

English 10  
2019-2020  
Meadows  
Rooms: M210/M232

Welcome! We follow Franklin STRONG as our underlying practice and strive to be:

Thoughtful: We have a considerate classroom where we recognize our actions have an impact on our class community. We are purposeful.

Respectful: We honor our diversity and maintain a learning environment where all can thrive.

Organized: We keep our notebooks and belongings in order, get our work done and strive to keep our stress low and productivity high.

Neighborly: We help each other out and are friendly regardless of our differences.

Generous: We share our resources and knowledge and energy to make this a good classroom where everybody feels supported.

**Learning Targets:** This year Portland Public Schools is implementing the Guaranteed and Viable Curriculum (GVC) across schools and grades. These are the standards for 10th grade we will be addressing this year in various ways.

<p>RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <hr/> <p>W 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <hr/> <p>SL 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;</li></ul>	<p>RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
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**Units of study:**

All our units are subject to change but this is the general overview of the year.

#1 *Multiple approaches to reading*: Explore different approaches to different kinds of text depending on purpose for reading. Group reading/Essay work sample/Oral presentation

Notebook set-up

#2 *Independent reading program*

#3 *Inquiry By Design Unit*: "Language and Thought: Dealing with Difficulty" Inquiry based reading.

Introduction to Argument: Writing about Literature

Literary analysis essay: thesis/claims/evidence

#4 Great Depression literature

Out of the Dust: personal vignettes

Found poetry

Of Mice and Men: discussion protocols

Themes

Literary symbolism

Literary analysis

#5 The graphic novel

Maus: Holocaust and memoir

Persepolis: Iran

Research projects/personal narrative writing/graphic project

Interviewing skills

\*Hopefully we can also read a play!

**Materials:**

**Required--**

**Single Subject Writing Notebook**: At least 9 by 11! I will be giving you hand-outs to glue in your notebook and the smaller ones don't work. This is like a class "text book" and is important. The larger ones cost a bit more and are a bit harder to find but this extra effort matters; it is your homemade textbook! Target has a brand called Yoobi and Mead has a larger size too. Please don't get the fat ones for multiple subjects. We don't have room for it in our small room shared with three teachers. The notebook will stay in class and needs to fit in our box. Also don't spend money on a cool cover because you are going to be making your own cover.

**Writing implements**: Pens/pencils are essential everyday! You may also like colored pencils or markers to color code your notes, to doodle with, to enhance your notebook. Whatever you choose, you MUST have something to write with everyday.

**Glue sticks**: We will occasionally glue in notes/instructions/art supplies etc, into your notebooks and you will refer to them so need glue to attach them well and keep them tidy. No tape! No staples! No folded paper stuck in!

**Daily Independent Reading Book**: Most days will include silent sustained reading of choice books (SSR), especially when our shared class reading is light.

**Highly suggested--**

**Pencil case**: Filled with your writing implements/glue sticks/ post-it notes/erasers/ruler/white out/tape/maybe index cards/mini stapler/paper clips and any other student supplies that can help you be organized and tidy.

**Three ring binder:** Here you should have sheet paper, an assignment tracker. I suggest a thin binder that is not too heavy and doesn't overwhelm you.

**Backpack/Messenger Bag/?:** Whatever you are going to use every single day! It should be big enough for all your school work, lunch and jacket, and favorite stuffed kittie or whatever you carry : - ) but not too heavy and not a black hole where you can't find what you need!

Water bottle: NO drinks besides water in class so bring a bottle and fill it. Reduce waste.

Art supplies?

**Grades:**

Standard A - F scale

90 to 100 = A

89 to 90 =B

79 to 70 = C

69 to 60 = D

59 to 50 = F

***Grades are on a point basis with standard scale and are in four general areas:***

**Daily homework and class work:** This is practice and should be for learning and developing skills. Homework usually receives credit for attentive completion. Work is due at the start of class and students need to plan ahead for printing.

**Community contribution:**

Each student is expected to contribute to our class community in his or her unique way with respect for the contributions of peers. Much of our good work is not measurable with a tangible product but is equally important. This might be contributing to a group, listening to a peer share her writing, pondering a comment made in a class discussion or insight into a text. These skills are essential to our learning so attendance, punctuality and focus are critical.

**Showcase Work:**

Final product work where students are expected to demonstrate their best efforts whether it is a test, speech, performance, discussion, artistic endeavor or essay. This work is graded to a standard with a goal of mastery of standards.

**Writing Notebooks:**

Like homework, this is a place where a student receives full credit just for attentive completion. These notebooks are tools for thinking and learning and processing but also serve as self-made textbooks. Students will be expected to keep a calendar and use a prescribed, standard form in the notebook as well as glue in handouts for reference, practice lessons and articles. The notebooks are mostly kept in the classroom so they don't lose them, but can be taken home sometimes for studying or catching up if there is an excused absence. Loose papers are not to be kept in notebooks and students should have a binder or folder for these.

**Tutorial--**

There are usually two tutorial periods at the end of the school day each week. This is a great time to come in and get help from me, to work with peers in a smaller setting, or to work alone. If a student has missed an assignment, or his or her grade is faltering, I may require tutorial.

**Late Work--**

I will usually take late work for a reduced grade up to a point prior to each grading period. After that it is on a case by case basis. Throughout the year, there will be cut off dates after which I won't take any late work at all even for partial credit.

### **Food and Drink--**

Water is okay in the classroom. Other than that, food and drink should be consumed outside of the classroom. There are several reasons for this:

1. We have a new building and want to keep it nice as long as we can. We don't have 24/7 custodial help. Eating in the rooms over time attracts rodents and ants and once they arrive, they are very hard to eradicate.
2. It is distracting. Food and drink just causes us to lose focus on the work at hand.
3. Limited custodial services. There are not very many custodians for a huge building and this just makes it more difficult. I am the one left with wiping tables and sweeping and picking up trash and I just don't have time to do that everyday.
4. Trash. Food and drink brings lots of trash that sits in the room all day and maybe longer. I don't have means to deal with it and it is not ecologically sustainable.
- Tutorial and class celebrations or certain lessons are exceptions to this. Of course, I also know there will be times when someone is hungry and needs to finish up eating. I have this situation too! If so, finish up your food, clean it up and get back to our work. Please do not bring bags of chips, sticky sodas, ice cream or coffee drinks, or candy at all. Thank you.

### **Electronics:**

1. **Cell phones and electronic devices are required to be off and away. Period. The same goes for headphones, airpods, earbuds!**
2. **Cell phones, earbuds and all other electronics are off and away during restroom breaks or while students are in the hallway during a class period.**

**First Violation: Cell phone or electronic device will be stored in the main office for duration of school day.**

**Second Violation: Cell phone or electronic device will be stored in the main office for duration of school day and can only be picked up by parent or guardian.**

**Third Violation: Student loses right to have cell phone or electronic device at school**

**In Class: We will follow the above all school policy. I will give occasional breaks for students to use their phones; otherwise they are OFF and OUT OF SIGHT. Please help your student by limiting texting during the day. If you do need to text, know they will have a moment to get back to you but it might not be right away. If the matter is urgent, call the school office and you can reach your student right away. If you are picking up your child early, please notify office and they will call upon your arrival.**

Thank you so much for helping us to bring on this sea change in behavior. It is not always going to be easy but a mounting pile of research supports the position that students who are not on their cell phones throughout the day perform better.

<http://nymag.com/scienceofus/2014/12/mere-presence-of-your-phone-is-distracting.html>

If there is a unique family situation that arises in which your student must have his or her phone, please send a note to that effect and we can work out a plan in conjunction with the administration. Otherwise, I would appreciate parental support on this issue. It is not fun taking phones from teenagers! Thanks so much for making this a non-issue as our teens handle technology wisely and respectfully.

### **Hall pass--**

Only one student may be out at a time. If the pass is there, and it is a reasonable time to go, the student may take the pass quietly and step out. If it is not there, the student may not go. There are NO hall

passes the first or last 15 minutes of class as per school policy. It is the student's responsibility to keep your break short so others may go too. If you abuse the hall pass privilege, you will lose it.

**Attendance and punctuality--**

If a student is absent she/he will miss content. If a student is late he/she will miss content. We only meet 10 days a month so to miss one class is great deal. It is the student's responsibility to get make-up work for any excused absence or late arrival but work is tied to class content so making up work without the content can be difficult.

***Honors: Honors Credit is also available The criteria for that is on a separate paper.***