Grady High School

**2020-2021 COURSE SYLLABUS**

**10th Grade Honors Literature and Composition**

**Teacher: Mr. Alex Wallace Phone Number: (404) 802-3001**

**Room Number: C-231/Virtual Email: awallace@atlanta.k12.ga.us**

**Semester: Fall 2020 Tutorial Days: Thursdays & by appointment**

**Textbook:** [***My Perspectives* (Pearson)**](https://www.savvasrealize.com/index.html#/)  **Tutorial Hours: 3:00-4:00**

**Website:** [**https://awallaceela.weebly.com/**](https://awallaceela.weebly.com/) **Tutorial Location: Zoom/Google Classroom**

**Zoom Link: Mr. Wallace’s Zoom link Google Classroom Code: Depends on the Class**

**Course Description:**

Tenth Grade Literature and Composition is a course study which engages students in a varied exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. The literature provided in this course is organized geographically into four units spanning the globe. Each unit contains an introduction which provides the students with the background information to help make their reading experience more meaningful and a timeline that will assist students in keeping track of major literary and historical events. Through historical, social, and cultural forces students will be able to explain the influences that shape a specific literary period and relate big ideas that target three concepts that can be traced while reading literary works. Each literary work in this course will also incorporate academic vocabulary and writing. Overall, 10th grade Literature and Composition will explore and analyze how literary and historical influences determine the meaning of traditional and contemporary texts.

**Prerequisite: 9th grade ELA**

By the end of this course, each student will have achieved the Georgia Performance Standards of Excellence for *reading, speaking and listening, language, and writing* according to their grade level. These standards can be found on the following website:

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA.aspx>

Additionally, the course will follow the Georgia Program Standards for Gifted and High Ability Learners as listed below.

1. *Advanced Communication Skills*: Learners will engage in diverse and authentic learning experiences which will allow them to develop and apply innovative oral, written, visual, and nonverbal communication skills across disciplines.
2. *Creativity (CRT):* Learners will generate and/or produce items, ideas, and solutions using creative thinking skills.
3. *Creative Problem Solving (CPS)*: Learners will insightfully evaluate a variety of problems and arrive at innovative conclusions.
4. *Leadership (LEAD):* Students will develop an awareness of leadership skills, analyze and evaluate components of leadership, and demonstrate an effective leadership style.
5. *Higher Order Thinking Skills (HOTS)*: Learners will analytically critique a system or set of complex ideas, utilizing logic and reasoning skills in novel ways, to create and/or modify knowledge.
6. *Global Citizenship (GCZ):* Learners will develop an awareness of global cultures, connections and issues in order to become actively engaged citizens of the world, with respect for differing values and goals.
7. *Advanced Research Skills*: Learners will gather, decipher, and deter mine credibility of information from a variety of sources and integrate information through analysis of content.
8. *Social Emotional Learning (SEL)*: Learners will develop an understanding of their unique social emotional needs as a gifted learner and develop their coping and social interaction skills.

**Course Outline:**

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| Week 1: | **Unit One: Inside the Nightmare-*The Fall of the House of Usher*** |
| Week 2: | **Unit One: Inside the Nightmare- *The Fall of the House of Usher*** |
| Week 3: | **Unit One: Inside the Nightmare- *The Fall of the House of Usher*** |
| Week 4: | **Unit One: Inside the Nightmare- *The Fall of the House of Usher*** |
| Week 5: | **Unit One: Inside the Nightmare- *The Fall of the House of Usher*** |
| Week 6: | **Unit Two: Outsiders and the Outcast- *Life of Pi*** |
| Week 7: | **Unit Two: Outsiders and the Outcast- *Life of Pi*** |
| Week 8: | **Unit Two: Outsiders and the Outcast- *Life of Pi*** |
| Week 9: | **Unit Two: Outsiders and the Outcast- *Life of Pi*** |
| Week 10: | **Unit Two: Outsiders and the Outcast- *Life of Pi*** |
| Week 11: | **Unit Three: Extending Freedom’s Reach- *Night*** |
| Week 12: | **Unit Three: Extending Freedom’s Reach- *Night*** |
| Week 13: | **Unit Three: Extending Freedom’s Reach- *Night*** |
| Week 14: | **Unit Three: Extending Freedom’s Reach- *Night*** |
| Week 15: | **Unit Four: All that Glitters-*Things Fall Apart*** |
| Week 16: | **Unit Four: All that Glitters-*Things Fall Apart*** |
| Week 17: | **Unit Four: All that Glitters-*Things Fall Apart*** |
| Week 18: | **Unit Four: All that Glitters-*Things Fall Apart*** |

**Evaluation and Grading:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Components** | **Weights** | |  |  | | --- | --- | | **Grading Scale** | | | **100-90** | **A** | | **89-80** | **B** | | **79-70** | **C** | | **69-0** | **F** | | **Not Evaluated** | **NE** | |
| **Online Classwork and Participation** | **35%** |
| **Homework** | **10%** |
| **Quizzes** | **15%** |
| **Tests/ Writing Assignments/ Performances** | **25%** |
| **Projects** | **15%** |
| **TOTAL** | **100%** |

# **Campus Portal for Parents and Guardians:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **Required Materials:**

Electronic device with internet access.

## School-wide Behavioral Expectations: Be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

All virtual and hybrid classes will be held on zoom.us. The google classroom will include the link for your specific class.

## Classroom Expectations:

●Come prepared with all required materials and due assignments.

●Be present. This includes class participation, active listening, and limiting the use of phones

●Have respect. Students should treat others as they would like to be treated.

●Be on time. Students should be on time and logged into zoom before class is set to begin.

**LATE ASSIGNMENTS:**It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment.  ***All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods.  The deadlines for missing assignments are as follows:

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| --- | --- | --- |
| **One credit courses August 2020 through January 2021** | | |
| Part A  (first semester):  8/24-10/23 | Midpoint: 9/23 | Deadline 9/21 for assignments 8/24-9/18 |
|  | Deadline 10/14 for assignments from 9/21-10/9 |
| Part B  (second semester): 10/26-1/15 | Midpoint: 12/2 | Deadline 11/16 for assignments from 10/14-11/13 |
|  | Deadline 1/5 for assignments from 11/16-12/18. |

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| **One credit courses January 2021 through May 2021** | | |
| Part A  (first semester):  1/19-3/19 | Midpoint: 2/18 | Deadline 2/8 for assignments 1/19-2/5 |
|  | Deadline 3/8 for assignments from 2/8-3/5 |
| Part B  (second semester):  3/22-5/26 | Midpoint: 4/28 | Deadline 4/19 for assignments from 3/22-4/16 |
|  | Deadline 5/17 for assignments from 4/19-5/14. |

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.*

***Late assignments will be assessed a 20% penalty.***

**MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on tests when they scored 69% or below. There will be only one reassessment opportunity on tests. This reassessment will be a newly generated teacher assessment and the reassessment score **will replace the original score.**

*For classes with content on Edgenuity*:  If the student has not demonstrated mastery of the content during the reassessment opportunity, the student will be assigned Edgenuity.  The student must take the assessments in a teacher-proctored environment.

**For Advanced Placement classes** Reassessment opportunities are available for all students on formative assessments/quizzes only due to College Board requirements. There will be only one reassessment opportunity on assessments. This reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score. Reassessment can occur during the class period, tutorials, and/or lunch-and-learn sessions (at the teacher’s discretion)

**School-wide Expectations**:

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**For additional help, Tutor ATL info:** [**https://tutoratl.org**](https://tutoratl.org)

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
* Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an assistant principal of serious problems that are affecting classroom performance.
* Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: A high-performing school where educators inspire, families engage and students love to learn.

**Our Mission**: Every student will graduate college and career ready with a dedication to community involvement and service.

**Our Motto**: Individually we are different; together we are Grady.

**Grady Graduate Profile (5 Cs)**: Creative, collaborative, critical thinker, communicative, and a good citizen.

**For Mental Health Crisis you may call the Georgia Crisis & Access Line at 1-800-715-4225.**

**Resources:**

**https://suicidepreventionlifeline.org/**

**https://namiga.org/georgia-crisis-and-access-line/**

**https://www.crisistextline.org**

**See Something Say Something Anonymous Line: 1-844-5-SAYNOW**

**School Counseling Site for Resources/Documents:** [**https://www.atlantapublicschools.us/Page/46013**](https://www.atlantapublicschools.us/Page/46013)





**Receipt of Syllabus**

**Course Name: 10th Grade Literature and Composition (Honors)**

**Teacher Name: Mr. Wallace**

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***Student Signature* *Parent/Guardian Signature***

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***Date* *Date***