

10th Grade Language Arts

Course Overview

Mr. Coia

Class website: www.mrcoia.com

Room 603

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During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,100-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of grade 10, students are expected to be reading “At the Standard” (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

10th Grade Standards

Strand: 10E1: Reading

Standard: 10E1a Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: 10E1a.1-5 Vocabulary and Concept Development

Standard: 10E1b Comprehension and Analysis of Nonfiction and Informational Text

Students read a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

*Component: 10E1b.1: Structural Features of Informational and Technical Materials
10E1b.2-5: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text*

Standard: 10E1c Comprehension and Analysis of Literary Text

Students read and understand to a variety of grade-level-appropriate literature such as classical and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, drama, and other genres.

*Component: 10E1c.1-3: Structural Features of Literature
10E1c.4-12: Analysis of Grade-Level-Appropriate Text
10E1c.13-14 Literary Criticism*

Strand: 10E2: Writing

Standard: 10E2a: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing and revising.

*Component: 10E2a.1-4: Organization and Focus
10E2a.5-10: Research Process and Technology
10E2a.11-13 Evaluation and Revision*

Standard: 10E2b Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,100–1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

*Component: 10E2b.1-8: Different Types of Writing and Their Characteristics
10E2b.9: Research Application*

Standard: 10E2c English Language Conventions

Students write using Standard English conventions appropriate to the 10th grade level and produce legible work that can read by others.

*Component: 10E2c.1-2: Grammar and the Mechanics of Writing
10E2c.3-4: Manuscript Conventions*

Strand: 10E3: Listening and Speaking

Standard: 10E3a: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

*Component: 10E3a.1: Comprehension
10E3a.2-6: Organization and Delivery of Oral Communication
10E3a.7-13: Analysis and Evaluation of Oral and Media Communication
10E3a.14-19: Speaking Applications*

Mr. Coia's Class Rules and Procedures for 10th grade Language Arts

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www.mrcoia.com

Room 603

Name: _____

Rules and Procedures

These rules should help you do your part in creating an atmosphere of learning in our classroom.

Directions: Students, please read and initial each section. Then, put one copy in your Handout section and turn one in to me.

_____ **Unit Guides:** I'll prepare a three-to-four--week course of study to include all assignments, handouts, and due dates. This is a key part of this class. I suggest printing an extra one for parents to follow along. These guides will keep students and parents informed of the activities and progress of our class.

_____ **Online Access:** I will update grades via GradeSpeed each Friday. In addition, I will post each unit guide and other handouts on www.mrcoia.com. You are required to spend at least 15 minutes on the weekend looking at your grade, handouts, upcoming assignments, forum, etc. There may be graded assignments on the forum to ensure that you are checking.

_____ **Note-taking:** Each class period requires you to have your notebook opened to your "LA Classwork" section, dated at the top before the bell rings. You are expected to take notes on our class discussions, lectures, in-class reading, etc. Please do not expect me to tell you when to take notes. Take notes each class.

_____ **Food and Drink:** Bottled water is the only food or drink allowed in class. Please eat and drink before school and at lunch.

_____ **Electronics:** No phones or iPods are permitted. This is in compliance with the Student Handbook. The item will be turned into the office for parents to pick up.

_____ **Discussions:** Class discussions and sharing are the cornerstone of this class. Be prepared to speak. Sitting quietly is not acceptable!

_____ **Late Work:** Your work is due regardless of power outages, lack of printer ink, stolen computer, etc. Be responsible and plan ahead. I will accept late work for a maximum of 50% assigned value within two weeks past due. Be sure to write *LATE* and the date.

You will receive a coupon for two free late turn-ins per semester. If you decide to use it, tear off one and staple it to the top of the late assignment. Put it in the inbox in the classroom by the next day (not the next class period).

_____ **Attendance:** You are expected to attend class every day and follow attendance guidelines as stated in the student handbook. ***Poor attendance, whether excused or unexcused, will negatively affect your grade and, more importantly, your understanding of the material.***

_____ **Tardy Policy:** You must be in your chair with all materials opened and ready on your desk when the bell rings. Tardy = lunch detention.

_____ **Excused absences:** Since all of the assignments are in the unit guide and online, you will have the information to complete assignments even when you are absent. You must get the appropriate materials by asking a student, checking the web site, or talking to me outside of class time. The start of class is not the appropriate time to get your missing information. I will post homework and handouts online.

_____ **Far East, Field trips, and planned absences:** You are expected to get any work that you will miss before you leave and have it in at the same time as other students. For extended trips, please set up a meeting with me before you leave so that you can have it on your return. You will have the same amount of time to work on assignments, so I will meet with you to explain all work one or two weeks before your absence to give you plenty of time to work on it before leaving. This accomplishes two things: first, if you have any questions as you complete the assignments, we can discuss problems before leaving; second, this makes you work ahead and not behind so when you return to class, you are not lost and can quickly continue in the course of instruction with your peers. This takes more planning on my part, but I think it is valuable for students.

_____ **Family trips and extended vacations:** As per DoDEA policy, these are considered unexcused absences, and the work will not be accepted for credit.

_____ **Unexcused absences:** Sorry, you cannot make-up the assignment or exam. Your consequence for skipping is a zero for the due assignment.

_____ **Note:** ***Students are responsible to take quizzes and exams regardless of an absence prior to the test day.*** Talk to students or me when you are out. Again, all information will be online and in your unit guide.

_____ **Cheating & Plagiarism:** You will receive a zero for the test or assignment, as well as a referral to the office. This zero cannot be made up. If you are unsure if you plagiarized something, use this simple rule: "Did someone else write this, and do I not have quotation marks around it?" This includes copying from the Internet or from another student. For copying work, both the giver and receiver are equally guilty, and the penalty will apply to both.

_____ **Extra Credit:** There may be an additional assignment or two offered for you to earn extra credit. These extra points may help make up for a missing assignment. *Work hard on the credit throughout the year, rather than stressing about the extra credit.*

_____ **Bathroom breaks/ leaving the room:** Please use the rest room, get a drink, etc. during passing time. Of course, if it is an emergency, you are able to go.

_____ **Classroom Management:** My hope is that you will be self-managers in the classroom to nurture a positive atmosphere. If needed, here are the steps to discipline that I follow:

1. Verbal reminder in class
2. Verbal reminder in hall and/or lunch detention
3. Contact parents
4. Referral to office

_____ For **some offenses**, the students may get a lunch detention (e.g. tardy) or a referral (insubordination, dress code, etc.) without the reminder first. This set of directions and the student handbook act as the first reminder.

_____ **Chain of Command:** I want to treat students as responsible learners and self-advocates. If there is an issue, **I expect students to make contact with me first about it before a parent does.** This will allow me to work with the student directly to ensure the issue is quickly addressed. If the student is unsatisfied, then parent contact is appropriate.

_____ **Grade Policy:** We will follow the DoDEA grading scale in this course. For the grade, we'll use these categories:

50%	Tests/Writing/Projects
30%	Quizzes/Class work
20%	Homework

Semester exams count toward 10% of the final semester grade

Need Assistance? I want you to succeed in class and will help you as much as I can. Seminar works best, along with before and after school, and lunch. Let me know when you need some extra time. I'll be happy to meet with you to discuss assignments.

Required Supplies

- Two tabbed sections in your school binder. Title these tabs: *LA Handouts* and *LA Classwork*. A few paper pockets will help keep your work neat and organized. You do not need to have a separate binder for this class, but you will need the tabs.
- One marble composition book bound without a spiral. These are usually black marble, and cost around \$1 at the BX/PX
- One pack of 100 index cards for root word study. I can provide them in weekly packets of 5, but it would be easier to have a pack at home for your work.
- Plenty of loose-leaf paper, highlighter, pencils, pens, eraser, etc. No ripped paper from spirals allowed.
- A ream of paper to print at home. You will print unit guides, articles, etc. outside of school.
- Optional: A planner for assignments. This is highly recommended.

