

Welcome to Ms. Hayden's English 10 Class!

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I am so excited to start our year together and get to know you! Here is a glimpse of the content of our course. On the next pages, you will find some information about how I operate and what I value!

Yearlong Unit, Questions, and Explorations:

The Power of the Past, The Complications of the Present, The Possibility of the Future:

- What voices have been historically amplified by the field of literature? How is that evolving? How should it evolve further? Is it possible for a text to be timeless?
- How can storytelling deepen our understanding of history, memory, and identity?
- What does it mean to live fully and ethically in the present?
- What might the future hold? How can literature warn us or inspire us about what's to come?

Possible texts:

- *Macbeth* by William Shakespeare
- *Night* by Elie Wiesel
- *Maus I and II* by Art Spiegelman
- *A Raisin in the Sun* by Lorraine Hansberry
- *Feed* by MT Anderson
- *Fahrenheit 451* by Ray Bradbury
- *The House on Mango Street* by Sandra Cisneros
- *Internment* by Samira Ahmed
- *Piecing Me Together* by Renee Watson
- *Mexican Whiteboy* by Matt de la Peña
- *We Are Not From Here* by Jenny Torres Sanchez
- *Patron Saints of Nothing* by Randy Ribay
- *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie
- *I am Not Your Perfect Mexican American Daughter* by Erika Sánchez
- *The Hate U Give* by Angie Thomas
- *Firekeeper's Daughter* by Angeline Boulley

Plus many excerpts, short stories, poems, articles, etc!

Writing: You will engage in many different types of writing! The main goal is to develop a voice appropriate to purpose and audience. Writing is a process and I want you to revise your work when needed. I offer complete grade replacements when you revise your work. I only ask that you attend a brief one-on-one conference about your original work so I can provide specific feedback and so you know exactly how to proceed with the revision.

Some of my goals for you:

- Read and write every day.
- Fall in love with language.
- Take academic risks and try new things.
- Develop a healthy relationship with grades and assessment.
- Take ownership of your learning and your actions.
- Communicate openly with teachers and peers.
- Collaborate with your classmates.
- Change your mind when given new information and perspectives.

Required Supplies: Bring the following materials to class every block:

- Chromebook, charged and ready to go
- Current class texts and handouts
- Pens, Pencils
- English class folder
- A notebook or paper in a binder. Have paper for when you might need it!

Grading and Feedback

- You will receive number grades and written, qualitative feedback on your assignments – both important! Be sure to read through all feedback provided. Most of the time a number grade will make more sense when it's paired with my comments! If there is ever a time when you don't understand your grade, please let me know.
- **Late work:** Time management is an essential part of the learning process. There is a reason assignments are due shortly after instruction. It allows you to showcase your understanding and creates opportunities for authentic feedback. Please turn in your assignments on time. That being said, I will accept late assignments for partial credit. **Assignments over two weeks late cannot earn over a 65.** Please, when you know an assignment will be late, let me know and we can work together. If you have ANY extenuating circumstance (life happens!), communicate with me as early as possible.
- **Participation grades:** I value when students actively participate in their own learning. Admittedly, participation grades can be tricky as they can be seen as subjective. I will demonstrate concrete actions which will help you earn full participation in any activity. Coming prepared with supplies and remaining on task are great ways to start.

Understanding the Gradebook

I will maintain up-to-date records of all your assessments. Please use the gradebook to check in with your own progress, but try to build a healthy relationship with the number you see on the screen or on the tops of your papers. Always do your best, but also know that **you are so much more than your grades!**

I use the “total point” method for your quarterly grades.

Total points earned ÷ Total points available = Final Grade

- Assignments that require more work or depth of knowledge will be worth more points. Prioritize these assignments.
- Please note that at the beginning of each quarter, your grade will be greatly impacted by each assignment because there are not many total points available. As the quarter progresses and you have more assignments, each assignment will have less of an impact on the final grade. When making up work, prioritize assignments that are more heavily weighted.
- Some assignments will receive an ungraded ✓ or an “M” for missing in the gradebook. This is to record attendance or completion/collection of assignments *at the time* they are due.

The New York State English Regents Examination: Part of our job this year is preparing for the New York State English Regents Examination. The three-hour exam has three sections. We will prepare for the exam in an authentic way, as the types of questions on the Regents mirror the types of critical thinking we will do all year. More information to come...

<u>Part One: Reading Comprehension</u> (approx. 60 minutes): Students closely read three texts and answer 24 MC questions. Each test will usually contain one literary text, one poem, and one informational text.	<u>Part Two: Argumentative Writing from Sources</u> (approx. 90 minutes): Students closely read four texts and write a source-based argument, as directed by the task.	<u>Part Three: Text Analysis Response</u> (approx. 30 minutes): Students will closely read one text and write a two-three paragraph expository response. In their responses, students must identify a central idea in the text and analyze how one writing strategy develops this central idea.
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Expectations

- **Language:** Words matter. Racist, sexist, homophobic, xenophobic, or other abusive language will not be tolerated. Language is powerful and we must use our powers for good!
 - The New Paltz Central School District exists to serve all children in our community. We are committed to fostering a cohesive and inclusive culture from Pre-Kindergarten through 12th grade, across all buildings and departments. We affirm and respect every student's identity. This includes, but is not limited to, honoring their preferred name and pronouns.
- **Community:** Think about what that means. What do you need from a community? What can you contribute to a community? We will adhere to the behavior policies from the High School Student Handbook as a starting point.
- **Plagiarism:** Broader than simply copying work, intentional or unintentional plagiarism will always result in a conversation. We will discuss how to revise the work so that it properly gives attribution to the original creator and so that it reflects your own thoughts and ideas. If plagiarism occurs, I expect a complete revision of the assignment, otherwise no credit will be granted. In some cases, I may require an alternative assignment.
 - I have been teaching for a while now. I know what student writing looks like. Moreso, I'll get to know your voice and personality - and I'll be looking for that in the written assignments you turn in. So, the suspected use of generative AI will be handled in the same way as plagiarism. Your original ideas and words, even if flawed, are SO much more interesting to me than robotic perfection. That being said, artificial intelligence does have huge potential when *used correctly* and ethically in the classroom. We will use AI as a tool when appropriate.
- **Absences and Daily Attendance:** Simply put, it is important to be in the room. That's where the real learning, thinking, discussion, and collaboration happens. Be aware of the school attendance policy. When absent, it is your responsibility to make up missed assignments and experience. You must initiate these efforts. Come chat with me or ask classmates. Check the announcement stream on Google classroom, where I post a daily agenda every time class meets.
 - 20 classes missed in a yearlong course is considered "chronic absenteeism"
- **Google Classroom:** Most of your work will be done through the digital platform. Keep up with assignments and due dates. Display appropriate etiquette in private and public comments.
- **Communication:** If you are struggling with an assignment, meeting the expectations of our class, or ANY other issue, please let me know and I will try to help or put you in contact with someone who can help. Talk to me in class, after class, or come find me on your lunch break. I will stay after school each day until 2:45. Alternatively, you can always email me! Communication is so important. I won't know you need help unless you tell me. I've tried, but I can't read minds.

Our New District Cell Phone Policy

Research consistently demonstrates that limiting smartphone usage in schools significantly enhances teaching and learning. A late 2023 Pew Research Center poll revealed that nearly 75% of teachers consider cell phone distraction a major problem in their classrooms. A statewide ban on cell phones will measurably improve the classroom experience for everyone.

Starting with the 2025-2026 school year, Governor Hochul's cell phone policy establishes a statewide standard for distraction-free schools in New York. This policy includes:

- **No unsanctioned use of smartphones and other internet-enabled personal devices on school grounds in K-12 schools for the entire school day ("bell to bell").** This applies to all settings, including classroom time, lunch, and study hall periods.
- All smartphones and internet-enabled devices **must be stored in a student's locker for the entire school day.** This includes the cafeteria, during physical education class, and study halls.

Students who do not adhere to these guidelines will face the following consequences:

- **First offense:** The device will be **confiscated**, and a phone call will be made to the parent. The student can pick up the device from the main office at the end of the school day.
- **Second offense:** The device will be **confiscated**, and a phone call will be made to the parent. The student can pick up the device from the main office at the end of the school day. A **lunch detention** will be assigned.
- **Third offense:** The device will be **confiscated**, and a phone call will be made to the parent. The device must be picked up by the **parent** in the main office at the end of the day. An **after-school detention** will be assigned. Additionally, the student will be required to hand in their device to the main office **each day for 5 weeks.**
- **Continued offenses** will result in additional consequences.

Our Commitment to Your Success!

A distraction-free school environment is achievable and has the potential to profoundly benefit our entire school community. By minimizing distractions, we're creating an optimal learning space where students can thrive, focus, and reach their full academic potential. This policy empowers us all to engage more deeply in lessons, collaborate more effectively with peers, and build stronger relationships with teachers. Your teachers believe in your ability to adapt to these guidelines and embrace an environment where learning is the top priority. The rewards of engaged, successful students and empowered, effective teachers make this effort well worth it, and we're excited to see all that you'll accomplish! Developing these habits of focus and self-management now will also significantly contribute to your success in college and beyond.

Here's my philosophy: When we are together, we should truly be *together*.

And now, a poem, because it's lovely — Small Kindnesses By Danusha Laméris

I've been thinking about the way, when you walk
down a crowded aisle, people pull in their legs
to let you by. Or how strangers still say "bless you"
when someone sneezes, a leftover
from the Bubonic plague. "Don't die," we are saying. 5
And sometimes, when you spill lemons
from your grocery bag, someone else will help you
pick them up. Mostly, we don't want to harm each other.
We want to be handed our cup of coffee hot,
and to say thank you to the person handing it. To smile 10
at them and for them to smile back. For the waitress
to call us honey when she sets down the bowl of clam chowder,
and for the driver in the red pick-up truck to let us pass.
We have so little of each other, now. So far
from tribe and fire. Only these brief moments of exchange. 15
What if they are the true dwelling of the holy, these
fleeting temples we make together when we say, "Here,
have my seat," "Go ahead — you first," "I like your hat."