

English 10 Syllabus

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Course Description:

Students will integrate reading, writing, speaking, viewing, and listening. Students will engage in group communication activities and explore essential questions in literature. Extended learning opportunities will be provided when skills have been mastered.

How Students Will Be Graded:

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100 percent scale.
- Typed assignments will only be accepted if they are in proper MLA format.
- Categories/Weighting in Infinite Campus:
 - 18-week: Assessments: 100%
 - The gradebook will be organized by individual skill areas rather than by assignments. For example, a student might see “Development of Claim” rather than “Chapter 3 Unit Test.”
 - The PLC reserves the right to establish categories and weightings throughout the year to reflect the amount of emphasis placed on particular

skills. This means that while we will do our best to be clear in communication with you and your parents about your current progress, changes may need to be made to categories and/or weights throughout the semester that will impact the calculations (and therefore, your overall grade). We will be clear with you when these decisions are made and the rationale for making the decision.

- Students must provide sufficient evidence for teachers to determine a grade.
- 18-week: Behavior Expectations: 0%
 - Productivity and Accountability; Collaboration Skills; Organization and Readiness

Grading Scale for Non-Weighted Classes:

- Letter Grade: A
- Minimum Percent: 92.5

- Letter Grade: A-
- Minimum Percent: 89.5

- Letter Grade: B+
- Minimum Percent: 86.5

- Letter Grade: B
- Minimum Percent: 82.5

- Letter Grade: B-
- Minimum Percent: 79.5

- Letter Grade: C+
- Minimum Percent: 76.5

- Letter Grade: C
- Minimum Percent: 72.5

- Letter Grade: C-
- Minimum Percent: 69.5

- Letter Grade: D+
- Minimum Percent: 66.5

- Letter Grade: D
- Minimum Percent: 62.5

- Letter Grade: D-
- Minimum Percent: 59.5

- Letter Grade: F
- Minimum Percent: 59 and below

Board-Approved Standards:

- Students will cite textual evidence.
- Students will present claims and findings.
- Students will gather relevant information.
- Students will analyze author's craft and structure.
- Students will write in a variety of genres.
- Students will engage in the writing process.
- Students will use conventions.
- Students will comprehend grade level texts.

Book Selections:

The following titles may be used as either whole class or choice novels throughout the year.

- *And Then There Were None* by Agatha Christie; *Article 5* by Kristen Simmons; *Monster* by Walter Dean Meyers; *Native Son* by Richard Wright; *The Firm* by John Grisham; *Nineteen Minutes* by Jodi Picoult; *The Color Purple* by Alice Walker; *Little Brother* by Cory Doctorow; *To Kill A Mockingbird* by Harper Lee; *Mississippi Trial, 1955* by Chris Crowe; *Secret Life of Bees* by Sue Monk Kidd; *Antigone* by Sophocles; *The Crucible* by Arthur Miller; *A Doll's House* by Henrik Ibsen; *Twelve Angry Men* by Reginald Rose; *The Silence of Our Friends* by Long and Demonakos; *Black Like Me* by John Howard Griffin; *The Immortal Life of Henrietta Lacks* by Rebecca Skloot; *A Civil Action* by Jonathan Harr; *Guantanamo Boy* by Anna Perera; *Les Miserables* by Victor Hugo; *The Cottage Park Puzzle* by Richard M. Siddoway; *Impact* by James C. Dekker; *Truth* by Tanya Lloyd Kyi; *Stuck in Neutral* by Terry Trueman; *The Immortal Life of Henrietta Lacks* by Rebecca Skloot; *Black Gold: The Story of Oil in Our Lives* by Al Marrin; *Silent Spring* by Rachel Carson; *The Sixth Extinction* by Elizabeth Kolbert; *We are the Weather Makers* by Tim Flannery; *The World Without Us* by Alan Weisman; *Breathe* by Sarah Crossan; *Ashfall* by Mike Mullin; *Flush* by Carl Hiaasen; *The Outliers: The Story of Success* by Malcolm Gladwell; *Frankenstein's Cat: Cuddling Up to Biotech's Brave New Beasts* by Emily Anthes; *The Googlization of Everything (And Why We Should Worry)* by Siva Vaidhyanathan; *Unwind* by Neal Shusterman; *Jurassic Park* by Michael Crichton; *Lord of the Flies* by William Golding; *Siddhartha* by Hermann Hesse; *Night* by Elie Wiesel; *Eleanor and Park* by Rainbow Rowell; *Monster* by Walter Dean Meyers; *Divergent* by Veronica Roth; *The Glass Castle* by Jeannette Walls; *Black Like Me* by John Howard Griffin; *Antigone* by Sophocles; *Into the Wild* by Jon Krakauer; *A Walk in the Woods* by Bill Bryson; *Outliers: The Story of Success* by Malcolm Gladwell; *Unwind* by Neal Shusterman; *Boy 21* by Matthew Quick; *The Last Shot* by Darcy Frey; *The Impossible Knife of Memory* by Laurie Halse Anderson; *Alas, Babylon* by Pat Frank; *My Sister's Keeper* by Jodi Picoult; *If You Come Softly* by Jacqueline Woodson; *Audacity* by Melanie Crowder; *The Fifth Wave* by Rick Yancey; *Things Fall Apart* by Chinua Achebe; *Eleanor and Park* by Rainbow Rowell; *Divergent* by Veronica Roth; *The Things They Carried* by Tim O'Brien; *Nineteen Minutes* by Jodi Picoult; *The Color Purple* by Alice Walker; *The Curious Incident of the Dog in the Nighttime* by Mark Haddon; *All Quiet on the Western Front* by Erich Maria Remarque; *Audacity* by Melanie Crowder; *Nickel & Dime* by Barbara Ehrenreich; *Unbroken* by Laura Hillenbrand; *Fallen Angels* by Walter Dean Meyers; *Things Fall Apart* by Chinua Achebe; *Alas, Babylon* by Pat Frank; *The Impossible Knife of Memory* by Laurie Halse Anderson; *Code Name: Verity* Elizabeth E. Wein; *Among You* by Jake Wood; *Fahrenheit 451* by Ray Bradbury

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed [here](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

Formative and Summative Assessment:

Definitions

- **Formative Assessment:**
 - Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:**
 - Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

These descriptors are intended for feedback and communication and do not impact a student's GPA.