



English 10 Honors

Course Syllabus

Chesapeake Math & IT Academy

Prerequisites: English 9

This required course builds on students' abilities in reading, writing, listening and speaking through exploration of the guiding ideas or themes in a variety of fiction (including novels) and nonfiction literature. Elements of literature will be studied to enhance analysis and comprehension of texts. Students will have reading and writing experiences, to include reading informational text; engage in reading, writing, speaking and listening activities that are based on the Maryland College and Career Readiness Standards; and have extensive opportunities to respond to selected response questions reflective of the format and content of the required English assessment.

INSTRUCTOR INFORMATION:

NAME: Scott Hommel

E-MAIL ADDRESS: shommel@cmitacademy.org

PLANNING TIME: 11:04-11:45 (A days), 2:08-2:45 (B days)

SCHOOL PHONE NUMBER: (240) 767-4080 Ext: 86519

CLASS INFORMATION:

COURSE NUMBER: 104193

CLASS MEETS: 1st Period (A days), 2nd Period (B days)

ROOM: 142

TEXT: *Collections 10*, ISBN: 9780544159952

Supplies Needed:

- Pens (blue or black)
- Pens - red, purple, or green (for editing/peer review)
- #2 pencils (for testing)
- Spiral-bound notebooks (2)
- Highlighter -any color (for annotating)
- Sticky notes (for annotating)
- 1 small box or pack of tissues for the classroom (I will provide lotion and hand sanitizer year-round)

1st Quarter Overview:

- Classroom Norms and Procedures
 - Academic Discourse/Accountable Talk
 - Socratic Seminar
 - Creating our positive classroom climate
- Literary Analysis and the Elements of Effective Argumentation
 - “A More Perfect Union”- President Barack Obama
 - “What the Future Holds for Farm Workers and Hispanics”- Cesar Chavez
 - Texas v. Johnson
 - “American Flag Stands for Tolerance”- Ronald Allen
 - Argumentative Claims, Counterclaims, and Rebuttals
 - Rhetorical Devices
 - Persuasive speech and debate
- Close Reading, Annotation, and Citation
 - “The Interlopers”- Saki
 - “The Lottery”- Shirley Jackson
 - Short stories and informational texts TBD
 - Identifying central idea and theme
 - Unlocking the prompt
 - Text structure
 - Vocabulary
 - Cornell Notes
 - MLA formatting
 - Navigating bias
- The Writing Process
 - Writing a thesis statement
 - Grammar
 - Essay peer review and revision
- Standardized Assessments
 - Fall MAP- September 10th - September 27th
 - SLO Pre-test- September 4th - October 12th
 - PSAT - October 10th

GRADING:

Honors English 10

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland College and Career-Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	<p>Includes all work begun and/or completed in class such as:</p> <ul style="list-style-type: none">● Evidence-Based Constructed Responses (EBSR)● Essays (Prose Constructed Responses - PCR)● Student journals● Class discussions● Group/cooperative activities● Multi-media presentations● Text-based Vocabulary and grammar activities● Participation● Other tasks as assigned	40%
Homework	<p>Includes all work completed outside of the class setting such as:</p> <ul style="list-style-type: none">● Readings and/or Related tasks● Evidence-Based Constructed Responses● Student journals● Other tasks as assigned <p>Note: Teacher may grade homework for completion *HW point value will be determined at teacher's discretion</p>	10%
Assessment	<p>Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including:</p> <ul style="list-style-type: none">● Systemic unit assessments● Portfolios● Multi-media presentations/projects● Research Simulation Tasks● Research and/or projects● Oral presentations	50%

All Science and Technology Reading/Language Arts courses are to follow these grading factors.

*Per PGCPS county policy, my likeness and/or voice may not be recorded without my permission. Thank you for your kind cooperation.

I have read the syllabus with my child and we understand what is expected of him/her in Mr. Hommel's classroom.

Parent/Guardian Signature: _____ Date: _____