

Welcome to English 10 - Course Objectives

In English 10 students will continue to expand their study of genres and common themes. There will be an expanded focus on author and purpose, as well as style and voice. Students will compare different works by the same author to gain an understanding of style and voice. In addition, students will compare works by different authors to determine how an author reveals his/her style. At the same time students will work to develop their own style and voice as writers and students of literature. Additionally, and embedded into our units of study, there will be MCAS preparation. Grammar, mechanics, usage, and vocabulary will be studied and will be individualized through written assessments. The writing process will be studied and practiced through the writing genres of composition, critiques, research projects, literary analysis, and creative writing. In our study of literature and practice of writing we will strive to develop critical thinkers.

Overarching Essential Questions in English 10:

- What does literature tell us about the human condition?
 - What factors shape our identity?
 - What is the role and responsibility of the individual in society, especially in regards to race, gender, class, community, and self?
- How does a writer display a distinctive style or voice?
- How do we learn to understand the deeper meaning in literature?

The following is a preliminary list of titles that we will be reading during this course. As a class, students will also be analyzing numerous nonfiction articles from vetted databases and news sources.

Semester 1 - What factors shape our identity?

- **Exploration of family dynamics and its influence on identity - Nonfiction and short story - Memoir selections from *Teen Angst? Nahh!* By Ned Vizzini**

The unit will explore how family dynamics can influence identity in broad ways. Specifically, we will explore short memoirs about family influence on identity. The focus is always on the individual's power to define themselves or the resiliency of the human spirit. Then, with expository writing we will explore the genre form and how it is used to present facts. Throughout the unit there will be text pairings and students will practice writing in these nonfiction forms.

- **Exploration of friendships and their influence on identity - Verse Novel - *Chlorine Sky* - Mahogany L. Browne**

This unit will focus on the conventions of the novel but in a verse form. With modern, relatable characters, the novel will allow us to explore the importance of friendships in the teenage years. Paired literature and discussions will explore the positive and negative influence of friendships. There will be instruction and exploration of style and voice in literature.

- **Exploration of community and place, and its influence on identity - Novel *Animal Farm* - George Orwell - “Lather and Nothing Else” - Hernando Tellez - “Is the Arab Spring Dead?” - Patricia Smith**

*We will explore various nonfiction and short stories to show how a community can both positively and negatively contribute to one's identity. George Orwell's *Animal Farm* will serve as the benchmark text. Using the benchmark text paired with Smith's article about the 2013 Egyptian Revolution students will be guided through a literary analysis essay.*

Semester 2 - What is the role and responsibility of the individual in society, especially in regards to race, gender, class, community, and self?

- **Exploration and analysis of artistic identity - Author Study - JD Salinger's *Nine Stories***

This unit will provide specific study of the short story form. As well as broadly analyzing common themes, characterizations, settings, and conflicts in the works written by one author. In addition, we will explore the unique related biographical information about the author. The students will receive instruction in writing a multi-paragraph literary analysis on more than one work of literature.

- **Exploration and analysis of character and conflict in the modern world - Dramatic Literature - *A Raisin in the Sun* - Lorraine Hansberry**

This unit will focus on the modern character's struggle to maintain their identity and aspirations despite the challenges that are presented by the modern world. The unique historical significance of these conflicts will be presented in paired nonfiction. The themes and conflicts will be comparatively analyzed with 21st century circumstances. Instruction on the conventions of theater and dramatic literature will be delivered.

- **Exploration and analysis of Shakespearian character and conflict - *Hamlet* - William Shakespeare**

This unit will present Shakespearian themes as broad reaching. The characters and the internal conflicts that they face because of their external world will be a focus of analysis. Additionally, we will explore how these individual characters and their decisions are informed by their identity. Comparative analysis will be guided through various pairings of media, and modern literature.

- **Independent Reading (Throughout the year)**

We will assign independent reading throughout the school year, and students will choose books outside of the listed curriculum. We won't know the details of every book students read and refer to this year, and we won't remember the details of all the books we recommend to students. In order to foster a love of reading in the students in class and encourage their development as readers, we will not place a tight filter on what is read in this class, and we are asking for your support in this endeavor. We hope you will talk to your child about what he or she is reading this semester. Because we respect your role as caregivers and the traditions you hold sacred, please email if you have any questions or concerns.

In the beginning of each unit of study schedules of some assignments and readings will be provided. It will be best to plan for foreseen absences, and quickly get caught up from unforeseen absences. These and all posted schedules are subject to change.

Grading

All graded assignments will be posted in the gradebook and labeled according to its type. When necessary and helpful an extended description of the assignment will be included. All assignments will be graded on a points system. If an assignment is important as a reflection of the major themes studied; the more time, effort and/or thought it requires the more points it will be worth. There may be some assignment that will be scaled.

Homework

Some homework assignments will be checked for completion and minimal points awarded. However, some assignments will be collected, graded, and will be worth a greater amount. All homework should be viewed as essential and an extension of our classroom activities. Completing assignments to the best of your ability ensures that you are able to effectively participate in the class.

Class Preparation and Required Materials

All students should arrive in class on time and with all materials that are needed for the day. Students need to come into school with their chromebook charged and ready to go. Midterms and Finals will be cumulative assessments that will require you to be organized with the materials from each unit of study.

Electronics

All student cell phones and personal electronics, including airpods, are required to be placed away and in the secured, assigned pockets. The students can retrieve their electronics at teacher discretion, or at the end of the class period. Refusal to comply will result in administrative intervention.

Make-up work

The easiest way to work towards academic success is to have consistent attendance. There will be in class discussions and group work that will be impossible to replicate. If you are out please check Google Classroom to see what you have missed and stay current with the work. However, if you are out and/or missing work it is important for you students to seek out the teacher to establish a plan.

Extra Help and Availability

It is very important for you to let me know if you are struggling with any unit(s) of study. We are very willing to work with students who are working towards an understanding of new concepts. We are available after school most days, but please do allow 24 hours to schedule an appointment.

Expected Conduct

Please refer to the student handbook for the detailed statement on “academic integrity” It is required and expected that, “All students’ academic work must reflect their own honest efforts. Cheating and plagiarism in any form will not be tolerated.”

Per the WRHS Student Handbook:

All students’ academic work must reflect their own honest efforts. Cheating and plagiarism in any form will not be tolerated. This includes, but is not limited to copying homework, papers, lab reports, quiz or test answers; acquiring or disseminating quizzes or tests before they are administered; or using information from the Internet or other outside sources without proper attribution.

Any student known to have cheated will be subjected to penalties, up to receiving “0” for the work. Possible penalties will be made known to each class by the teacher and will be included in the course syllabus.

Students who collaborate with others in cheating by allowing their papers to be copied or by other means will be subjected to penalties commensurate with their involvement, which may include the student receiving “0” for the work or suffering significant grade reduction.

While AI has been a fixture in modern life for many years, it has recently become imperative that the high school set expectations and parameters for its use. While traditional forms of AI can be used in a positive manner to increase efficiency, the aim of this new policy is to limit and control the use of generative AI. Generative AI, such as ChatGPT, is able to produce content (written, audio, visual) which bypasses the creative functions of its users. Similar to the school’s policy on plagiarism, students at WRHS are responsible for submitting their own work, displaying their own understanding, knowledge and creativity. Like with plagiarism, teachers will be monitoring the use of AI within their classroom and student work. **It is the responsibility of the student to prove that AI was not used** by showing the evolution of their work through outlines, drafts, editing, proper citations, etc. If the student admits to using AI or cannot sufficiently defend the authenticity of their work, the consequence will be the same as plagiarism.

In all cases, the principal or the class administrator along with the department head and teacher will be informed about both the incident and the penalty imposed, and the parent/guardian will be notified. The administration reserves the right to impose other penalties up to and including removal from the course, removal from honor societies, and loss of eligibility for scholarships with “honor” as criteria.

Within the classroom there are two simple expectations:

- 1. RESPECT**
- 2. EFFORT**

These expectations apply to **all** individuals, their beliefs, and possessions within our classroom community.

Contact

Please utilize the powerschool parent login to review your grades, and ask questions if you are confused by what you see there. We utilize Google Classroom. **Parents and guardians can join Google classroom and stay more informed on the work that is owed and student progress. In order to join go to classroom.google.com and “join” the class with the code: **zqclfxfn****

The most effective way to contact me is through email. If you would like to talk on the

phone please email us the best times to call you and we will return the call to you.

melissa_zingarella@wrsd.net

joseph_fusco@wrsd.net

English 10 CP Syllabus Acknowledgement

Please acknowledge that you have read and reviewed the posted syllabus for English 10 CP in Mr. Fusco and Ms. Zingarella's Google Classroom. Any parent or guardian who would like to be added to the google classroom can email us directly for a link or use the class code that is included on the syllabus.

Joseph_Fusco@wrsd.net

Melissa_Zingarella@wrsd.net

Thank you and please sign and date below with the student's name and parent and/or guardian's signature.

Student (please print name):

Parent and/or Guardian signature:

