



Honors English 10
Course Syllabus 2021-2022

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Course Description

The primary objective for Honors English 10 is to help students achieve their highest potential in the areas of reading, writing, listening, speaking, and critical thinking. Honors English 10 is designed to prepare students for the rigors of upper-level English courses in both high school and college should they choose to pursue such courses in the future.

Goals for Student Learning

The curriculum addresses one essential question per quarter. Over the course of the school year, students will read and analyze literature, poetry, drama, and non-fiction texts. They will evaluate each text based on its own merit while noting its connection to other texts and its contribution to the unit's essential question. Students will ultimately answer the essential question based upon the texts, class discussions, research, literary criticism and personal experiences.

Students will become stronger and more confident readers and writers. They will become more attuned listeners and more deliberate speakers recognizing the power that language possesses. They will think critically about issues of compassion, social justice, and ambition.

In addition to Common Core standards and HCPS curricular requirements, Honors English students will also work to achieve the following goals:

- *Complete outside reading and writing assignments in a timely manner*
- *Push through difficult texts, understanding that the struggle will provide opportunities for intellectual and personal growth*
- *Contribute to class discussions daily*
- *Provide personal insights while respectfully considering the views of others*
- *Find genuine satisfaction in learning for learning's sake*

Textbook

The primary textbook for Honors English 10 is an HMH anthology called *Collections*. Both digital and paper copies of the textbook will be used in class, but students will only have access to a digital copy of the text at home. The textbook can be accessed via ItsLearning or the HCPS start page.

Materials

- Laptop and compatible headphones/earbuds **(required)**
- Spiral notebook or composition book **(required)**
- Writing utensil **(required)**
- Highlighter (recommended)
- Colored pencils (recommended)
- Post-its, Tabs, or Flags for marking passages in books (recommended)

Course Outline

The course has four units that focus on four essential questions. Texts in each unit will focus on various responses to the essential questions. Units may be presented in a different order due to the availability of novels/materials.

Unit	Essential Question(s)
Compassion	Why is it important to build communities that show compassion?
The Price of Ambition	What are the positive and negative results of ambition and the quest for power?
Social Justice	How can individuals make their society more just?
The Power of Rhetoric	How is rhetoric used to justify leadership or rebellion?

Assessments and HCPS Grading Policy

Assessments may include the following: personal journal responses, short written responses, creative writing assignments (poetry/short stories), full-process academic essays, unit tests/quizzes, class seminar discussions, small group discussions and creative projects.

For each assignment, instructions will be provided, and, in specific cases, rubrics will be distributed for grading clarification.

Examples of Product, Process, and Practice		
PRODUCT (50%) <i>Culminating Demonstration of Knowledge</i>	PROCESS (30%) <i>Addressing Specific Short-Term Learning Outcomes</i>	PRACTICE (20%) <i>Building Attitudes, Habits, and Skills</i>
Does it measure how well students achieved specific learning goals, standards, and/or competencies?	Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies?	Does it allow students to practice skills and/or reinforce content learning?
✓ Primarily completed in presence of teacher ✓ Rubric aligned to standards ✓ Accuracy graded	✓ Primarily completed in presence of teacher ✓ Rubric aligned to standards ✓ Accuracy graded	✓ Graded for completion and participation

Absent Work Policy (For excused absences)

All assignments should be submitted on time. Students will be given the number of class periods equal to the number of *lawful* class periods absent to turn in completed make up assignments *without penalty*.

Late Work Policy

All assignments should be submitted on time to earn full credit. Any assignment, (*product, process, or practice*) may be turned in late for one letter grade deduction from the grade a student earns on the assignment. **To earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC**

update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignments that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

Grading Window	Designated HAC Update	Late Work Due Date
September 8- September 24	September 24	September 29
September 27- October 13	October 13	October 20
October 14- October 29	October 29	November 5 (Friday)
November 8- November 19	November 19	November 24
November 22- December 10	December 10	December 15
December 13- January 13	January 13	January 21 (Friday)
January 24- February 11	February 11	February 16
February 14- February 25	February 25	March 2
February 28- March 11	March 11	March 16
March 14- March 25	March 25	March 31 (Thursday)
April 1- April 22	April 22	April 27
April 25- May 6	May 6	May 11
May 11- May 20	May 20	May 25

Academic Integrity

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences. More information can be found in the BAHS Student Planner.

Cell Phone Policy

- Students will place their cellphones in a teacher designated area as they enter each classroom. Teachers will review with students the specific location for each room. The phones will remain in the teacher designated area unless teachers explicitly tell students to take out the phones for instructional use.
- Cellphones will remain in the teacher designated area during bathroom visits, assemblies, and trips to the nurse/counseling office/main office.
- Cellphones will be retrieved from the teacher designated area at the end of class at the direction of the teacher.
- School-appropriate cellphone use is permitted during class changes and lunch. Students are not permitted to make phone calls during school hours.
- If the cell phone policy is violated, it is a referable offense.

Ms. Lukasavage's Simple Classroom Rules and Procedures

- ✓ Be prompt.
- ✓ Be prepared.
- ✓ Be polite.
- ✓ Be a participant.