

Miss. Leah Fonseca

Room: 208 (2nd floor)

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SAP: Wednesday and Friday 2:00-2:25

## Long Branch High School English 10 Syllabus

**Course Description:** The primary focus of this course is placed on developing students' primary English skills while studying a variety of authors and genres. Students will engage in the writing process through explanatory, analysis, narrative, and argumentative writing tasks. Students continue to develop speaking and listening skills as they participate in debates, Socratic Seminars, and delivery of formal presentations.

### Course Goals:

- Paraphrase, summarize, and cite textual evidence from various pieces of literature.
- Identify the topic, purpose, and audience of a literary work.
- Identify and analyze characterization, imagery, and themes presented in a literary work.
- Discussions centered around literary works that focus on finding Identity and Mental Health Disorders

**Participation:** Participating is key to my class. In order to facilitate conversations about the novels and writers, students are expected to voice their opinions or discuss with other students the goals and objectives of the day's lesson. Below is a breakdown of how I explicitly grade participation and how it will appear in Genesis:

- Outstanding - 100% → (completes class work, never head down, takes notes, adds to classroom conversation)
- Satisfactory - 80% → (completes class work, never has head down, takes notes)
- Underachieving - 60% → (on phone, head always down, always going to bathroom, not turning in class work)

**Grading:** Grades are divided into three categories and each category is worth a different percentage of the overall grade. Below is a breakdown of how each category is weighted and named within the gradebook, which is available for you to see through Genesis.

Level 1 Assignment Weight: 20% of the Marking Period Grade
Level 2 Assignment Weight: 30% of the Marking Period Grade
Level 3 Assignment Weight: 50% of the Marking Period Grade

**Materials Covered:** Sophomore English provides students a variety of different pieces of literature from different genres and places. The goal is to have the sophomore class see that there are copious styles of writing that can foster rich discussions. Below is a breakdown of what will be focused on for each unit. Each unit will have a unit test as well as various writing assignments and one main essay.

- Unit 1 Short Stories from various different authors
- Unit 2 Poetry
- Unit 3 *Perks of Being a Wallflower* by Stephen Chbosky
- Unit 4 *Julius Caesar* written by William Shakespeare or TBD

**Expectations:** Students will be treated like young adults in the classroom. They will be expected to come to class prepared. I suggest using one folder and one notebook to keep track of work and notes for this class. Students need to come to class on time as well as be active with each lesson. Disregard for these expectations will result in needed consequences. Consequences can be a call home, a meeting with the student facilitator, a meeting with the academy principal and if needed, a write up.