



English 10 and English 10R

Course Description: English 10 is a year-long course satisfying the tenth grade English requirement. This course includes all standards in the tenth-grade reading, writing, and speaking / listen & language strands in an integrated approach. English 10 is required for all tenth-grade students. Speeches and a research project are required.

Students in grades 9 through 12 who have not met the district’s reading requirement must continue to enroll in reading support until the 9.0 grade level reading equivalency is met; English 10R class includes reading support.

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.

Instructional Resources:

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.

In addition to these self-selected texts, students may be required to read a selection of books from the following list:

- *The Absolutely True Diary of a Part Time Indian*
- *Night*
- *Tuesdays with Morrie*
- *Lord of the Flies*
- *A Shakespeare play (A Midsummer Night's Dream or other)*
- *Animal Farm*
- *Salt to the Sea*

- *Summer of the Mariposas*
- *The Princess Bride*
- *Fahrenheit 451*
- *1984*
- *Ready Player One*
- *The Poet X*
- *Clap When You Land*
- *Punching the Air*
- *Solo*
- *White Rose*
- *The House on Mango Street*

***In addition to these longer works and in conjunction with their required reading, students will read supplemental texts from various sources.**

Course Calendar/Pacing:

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.								