

# Language Arts 10 Syllabus

Reynolds High School 2024/25

**Instructor:** Valerie Schiller      **Room:** 609      **Length:** 1 Year (2 Semesters)  
**Email:** vschiller@rsd7.net      **Phone:** (503) 667-3186 ext. 1347      **Website:** Schoology  
**OFFICE HOURS—Monday 3:50-5:30PM; Tuesday-Friday 8:00-8:30AM; by appointment**

## Course Description

Language Arts 10 is a required sophomore course preparing students for the increased challenge of upper-level English courses and future post-grad prospects. This year is the best time for low-stakes future planning. In this year-long course, students become better readers, writers, and speakers through group and independent reading, on-demand and composed writing for many audiences and purposes, and project-based, speaking-oriented assessments. Students read, write, and reflect on poetry, narratives, essays, and especially current events. Overall, this course demands active, critical, reflective, and creative thinking skills, high-level questioning, and real-world application activities. As often as possible, students will understand, compare, and evaluate systems and practices on a global level. Assessments will involve a synthesis of perspectives toward creation of original arguments, persuasions, and solutions.

## Materials Needed for Class – BRING LAPTOP & SUPPLIES EVERY DAY!

- 100-page College-Ruled Composition Notebook (No Spirals)
- 1-Inch Binder OR Large All-Class Binder with Dividers, one section devoted to LA10
- Pencils/Pens
- Highlighter
- Scotch Tape (or glue stick)

*Ms. Schiller has supplies available for your success.*

## Teaching/Curriculum Approach

Students are challenged and supported to learn existing perspectives and form new ones based on guided and independent inquiries, especially connected to current social justice issues. In today's world, students must prepare themselves to become global citizens, able to acquire and transfer to a variety of contexts the skills tomorrow's world will demand. Regardless of the journey they will take in their adult lives, students must be able to think critically, solve problems, and communicate professionally, directly, clearly, and persuasively. Each student is encouraged to explore, research, and write on topics and concepts of greatest interest.

## Grading

Projects—Posters, Essays, Speeches/Presentations: 50%      4 = 100% = Exceeds      A = 90-100%  
Daily Work—INB and In-Class Activities: 30%      3 = 85% = Meets      B = 80-89%  
Practice (SSR & Quill): 10%      2 = 70% = Almost      C = 70-79%  
Participation (POWER): 5%      1 = 60% = Does Not      D = 60-69%  
0 = 50% = No Evidence      F = 0-59%

Present

On-time

With materials

Engaged listening and writing

Regular verbal contributions

### DAILY TALLY:

Category	Present	On Time	With Materials	Engaged	Verbal Contribution
Points	I	II	III	IIII	IIII

Quizzes: 5%

*The only regular homework students have is Current Events throughout the month. However, all daily work not completed in class becomes homework. Check Schoology for slideshows, assignments, and due dates.*

INB work is stamped daily and collected randomly, graded for completion and thoughtfulness. Projects and select assignments are graded on the Proficiency Scale (1-4). See grading rubrics. Ms. Schiller grades participation on a variation of the RHS Power policy—5 points/day, 25 points/week (see above). Absent students will miss and need to make up points. Students must be ready for quizzes on reading and vocab.

## Late Work Policy

Late work is due as scheduled—online, printed, or both. However, except for *group application and group work activities*, students have a 1-week grace period. This means if a student misses a deadline, they have one week from that deadline to submit the assignment to the late box without penalty. Beyond the grace period, unless arranged prior with Ms. Schiller, work is worth **50% credit**.

## Absences & Work Completion

As per the student handbook, students with excused absences have as many days as they missed to complete missing work. UNEXCUSED ABSENCES (skipping) may result in a penalty of 50% credit.

When absent, check: 1. Schoology; 2. Absent Bin; 3. with Classmates; 4. with the Teacher

## Tardies & Locked Door

Within seconds of the bell, the door is closed and locked for the duration of the class period. The locked door signals class is in session and helps the people inside stay secure and concentrate on work. If arriving late, please knock politely and wait. The teacher or a designated student will open the door soon.

## Electronics Policy (Cell Phones, Headphones/Earbuds, and Laptops)

Initials

Guardian:

Student:

To preserve the classroom for higher-level learning and concentration, **cell phones are not allowed without explicit permission from the teacher.** Before a student enters, they must turn off and put away into their bag their cell phone and earbuds. Students who take out their phone before their work is stamped for the day earn fewer participation points. Breaking this policy is grounds for confiscation and parent pick-up. Headphones/earbuds are allowed during independent worktime only. **Students must charge their laptop every night and bring their laptop every day. (The classroom has a limited number of chargers and outlets for use during worktime.) Classwork may not be done on a phone. Students who forget their laptop will be required to borrow or work on paper.**

## Community Expectations – DAILY HABITS BUILD CHARACTER AND LEADERSHIP.

**1. MUTUAL RESPECT:** Respect goes two ways: from student to community and from community to student. This means the student respects their classmates, teacher, classroom, the day's lesson, and self. At the same time, the community shows respect to each student and their opportunity to learn. Ms. Schiller strives to facilitate an environment for each student to have what they need to succeed. Often this means the community learns from and teaches each other. Before the tardy bell rings, students are in their seat with required materials and working on the day's warm-up. During direct instruction, attention is on the teacher or presenter. During group work, attention is on peers and the assignment. During independent worktime, headphones are used only to aid concentration on the assignment. Headphones are off and away for the day's exit. All materials are cleaned up on desks and floors so the next class period finds the room spotless. Due to historical patterns of rodent activity, food and drinks other than water are not allowed and must be consumed in the hallway prior to entering the classroom. Students and teacher act with care and purpose.

**2. RESPONSIBLE COMMUNICATION:** Students have a shared responsibility, along with Ms. Schiller, in building a positive and collaborative community. Each student is expected to be actively engaged in listening, reading, writing, and speaking each day. Whether the speaker is Ms. Schiller, a classmate, or a guest, pay attention and be kind. If a student is absent, they are responsible for checking both in person and electronically on Schoology to catch up on missing work. Ms. Schiller announces and reminds of deadlines frequently. Any questions, comments, or concerns may be written and placed in Ms. Schiller's message box, emailed, or communicated during office hours or by appointment. If connected to the day's work, please ask questions in class! Questions asked at an appropriate time count as a verbal contribution.

**3. GROWTH MINDSET:** Language Arts involves taking risks outside one's comfort zone so to learn, grow, and gain confidence and skill. This includes the challenges of critical research, group work, creativity, polished writing, and speaking in front of others. While students are not expected to be perfect, they are expected to be actively working toward a growth mindset throughout the school year. As part of this expectation, **students may revise and resubmit any work within one week of receiving feedback.**

## Course Outline

Mini-Unit: Global Citizenship & Classroom Routines (3 Weeks)
Unit 1: <i>Macbeth</i> & Power Structures (7 Weeks)
Unit 2: <i>Every Day</i> , Identity, and Relationships (5 Weeks)
<b><i>SEMESTER PROJECT—4 weeks</i></b>
Unit 3: Dystopian Lit ( <i>Maze Runner</i> , <i>Divergent</i> , <i>Feed</i> , <i>5<sup>th</sup> Wave</i> , <i>House of Scorpion</i> , <i>1984</i> ) (8 Weeks)
Mini-Units: Maslow's Hierarchy of Needs & Mini-Debates (1 Week)
Unit 4: Immigration & Universal Human Rights (7 Weeks)
<b><i>SEMESTER PROJECT—4 weeks</i></b>

**Return of Contract (DO NOT REMOVE THIS SECTION FROM THE CONTRACT.)**

***READ, SIGN, and RETURN THIS CONTRACT TO MS. SCHILLER***

Student: I have read and understand the requirements for LA10. I have initialed the cell phone policy.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Parent/Guardian: I have read and understand the requirements for LA10. I have initialed the cell phone policy. I will support my student's learning success.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Circle best method(s) of contact: Call/Text/Work/Email \_\_\_\_\_

Circle best time(s) of: Morning/Afternoon/Evening \_\_\_\_\_

Questions, Concerns, and/or Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DUE BY THURS/FRI, SEPT 12 or 13 — Extra credit available for return Mon-Wed, Sept 9-11.**

**Additional extra credit:**

My student read the entire syllabus aloud to me before I signed above.

Parent/Guardian signature \_\_\_\_\_