



## English 10 Syllabus

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<http://mshayes.org>

Welcome to the new school year at Manzano High School! I am excited to have the opportunity to work with you this year, and I look forward to learning more about you. Together we will work toward furthering your education and ensuring your success in English 10. You will be expected to work to the best of your ability and behave in a courteous and respectful manner at all times. By working together, I am certain we will enjoy a challenging and rewarding school year!

### Materials Needed for the Class

#### Textbook

*Prentice Hall Literature: Language and Literacy Grade 10* published by Pearson

#### Course Novels

We will read the three texts below throughout the year:

- *Othello* by William Shakespeare
- *Fahrenheit 451* by Ray Bradbury
- *The Pearl* by John Steinbeck
- *The Things They Carried* by Tim O'Brien

While all of the texts are available to checkout from the bookroom, I suggest you purchase your own copy of the novel so you may annotate directly into the book. You may also download digital copies of the novels to your electronic reading device such as a smart phone, tablet, or electronic reader. Please note that if you use your electronic device for anything but academic purposes, it will be confiscated and turned into the office in accordance with school policy.

#### Supply List

You are expected to have supplies with you in the classroom at all times. Be sure to replenish supplies as necessary.

- ✓ Folder for returned assignments
- ✓ 3-ring loose-leaf college-ruled notebook paper
- ✓ 1 college-ruled composition notebook **with 100 sheets or more**
- ✓ 2 dark blue or black ink pens
- ✓ 2 red ink pens for grading
- ✓ White out
- ✓ Tape or Glue Sticks
- ✓ 3x3 inch Post-It Notes
- ✓ Green, yellow, and pink highlighters
- ✓ 1 computer flash drive (attach this to your school lanyard and ID so it is with you at all times)

## Notebook

Learn how to set up your notebook at <http://bit.ly/InteractiveNotebooks> (link is case sensitive). Your 100 sheet composition notebook should be divided into six sections:

1. About the Author and Course Info (pgs. 1-6)
2. English Class Notes (pgs. 7-66)
3. Dialectical Journals (pgs. 67-116)
4. Vocabulary (pgs. 117-136)
5. English Class Glossary (pgs. 137-146)
6. Quick Writes and Reflections (pgs. 147-190)

## Assignments

- All assignments are due on the assigned date.
- All assignments must be arranged by date in the appropriate section of your notebook.
- If plan to be absent on a due date, you must make arrangements to turn in your work before the due date.
- *Late work will not be accepted unless the late work procedure is carefully followed.*

# Course Requisites

## Course Description

Over the course of the year, you will engage in reading and writing activities and assessments based on understanding of concepts, summary, identification, and analysis. These skills are traced through the Common Core State Standards, New Mexico End of Course Exam, progress toward high school graduation requirements, and college readiness. This course will prepare you for academic success at Manzano by establishing strong foundational skills necessary to excel in all content areas. You will develop proficiency in reading, writing, speaking and listening; in expressing your ideas about the human condition; and studying the techniques used by published writers both ancient and modern.

## Course Objectives and Addressing Common Core State Standards

*In addition to standards specific to each unit of study, students are expected to practice the following Common Core Anchor Standards daily:*

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-LITERACY.CCRA.L.1](#)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.CCRA.L.2](#)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

You may find a complete list of the Common Core State Standards at [www.corestandards.org/read-the-standards](http://www.corestandards.org/read-the-standards).

### Instructional Methods

I use a wide-variety of instructional techniques to facilitate learning. My lessons are rigorous and fast-paced, yet I have also designed them to meet the needs of all students. My methodologies may include lectures, visual presentations, and class discussions, as well as hands-on approaches such as close reading and annotation, small group activities, research projects, computer-based learning and presentations, and a variety of artistic interpretations of material. Using a variety of methods gives every student the opportunity to be challenged yet successful.

### Technology Usage

Technology will play a major role in your English 10 learning experience. Since I use a lot of web-based educational tools, it will be extremely helpful for you to bring a phone, tablet, or iPod with Internet access to class every day (devices used inappropriately, however, will be confiscated). You will need to access my class website, <http://mshayes.org>, nearly every day, and we will also use the Google Suite such as Google Docs, Google Slides, and Google Drive to type essays, create presentations, and share files regularly.

### Assessments and Grading

Assessments will take a variety of forms in this course. Traditional assessments such as tests, quizzes, and homework will be used in addition to performance-based assessments such as projects, presentations, and group work. This variety of assessments will allow you to demonstrate your strengths while working toward academic success. Grades will be based on a percentage system using the traditional scale:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59% and below	F

Assessments may also be graded on a proficiency scale, and you may see these proficiency scale score codes in StudentVue or ParentVue.

Proficiency Level	Code	Percentage	Letter Grade
Advanced	A	100%	A
Almost Perfect	AP	99-90%	A
Proficient	P	89-80%	B
Nearing Proficient	NP	79-70%	C
Beginning Steps	BS	69-60%	D
Incomplete	I	59% or lower	F
Absent	AB	0% unless otherwise noted	F
Missing	M	0% unless otherwise noted	F
Excused	Ex	Does not affect the final grade.	N/A

Parents and students are often confused by the absent and missing score codes when they appear on StudentVue.

An absent score code means the student was either absent the day the assignment was due or the day it was assigned. If there is a grade next to the absent score code higher than zero, that means the student made up the missing assignment.

A missing score code means the student was present when the assignment was assigned and collected, but he/she did not turn in the assignment when it was due.

An incomplete score code means the student turned the assignment in, but it was not complete enough to determine the student's proficiency level towards the targeted standard.

In addition to class assessments, you will also be required to take state and district mandated assessments. More information about the assessments will be provided as the year progresses.

### **Course Agenda and Description**

\*Please note that this is a tentative outline of this course and may be changed as deemed necessary by the instructor\*

#### *Grading Period: 1<sup>st</sup> 6 Weeks*

We will begin the year with a heavy focus on writing. You will learn how to vary your sentence structure, how to write strong eleven-sentence paragraphs, and how to cite, embed, and analyze quotes into your writing. This unit will end with a critical analysis paper in which you will use research, analysis, and persuasion to demonstrate the progression of your writing skills.

#### *Grading Period: 2<sup>nd</sup> 6 Weeks*

The bulk of this grading period will revolve around *The Pearl* by John Steinbeck. You will continue developing your writing skills with a series of short literary analysis writing assignments as well as with longer writing assignments. This grading period will culminate with a narrative writing project in which you write and analyze your own allegory to be shared with a group of your peers.

#### *Grading Period: 3<sup>rd</sup> 6 Weeks*

We will conclude the first semester of your freshman year by reading *Othello* by William Shakespeare. While reading the play, you will keep a director's notebook which will further enhance your understanding of narrative and dramatic writing. Your fall final exam will require you to use all skills taught throughout the semester.

#### *Grading Period: 4<sup>th</sup> 6 Weeks*

The fourth six weeks will fast forward from the time of Shakespeare to the time of the Vietnam War to explore concepts such as mental illness, morality, and war as we read *The Things They Carried* by Tim O'Brien. While this is a narrative text, we will use it as a basis for argumentative writing. You will select a social issue affecting modern day Americans and give an in-class speech supporting your stance on the issue.

#### *Grading Period: 5<sup>th</sup> 6 Weeks*

The bulk of testing will occur during this grading period, so expect the bell schedule to be heavily modified. If time allows, we will start reading *Fahrenheit 451* in order to explore how Bradbury has combined different writing styles to create a piece of satire and criticize societies shortfalls.

#### *Grading Period: 6<sup>th</sup> 6 Weeks*

We will wrap up the year by considering the common themes of *Fahrenheit 451*, *The Things They Carried*, *Othello*, *The Pearl*, and various poems and short stories read throughout the year. You will then create a culminating project that explores the concepts of two of the four texts and combines at least two of the different writing styles studied throughout the year. Project proposals will be due the first week of May.

### **Resources**

Manzano School Website: <http://manzano.aps.edu>

Ms. Hayes' Class Website: <http://mshayes.org>

The Purdue Owl Online Writing Lab: <https://owl.english.purdue.edu/owl>

Information about the PARCC assessment: <http://www.parcconline.org/parcc-assessment>

The Common Core State Standards: [www.corestandards.org/read-the-standards](http://www.corestandards.org/read-the-standards)

## Course Expectations, Policies, and Procedures

### Expectations

Take responsibility for your own learning by mastering these skills:

1. *Attend class and actively participate.*

- ✓ Complete assignments and homework on a daily basis
- ✓ Track grades using ParentVue or StudentVue
- ✓ Verify grades posted in the classroom

2. *Listen, read, and follow directions*

- ✓ Listen carefully
- ✓ Read directions thoroughly
- ✓ Answer questions completely

3. *Use your calendar and notebook as organizational tools*

- ✓ Record assignments in your calendar on a daily basis
- ✓ Keep all graded work in an English binder or folder

4. *Write using complete sentences and show your work*

- ✓ Because this is an English class, you are expected to use Standard English for all assignments

5. *Turn assignments in on time*

- ✓ Late work will not be accepted!
- ✓ Follow proper procedures for obtaining make-up work in class

6. *Work to learn!*

### Attendance/Tardy Policy

When the final bell for class rings, you must be in the classroom. I strictly follow the published MHS attendance policy. If you reach the maximum number of unexcused absences/tardies under the policy, I will notify administrative personnel for a parent conference or WF from my class.

### Missed Assignments/Exam Procedure

Whenever you are absent, send me a quick email letting me know that you will not make it to class. Usually, I can send you the makeup work on the same day of your absence so you do not fall behind. If you will be absent from school for two or more days, your parent or guardian should notify the school so that other assignments may be collected and sent to you at home. It is your responsibility to inform your teachers that you will be absent and to request any and all make-up work.

You must make up work when you have been absent. Tests and quizzes must be made up the day you return from being absent either before school, at lunch, or after school. If not made up upon your return, you will receive a zero.

**NO LATE WORK WILL BE ACCEPTED!**

Once you have returned to class, all make-up and alternative assignments must be completed within the number of school days equal to or less than the number of school days you have been absent.

### Class Participation

All students are expected to take an active part in the learning environment of the classroom. This means coming to class on time, being prepared to learn, and working cooperatively with your peers. The more you participate, the more you will learn!

## Academic Dishonesty

Academic dishonesty will not be tolerated. Any attempts to plagiarize or cheat will result in the automatic loss of credit for all students involved. Additionally, parent contact and a referral to the administration are options that will be used at the teacher's discretion.

## Communication

The best way to contact me is by email, however you may also call me at the school at (505) 559-2200 ext. 23413 and leave a voicemail. In an effort to increase communication between you, your parents/guardians, and myself, I will also use the Remind program to send text message reminders directly to your phone. Please note that former students have reported that the app is much more effective than SMS alerts. To sign up to receive the Remind messages, follow these directions:

### Student Alerts

Students, please text your class code to 60321 or (505) 349-8152 to sign up for Remind messages:

- 1<sup>st</sup> Period: @khayes1
- 2<sup>nd</sup> Period: @khayes2
- 3<sup>rd</sup> Period: @khayes3
- 4<sup>th</sup> Period: @khayes4
- 5<sup>th</sup> Period: @khayes5
- 6<sup>th</sup> Period: @khayes6

To receive messages via text, text **@eng10guard** to **81010**. You can opt-out of messages at anytime by replying, 'unsubscribe @eng10guard'.  
 Trouble using 81010? Try texting **@eng10guard** to **(505) 349-8152** instead.

Or to receive messages via email, send an email to **eng10guard@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.

### Parent Alerts



The expectations I have for you are the same as the expectations you will find throughout the APS system, in colleges, other post-secondary educational institutions, social environments, and the workplace. Our goal is to help you acquire skills you can use for a lifetime.

You may contact me by email at [kelly.hayes@aps.edu](mailto:kelly.hayes@aps.edu). Please let me know if you have any questions or concerns.

Thank you,  
 Kelly Hayes

This syllabus is a tentative outline of this course and may be changed as deemed necessary by the instructor.



Ms. Hayes, English 10  
Class Guidelines and Expectations  
2016-2017

Dear Parent/Guardian:

It is imperative that students attend class every day, and it is especially important for parents and guardians to be aware the effect absences can have on a student's ability to receive credit for this class. Some absences are unavoidable because of illness or an emergency, so if your child misses class for any reason, please encourage him/her to get the work that was missed and turn it in the next day. All assignments for the week are posted in the classroom. If the work is not turned in on the day it is due (or within the appropriate amount of time outlined within the absence policy), it will be considered late work and will not be accepted in accordance with the late work policy stated previously.

Students, please sign, detach, and return the signature page no later than Monday, August 15, 2016. The rest of the syllabus will be taped into the first page of your Interactive Notebook for easy reference throughout the semester.

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Student Name (Please Print)	Period	ID Number
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Student Signature	Date
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Parent Name (Please Print)

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Parent Signature	Date
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