**10th Grade English**

*Mrs. Tucker*

2024-2025

**Introduction**

Welcome to 10th Grade English. I am excited to have you as a student. This syllabus will provide you with an overview of the material we will be covering this year. 10th grade English continues to build on reading, writing, and thinking skills you will need to succeed after high school whether you choose to attend college or start a career. Throughout the year we will read many genres of literature including novels, short-fiction, essays, non-fiction articles, and poems. We will view movies and short films and we will explore many different types of writing. This syllabus breaks down the units of the school year and provides a list of materials that will be read and/or viewed throughout the year. We will always work at a pace that pushes you a bit, but doesn’t overwhelm you. That threshold may change as the year progresses.

**Expectations**

1. **Be Respectful** Speak in turn/ Stay in your own space/ Ask permission/ Take care
2. **Be Responsible** Be on time/ Do your work/ Be organized
3. **Be Resilient** Communicate/ Be honest/ Be humble

**\* We will go over these expectations in more detail the first week of school.**

**Grading Breakdown per quarter:**

**Classwork:** (Weekly FDPs, paper assignments, assignments on Teams) 20% (30% Q1)

**Projects:** (Essay, Socratic Seminar, or Portfolio) 30% (40% Q1)

**Homework:** (paper assignments, assignments on Teams) 20% (30% Q1)

**Independent Novel:** (Reading log, character map, thematic statements, final essay) 30% Q2-4 only

**Contacting Me**

Communication is important to me and helps me better support your student. Please contact me anytime, especially if you have questions or concerns.

Email: btucker@fillmorecsd.org

Phone: (585) 567- 2251

Student can always contact me through our Microsoft Teams page!

\*A link to this document can be found on my teacher page on the Fillmore Central School Website (www.fillmorecsd.org) \*

Parent/ Guardian Acknowledgement:

I have looked over this syllabus with my student. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_

 Parent/Guardian signature

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 Parent/Guardian Name Printed

Student Acknowledgement:

I have looked over this syllabus with both Mrs. Tucker *and* my Parent/Guardian

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Student Signature

The following visual media may be used in class. Please check the boxes of media you do ***NOT*** want your student to view.

* Crash Course Videos
* TeDx Videos
* Above the Noise Videos
* Selections from “The Odyssey” film
* “The Hate U Give” film
* “The Secret Life of Walter Mitty” film

**Unit One**

**Focus**: Reviewing Writing Routines, Thematic Essay Writing, and Building Vocabulary.

**Materials**: Short Stories, Poetry, Personal Narrative. A selection of the below texts:

* “Cuisine des Memoires” by N.K. Jemisin
* “Playing Nice with God’s Bowling Ball” by N.K. Jemisin
* “True Love” by Isaac Asimov
* “Navigators” by Mike Mcginnis
* “Meet The President” by Zadie Smith
* “The Toynbee Convector” by Ray Bradbury
* “The Galactic Industrial Tourist Complex” by Tobias S. Bucknell
* “Very Old Man with Enormous Wings” by Gabriel Garcia Marquez
* “The Secret Life of Walter Mitty” by James Thurber
* “Small Avalanches” by Joyce Carol Oates
* Excerpts from “Apple: Skin to Core” by Eric Garner
* Excerpts from “The Anthropocene Reviewed” by John Greene

**Overview**: Class Expectations/Overview/ Introductions, Review Writing Routines for thematic essays and how to break out of formulaic writing. Developing “voice” in writing.

**Unit Two**

**Focus**: Intersection of Literature and Philosophy—How do the characters and plot points of “The Odyssey” shape our understanding of *fate* and *hubris*? How do these ideas then shape our understanding of the modern world and our own experiences?

**Materials**: *The Odyssey* by Homer, Crash Course videos, TeDx talks, select scenes from “The Odyssey” film, “Circe” by Margaret Atwood (poem), excerpts from “Circe” by Madeline Miller (novel), excerpts from “Penelopiad” by Margaret Atwood (novel), excerpts from “Mythology” anthology, “Sirens” poem by Margaret Atwood

**Overview**: Students will learn about the idea of hubris through the story of Odysseus and will consider the story from alternative perspectives such as Penelope’s, Circe’s, Scylla’s, or Polyphemus’ POV.

**Unit Three**

**Focus:** Media Literacy

**Materials**: Media Bias charts, Media Literacy Now curriculum, various news articles from a variety of news outlets, TeDx talk: “Why you think you’re right, even if you’re wrong,” Crash Course: Lateral Reading; video from *Above the Noise* “Why do our brains love fake news?”

**Overview**: What is Media Literacy? Why is it important? How to read laterally online, becoming more media literate, understanding what a bias is an how it shapes our thinking, sharing what we learned through presentations and Socratic Seminar

**Unit Four**

**Focus:** Coming of Age in Modern America: Resiliency, Responsibility, and Respect

**Materials**: *The Hate U Give,* supporting documents including poetry by Terrance Hayes and Maya Angelou; historical documents (“A City Divided: A Brief History of Segregation in Buffalo by Anna Blatto); and current news articles from a variety of sources.

**Overview**: This unit teaches students to empathize with those whose lived experience differs from theirs, while simultaneously finding common ground with them. It encourages them to explore the rich history of Black culture in the US and how it affects our current society.

**Unit Five**

**Focus**: Creative Writing

**Materials**: Creative writing examples (select poetry, memoir, expository prose, personal essay)

**Overview**: This unit contains a mixture of reading, writing and listening. Students are exposed to a number of different forms of creative writing and work on their own pieces. Each student will write original poetry, a personal narrative, an interview in the style of “Everything is Alive,” and black out poetry.

**Independent Novels**

In Q2, Q3, and Q4, students will be choosing a novel to read independently. I will occasionally allow time for students to read in class, but you should be prepared to complete all of your reading on your own!

While reading your IN, you will have two worksheets to complete. One is a Character Map, the other is a Thematic Statements worksheet. These will help you as you write your thematic essay for each IN. I will establish due dates for each item at the beginning of the quarter and students are encouraged to work at their own pace to practice good time management skills. As a teacher I look for growth in your writing over the course of the year through your IN essays.