time will also result in a referral to administration.

Restroom Pass

- Students will receive a hall pass with 5 times to use the restroom during class for the trimester.
- Students will need to leave their cell phone in the pocket organizer to leave the classroom.

Grading System:

- *The district’s grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student’s current grade level or course content level, and be based on the student’s progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students’ grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- *See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.*

Grading Scale:

- A+: 100-98 A:97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-82-80

- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.

Consequences for Late Assessments:

Students must turn in assignments on time to receive full credit. Late work will be worth 70%. Students will have an opportunity to revise or redo all assessments if turned in on time.

Cheating:

Cheating/plagiarism on any assessment will result in a major referral and a zero on the assignment with the opportunity to redo for credit.

English 10A-Please have parent or guardian sign that they have read the syllabus

Student Name (Printed)_____.

Parent Signature_____.