



San Leandro High School
10th Grade English 2019 – 2020
Ms. Brandon – Room 231
jbrandon@slusd.us
(650) 757-2877



Dear Parents, Guardians and Family Members of San Leandro High School:

I am extremely honored to have your son/daughter in my classroom. I will facilitate and inspire your student's development of English Language Arts content to awaken the genius already present inside of them. I will co-create a classroom community that is safe for ALL students to express themselves using academic language while engaging with a rigorous curriculum.

*As your child's teacher, it is my duty and responsibility to provide them with a quality education that will academically challenge and expand their knowledge to greater heights. In doing so, it is **essential** that your son/daughter have internet access readily available to them. Please contact me as soon as possible if you need alternate accommodations.*

Using their Google drive accounts, students will be able to complete classwork online. This is also a great way for me to communicate with students and families outside of school hours. Students will frequently use www.quizlet.com, www.classroom.google.com, and www.storybird.com to blend our learning of technology with English Language Arts content. I have high expectations for all students and I am confident that your son/daughter will meet and/or surpass my goals for their academic, social, and emotional learning achievements for this school year. The journey is not always easy, but trust that they will leave this class at the end of the year more academically prepared for college and beyond.

I firmly believe that your child's education is a team effort. By working together, your child will have the support and foundation in place in order for them to have a successful school year. Please feel free to contact me with any questions or concerns at jbrandon@slusd.us or via phone at (650) 797-2877.

With Appreciation,

Ms. Joya Brandon

10th Grade Social Justice English Language Arts Course Outline:

Throughline for the year: How can we effectively transform our concept of language to empower our communities?

All curriculum is aligned to the [California Department of Education content standards](#) and the [Teaching Tolerance Social Justice Standards](#).

Content:

| | Formative Assessments | Summative Assessment | Arts Integrated Assessments |
|--|--|------------------------------|---------------------------------------|
| Unit 1 – Building community: Who creates the rules? Text: Course Reader | Annotations, text-dependent analysis, intrinsic and extrinsic summaries and reflections, vocabulary word study, literary devices, self-assessments | W.R.A.P. argumentative essay | 2 Voice Poems |
| Unit 2 – Questioning Heteronormative Identity: Fluidity of Language Text: <i>The 57 Bus</i> by Dashka Slater (pilot) & selected articles from our reader | Text-dependent analysis, intrinsic 5 x 5 journal entries, vocabulary word study, Socratic Seminar, jigsaws, self-assessments | Synthesis Essay | Character Body Biographies |
| Unit 3 – Rhetoric: Language as a tool of power Text: <i>Animal Farm</i>, by George Orwell, <i>Fahrenheit 451</i> by Ray Bradbury & selected articles from our reader | Rhetorical device triangles, text-dependent analysis, vocabulary word study, character mapping, self-assessments | Fan Fiction Essay | Fan Fiction Movie Trailer |
| Unit 4 – Disrupting the Master Narrative and challenging the single story: Using language to incite radical healing Text: Student selections from the 10th-grade SLHS book list & | Literature group peer to peer consultations, Connect, Feel, Care reflections, self-assessments | W.R.A.P. argumentative essay | Character Tableaus; Author’s Chair |

| | | | |
|---|--|--|--|
| <i>selected articles from our course reader</i> | | | |
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Required Classroom Readiness:

- One spiral notebook or one composition book
- Book/Novel for independent reading
- Pencils/pens, 2 highlighters, 1 pair of headphones

How learning is assessed:

- 4 = Surpassing Grade Level Standards
- 3 = Grade Level Standards Met
- 2 = Developing Grade Level Standards
- 1 = Approaching Grade Level Standards
- 0 = Missing and/or Incomplete

Course Assignments

- Summative Assessments: Essays & Projects - 50%
- Formative Assessments: Classwork – 40%
- Formative Assessments: Homework – 10%

Classroom Norms: Respect yourself, your fellow scholars, and our classroom.

- NO oppressive language
- Be in solidarity: commit to working together as a learning community
- One Mic, One Voice
- Be prompt, prepared, and productive

Attendance & Late Work: Opportunities to learn only occur when students are present, prepared, and focused. We will cover a great deal of material in class, so attendance is mandatory. Students will receive **5 points** off of any assignments turned in late, without a viable excuse, and students will have 2 days to complete any missing assignments on a **case by case basis**. Please notify me by email or by telephone in an event of your son or daughter’s absence. All grades for late work will be entered at the end of the quarter.

Academic Integrity

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. All written assignments will be checked for plagiarism. If plagiarized work has been turned in, students will receive a zero for that given assignment and must redo the assignment using their own words and phrases. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

‘R’ Rated Content: Over the course of the year, some of the ELA content, movies, poems, and text, may fall under the category of rated “R.” If you wish for your son or daughter be excluded from such content, please indicate this below. I am more than willing to create alternate assignments for students if and when these exclusions apply.

I want your child to have a successful year in English Language Arts. With this in mind, this signature sheet is an attempt to not only familiarize your child with the structure of our classroom but you as well. I welcome any questions to help clarify my policies. Please read and sign the slip below and return it as soon as possible.

Respectfully,

Ms. Brandon

I have reviewed and acknowledged the expectations of my child’s 10th grade **English** Period: _____

Printed student name: _____

Printed parent name: _____

Parent signature: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

I would like my son/daughter to receive an alternative assignment when Rated ‘R’ content is used.