



Advanced English 10

Course Description: Advanced English 10 is a year-long course that satisfies the English 10 requirement. This course includes all standards in the tenth-grade reading, writing, and speaking / listen & language strands in an integrated approach. Advanced English 10 approaches these strands on a more in-depth level and at a faster pace than regular English 10.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make-up missed learning.

Essential Skills:

1. I can write effectively for an intended purpose.
2. I can comprehend, analyze, and evaluate a grade-level text.
3. I can communicate verbally for an intended purpose.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all coursework and assessments within teacher timelines.
4. Students attend regularly and take personal responsibility for obtaining and completing make-up work.

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination.

Skyward Assessment (Grades) may include quizzes, labs, learning checks, tests, speeches, performances, and projects.

Final Grade	
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Calculations:

Final Grade Calculation	
Cumulative Grade	95%
Final Exam(s)	5%

Central High School Courses:

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Tentative Instructional Resources: Canvas, Kahoot!, Quizlet, Youtube, Quill, CommonLit, Poetryfoundation.com, Geniuslyrics.com, ABClyrics.com, Vimeo, NYT free articles, Smithsonian, Xello, United States Holocaust Memorial Museum website, Procon.com, Google, Skyward, cobbleractivities.com, PerdueOwl, Allison.com, Dictionary.com, Merriamwebster.com, Outlook, Brainyquotes.com, Duolingo.com, Brainpop.com, Microsoft Office, Google Office, Library of Congress, ProjectGutenberg.com, Netflix, Hulu, Amazon Prime, Readwritethink.com, Openculture.com, Turnitin.com, Grammarly.com, Sdlegislature.gov, RCAS.org, various applications found on the district's Clever account

Suggested Reading Material: "Fahrenheit 451" by Ray Bradbury, "Pride and Prejudice" by Jane Austen, "Night" by Elie Wiesel, "Lord of the Flies" by William Golding "A Midsummer Night's Dream": by William Shakespeare, "Superman and Me" by Sherman Alexie, "Sincerely, The Sky" by David Hernandez, "The Stories of Ray Bradbury", "The Collected Stories". Selections for Poetryfoundation.com, "The Catcher in the Rye" by J.D. Salinger, "The Secret Life of Bees" by Sue Kidd Monk, "The Work of Wolves" by Kent Meyers, "Dear Martin" by Nic Stone, "Looking for Alaska" by John Green, "Absolutely True Diary of a Part-time Indian" by Sherman Alexie. "All American Boys" by Jason Reynolds and Brenden Kiely, "How to Make Friends with the Dark" by Kathleen Glasgow, "Saint Iggy" by KL Going, "Stations Eleven" by Emily St. Mandel, "The Kite Runner" by Khaled Housseini, "Mythology 101 : from gods and goddesses to monsters and mortals, your guide to ancient mythology" By Kathleen Sears, Oedipus Rex, Gilgamesh. **Please join the Canvas Course as an observer for further information on additional text added throughout the year**

Because of the importance of frequent, sustained reading to a student's Language Arts skills, all English 10 students are required to read from a self-selected book during each class. Students are instructed to select a book that is appropriate to their age and reading level. We encourage you to have conversations with your students about what book they are currently reading.

Students will have access to the Central High School Library to select their independent reading books. Attached is the link to the Central High School Library catalog: [Library Title Report](#)

Online version:

<https://destiny.rcas.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Course Calendar/Pacing: See below

RCAS – English 10 PACING GUIDE 2019-2020

Course	English 10 – for a Semester Course or Trimester Course make adjustments to the columns as needed to fit the weeks of instruction per unit – you may choose to shade the weeks where the course is not taught]																																			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Months	Sept				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May			
Units	Quarter 1									Quarter 2									Quarter 3									Quarter 4								
Essential Standards	9-10.W.3: Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 9-10.RL.1: Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									9-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 9-10.RL.1: Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									9-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 9-10.RI.1: Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10.RI.1: Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.SL.4: Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								