



English 10

Mrs. Kelly Dutro, Room K212

(505) 559-2200 ext. 23413

kelly.dutro@aps.edu

mrsdutro.org

Welcome to the new school year and welcome to 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

Springboard English Language Arts Grade 10 Common Core Edition

Course Novels

We will read the two texts below throughout the year:

- *Othello* by William Shakespeare
- *Fahrenheit 451* by Ray Bradbury
- *The Things They Carried* by Tim O'Brien
- *Lord of the Flies* by William Golding

While all of the texts are available to checkout from the book room, 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 smartphone, 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.

- A variety of pens in different colored ink
- Pencils to have on hand in class every day
- White out
- Tape or Glue Sticks
- 3x3 inch Post-It Notes
- Green, yellow, and pink highlighters

- 1 computer flash drive (only required if you do not have access to Google Drive at home)

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 and career 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.

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 everyday (devices used inappropriately, however, will be confiscated). You will need to access my class website, <http://mrsdutor.org>, nearly every day, and we will also use the Google Suite such as Google Classroom, Google Docs, Google Slides, Google Sheets, and Google Drive to type essays, create presentations, and share files regularly.

The district has already created Google for Education accounts for every APS student which can be used with the entire Google Suite. Please note, however, that while students can use these accounts with Google Classroom, Google Drive, Google Docs, Google Slides, and Google Sheets, the email function has been disabled.

To access your Google for Education account, please use the following login criteria:

Username: studentID@aps.edu (ex: 123456789@aps.edu)

Password: Whatever password you use to access StudentVue

If you are unable to log in to StudentVue, you may contact the office or myself for a password reset.

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 assessment 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

Proficiency Level	Code	Percentage	Letter Grade
Exceeded Expectations	EE	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

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- 6 Weeks

We will begin the year with a heavy focus on writing and poetry. In addition to reviewing how to vary your sentence structure, write strong eleven-sentence paragraphs, and cite and embed quotes into your writing, we will also experiment with the creative uses of appositive, participial, and absolute phrases. This unit will culminate with a poetry challenge in which you will write a poem using *only* the phrases listed above.

Grading Period: 2- 6 Weeks

The bulk of this grading period will revolve around Shakespeare's *Othello*. In addition to studying the tragic hero archetype, you will also 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 creative analytical portfolio.

Grading Period: 3. 6 Weeks

We will conclude the first semester of your sophomore year by analyzing the relationship between human nature and animal instinct within *Lord of the Flies*. You will spend the last three weeks of the semester developing a thematic demonstration to present to the class as your final project for the semester. This will include a common theme between the texts we've read as a class and a collection of five modern sources.

Grading Period: 4. 6 Weeks

The fourth six weeks will begin with *The Things They Carried*. We will continue our study of the hero by comparing and contrasting the tragic hero, the antihero, and the traditional hero archetypes. The unit will end with a five-paragraph literary analysis essay in which you use outside sources to support your analysis of the three archetypes.

Grading Period: 5. 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 begin reading *Fahrenheit 451* by Ray Bradbury. We will continue our study of heroic qualities and what contributes to the perception of a hero, while also introducing the final project.

Grading Period: 6. 6 Weeks

We will wrap up the year by applying what we have learned about heroism and how to apply these qualities to everyday life and issues within our community. The project will allow you to focus on how to change others' perceptions of yourself and will require you to actively work towards changing a specific issue within our community. Finally, you will present your project to the class as a display that includes a brief data-driven description of your selected social issue, an iMovie trailer, a reflection explaining how your service work fits the qualities of a hero as discussed in class, and how you plan to continue promoting social change.

Resources

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

Mrs. Dutro's Class Website: <http://mrsdutro.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

Course Expectations, Policies, and Procedures

Respect Yourself

- Honor your learning experience by always being prepared, on time, focused, and confident.
- Maintain a growth mindset and don't fall into the trap of a fixed mindset. If something is difficult, remember that it will get easier with dedication and perseverance.

Respect Your Environment

- Keep the classroom clean and organized by always picking up after yourself. Don't write on desks, and put your supplies away where they belong.

Respect Your Peers

- Everyone learns differently. Always honor their need to learn by being quiet when it is time to be quiet, stay on task during group assignments, and contribute your ideas to group discussions.

Respect Your Teacher

- Remember that your teacher is on your side. All assignments and activities have been designed to prepare you for whatever life throws at you. Don't interrupt lessons, and remember that your teacher will always try to do what is best for the whole group.

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.

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:

Please text the appropriate code to 81010 or (505) 349-8152 to sign up for Remind messages:

4th Period: @kdutro4

6th Period: @kdutro6

Parents: @eng9guard

If you would prefer to receive your remind messages through the app rather than through SMS, simply search for Remind in your app store.

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.dutro@aps.edu. Please let me know if you have any questions or concerns.

Thank you,
Kelly Dutro

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

Mrs. Dutro, English 10
Class Guidelines and Expectations
2017-2018

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 Friday, August 18, 2017.

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