

English 10-3 (2025-'26) Syllabus

Welcome to English 10-3! Some say that language is a “third eye” that shapes how you see and think about the world. In this class, we’ll practice using our “third eyes” to see and describe ourselves and the world around us through reading, writing, viewing and discussing a range of books, movies, stories, and current events.

We will read full-text books, short stories, articles, poems, plays, and essays. We will discuss with partners, in groups, and as a whole class. We will do projects. We will play games. We will have quizzes about vocabulary, literary terms, and grammar that you need to know for 11th grade. Throughout all of it, my wish is that you come to my room every day awake and alert with an open mind and a calm heart.

Let’s work hard, have fun, and make this the best year ever!



Will Shoemaker
(603) 536-1444 ext. 3110
wshoemaker@pemibaker.org
Room 311

CURRICULUM OVERVIEW

QUARTER 1

Reading: Short fiction, nonfiction, & Tara Westover’s *Educated*

Writing: Persuasive personal narrative, autobiographical incident essays

QUARTER 2

Reading: Short readings & Steinbeck

Writing: Persuasive, argumentative, & research essays

QUARTER 3

Reading: World literature & Orwell

Writing: Analysis & supporting a generalization essays

QUARTER 4

Reading: Nonfiction, fiction, drama, & Elie Wiesel’s *Night*

Writing: Research paper, movie review, & persuasion essay

Course pacing and books are subject to change. For the most up-to-date information, check Google Classroom.

LIST OF TEXTS

Elements of Literature: Fourth Course with Readings in World Literature

Holt, Rinehart, and Winston

Educated

Tara Westover

The Pearl

John Steinbeck

Animal Farm

George Orwell

Night

Elie Wiesel

Note: The list of readings may change as the year progresses.

ELECTRONIC RESOURCES



Google Classroom

Join our Google Classroom to view daily classwork and homework tasks.



Quizlet

Use Quizlet to review vocabulary and literature terms throughout the year.



How We Will Use Digital Resources

Classwork and homework will be posted to Google Classrooms. Additionally, we will have an ongoing study deck on Quizlet throughout the year, with occasional quizzes on the deck. Quizzes are cumulative, meaning they include terms from earlier in the year. This means that even at the end of the year, quizzes will still have questions from the beginning of the year. Students should periodically (two to three times a week, or as needed) review the Quizlet study deck in preparation for quizzes.

Required Materials

Bring these to class every day.

CHROMEBOOK: Make sure it’s charged!

PEN/PENCIL: Pen is preferred because ink is clearer and doesn’t fade as easily.

ASSIGNED BOOKS: For those weeks when we are reading full-length books.

Textbook stays in the classroom.

Classroom Expectations

1. Help others.
2. Treat people, room, & texts with respect.
3. Communicate politely & respectfully.
4. Show up on time. Multiple tardies will result in an after-school meeting.

Behavioral Consequences

Positive, respectful participation is vital to success. For disruptive behavior, there will be consequences:

1. Warning
2. Change in seating
3. After-school meeting
4. Detention/administrative involvement
5. Parent conference/Mr. Cleary

GRADING CRITERIA

There will be two main types of grades: formative (lower point value) and summative (higher point value).

Formative assessments (lower point values):

- Reading quizzes/questions
- Vocabulary quizzes
- Kahoot!/Gimkit/Blooket assessments
- In-class discussion/participation/pair work
- In-class writing tasks
- "Bell-ringer" work and "exit tickets"
- Drafts of essays/writing assignments
- Peer editing sheets, writing reflections
- Other classwork/homework assignments

Summative assessments (higher point values):

- Unit exams
- Vocabulary/grammar exams
- Final drafts of writing assignments
- Debates and formal Socratic seminars
- Presentations
- Projects

Homework and Make-up Work:

Failing to complete homework and writing assignments translates to lack of preparation for class the next day and will result in that assignment receiving a lower score. Homework and classwork assignments are building blocks for summative assessments, so completing them (even if it is not for full credit) is important and will help to ensure you are prepared for the summative assessment for the unit; therefore, it is strongly encouraged.

Submitting an essay or project late will result in loss of points as outlined below:

1 day late → grade cannot exceed 80%

1 week late → grade cannot exceed 60%

2 weeks late → grade cannot exceed 50%

If there are extenuating circumstances that preclude you from completing the homework/essay, please communicate with me immediately.

Grading and Assessments

Reading/Book Projects: 30%

Formal Writing Tasks: 30%

In-class Discussion/Writing: 20%

Vocab/Literature Terms/Grammar: 20%

Mid-year Exam - 10% of year grade

Final Exam - 10% of year grade



PRHS VISION OF THE GRADUATE: PRIDE & TRADITION

Pride and tradition, two cornerstones in the foundation of our school culture, are a legacy from our past and a vision for our future. Plymouth Regional High School is committed to preparing students to become productive and engaged citizens in a global community. Therefore, in addition to acquiring a core body of knowledge through local curriculum that reflects state and national standards, all students will develop the following skills and dispositions.

Practical Skills and Personal Growth

- *Develop viable skills that support success in the workforce*
- *Become a self-directed and adaptable lifelong learner*
- *Pursue interests and passions*
- *Reflect on successes and failures with resilience, tenacity, flexibility and perseverance*

Responsibility and Respect

- *Demonstrate responsibility for one's own mental, physical and financial wellness*
- *Take ownership for learning and behavior*
- *Show reliability for tasks, time and ideas*
- *Exhibit honesty, integrity, empathy, fairness and respect*

Innovation and Critical Thinking

- *Explore and design innovative solutions to complex and authentic problems*
- *Engage in creative expression*
- *Think creatively to transfer knowledge and apply skills to new situations*
- *Critically interpret, analyze, synthesize and apply information*

Diversity and Awareness

- *Value diverse opinions, ideas and abilities*
- *Recognize and respect other cultural perspectives*
- *Engage in new experiences to gain awareness*
- *Demonstrate civic, social, environmental and global responsibility*

Engagement and Communication

- *Impact the community positively through service and/or leadership*
- *Collaborate effectively to produce a unified product*
- *Speak and write for authentic purposes*
- *Listen actively for understanding*

I hereby acknowledge that:

- The student is aware of the terms outlined in this document.
- The student is responsible for submitting all assignments as scheduled and for proactively seeking the teacher's support if the student is unsure of how to complete assigned work, or if the student was absent.

Your Name _____

Parent/Guardian Name _____

Your Signature _____

Parent/Guardian Signature _____

