



10th grade ELA Syllabus

Contact information

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Year long Essential Question: *How does literature allow us to see our personal lives and experiences as part of the larger human experience?*

In Semester One, we will address our Essential Question through the world that we live in.	
<p>Unit One, This I Believe: Analyzing, crafting, and performing narrative essays</p>	<p>Major Assessments: Reading: Analysis of “This I Believe” speech with focus on writer’s craft and narrative structure</p> <p>Writing: “This I Believe Essay”</p> <p>Speaking: Performance (live or recorded” of “This I Believe” essay</p>
<p>Unit Two, Voices of Change: Analyzing, crafting, and performing political/social speeches.</p> <p><i>This unit is taught in partnership with the Atlantic Theater Company.</i></p>	<p>Major Assessments Reading: Rhetorical analysis of contemporary speeches</p> <p>Writing: Political/social speech Literary Abstract, rhetorical devices</p> <p>Speaking: Performance of political speech</p>
<p>Unit Three: Memoir, “A Long Way Gone” by Ishmael Beah: Analyzing the development of theme and character.</p>	<p>Major Assessments Reading: Sticky note development</p> <p>Writing: Literary Abstract, characterization, motif and theme</p> <p>Creative response: Mandala project</p>

In Semester Two, we will address our Essential Question through the world of imagination.	
<p>Unit Four, Fairy Tales in Our World: Examining story structure, Jungian archetypes, and exploring connections between classic fairy tales and the contemporary world.</p>	<p>Major Assessments:</p> <p>Reading: Identifying archetypes, story arcs, and fairy tale values in a text.</p> <p>Writing: Literary abstract, focusing on values and archetypes</p> <p>Creative Response: Fairy tales in our world: Reimagining contemporary films/texts as fairy tales</p>
<p>Unit Five, The Art and Heart of Horror Analyzing how horror fiction externalizes fear and helps readers and viewers process collective anxiety.</p>	<p>Major assessments:</p> <p>Writing: Literary abstract, focus on devices and connections to collective anxiety.</p> <p>Creative: One pager</p>
<p>Unit Six, Response to Dystopia Explores the ways in which fiction critiques systems of control and oppression, and connects to our world.</p>	<p>Major Assessments:</p> <p>Writing: Literary abstract, focus on dystopian characteristics and/or controls</p> <p>Reading and writing: Silent Seminar</p>
<p>Unit Seven, Cross Genre Social Critique: This is our capstone project. It brings together the work we have done this year: the writer’s craft, rhetorical devices and performance practice from the first semester, along with the concepts from the horror and dystopia unit, and uses them to examine a current event.</p>	<p>Major assessment:</p> <p>Writing, performance and creative response: Students will write and record a TED talk.</p>

Classroom Expectations

- ❖ Come to class on time. If you are late, enter QUIETLY.
- ❖ Your phone is in your Yondr pouch.
- ❖ Be prepared for class. Make sure you have a pen.
- ❖ If you are absent, look on Google Classroom/in the work bin and get whatever you missed.
- ❖ If you need to use the restroom, wait until after the mini-lesson to ask.
- ❖ You may have a drink/small snack during class, but no meals. No food or drink when we are using computers.

AI Policy

In this class, your job is to grow into a better reader and writer. In order to do your job, you must read and write a lot. Our job is to provide feedback to help you develop your abilities. In order to do my job, we need to read YOUR writing. We need to know YOUR voice and ideas. Therefore, AI generated or enhanced writing is not permitted. Usage of AI will result in a failing grade on an assignment and there will be no exceptions.

Grading breakdown

Classwork/formative assessments (50%):

This grade will cover our smaller assignments as we work through a text or an assignment. This will include annotations, freewrites, exit tickets, reflections, specific skill practice

Article of the week (10%):

Every Friday, you will read, annotate, and write a one-page response to an article. This article may address current events, scientific advancements, or moral dilemmas (among other things). It is meant to help you develop a broader base of knowledge about the world and grow as a reader, writer, and thinker.

Short assessments (20%):

After we introduce and practice a skill, you will be asked to show your understanding of it in a short assessment. This task will not take longer than a class period.

End of unit assessments (20%):

The major assignment for each unit will be different, but it will always be the project that we are working towards in the unit. This grade includes turning in multiple drafts with evidence of revision.

Grading Scale

All work is graded on a 6-point (or multiples of 6) scale

6/6 (100%): Your work is original, creative, shows evidence of intellectual risk, and is complete/correct.

5/6 (83%): Your work is complete and correct.

4/6 (67%): Work is incomplete/underdeveloped/has substantial errors. If you receive this grade, you can revise/resubmit.

Work must be turned in by every Friday (unless there are extenuating circumstances).