

## English 10 Syllabus | 2024-2025

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Dear Parents and Caregivers,

Our names are Nic Dziadosz and Cathy Maguire, and we are so excited to be teaching your child in English 10 this year! The purpose of this letter is to familiarize you with the course and classroom policies, and also to clarify our expectations for your child. We hope that you will feel free to contact us should you have any questions.

### **COURSE OVERVIEW**

English 10 follows the district's curriculum, which draws extensively from *HMH Into Literature, Grade 10* (<https://www.hmhco.com/>). Our work in this course centers on developing students' skills in analyzing varying types of literary and informational texts through the study of diverse authors representative of different races, cultures, religions, genders, and life experiences. Through the study of a variety of text types and media, students will enhance their knowledge, analyze ideas, delineate arguments, build upon their creativity, and develop writing and critical thinking skills. Additionally, we will focus on developing and strengthening individual student literacy skills. This course seeks to prepare students for late high school and early college-level English courses. Please refer to the Curriculum Map section of this document for a more detailed description of our units of study.

### **CLASSROOM EXPECTATIONS**

Students are expected to adhere to the following non-negotiable classroom expectations in order to maximize our learning potential:

- Respect yourself.
- Respect each other's property, personal space, and right to learn.
- Come to class prepared to learn, engage, and discuss class materials.
- Enter the classroom before the tardy bell and begin work on your First Task immediately.
- Follow directions to the best of your ability, and ask for help when you require it.
- Participate to the best of your ability.
  - There are many ways in which you can participate in our class. Some examples include volunteering to read, sharing annotations/responses, engaging with pair and group work, contributing to class discussions, and much more!
- Follow all school rules and procedures.

## **GOOGLE CLASSROOM CODES**

Use the code below for your section of English 10.

Section 1001 - gv4dtzk

Section 1003 - mmwidtx

Section 1002 - 6iy4md3

Section 1004 - frys6tt

## **COURSE GOALS**

This year, we will work our way through six different thematic units that ultimately explore our overarching Essential Question: *How do stories help us make sense of ourselves and our world?*

The goals of our units include:

- exploring our individual and collective identities.
- analyzing and reflecting on universal themes and experiences.
- building empathy for others.
- becoming purposeful readers who effectively engage in close reading strategies.
- expanding our understanding of literary forms and functions.
- collaborating with our peers in a variety of discussion formats.

## **GRADING**

Grades will be posted weekly on Jupiter Grades. Students are expected to check their progress regularly and communicate any perceived discrepancies with their teacher as soon as possible via email. Parents and caregivers wishing to discuss grades or missing assignments should contact the teacher directly via email or by calling the school.

### **Grading Policy:**

- Major Assessments - 65%
  - Examples: Essays, presentations, projects, exams, Socratic circles, etc.
- Formative Assessments - 15%
  - Examples: Quizzes, exit tickets, reader's responses, class discussions, etc.
- Classwork- 15%
  - Examples: Notes, worksheets, First Tasks, self/peer revision, independent reading logs, short written responses, etc.
- Homework - 5%
  - Examples: Any work expected to be completed outside of class hours

We offer additional support sessions after school for any student who may need extra help with the material. Please reach out if you feel your child could benefit from this. Additionally, students may schedule extra help during lunch. To do so, please email your teacher!

## **ROUTINES AND PROCEDURES**

### **Cell Phones:**

As per MECA policy, all cell phones are to be locked in your Yondr pouch for the duration of the school day, no exceptions. Students in possession of an out-of-pouch cell phone will have it confiscated by an administrator or dean immediately.

### **Required Materials:**

You will need one notebook for this class, which will be left in our classroom on a daily basis. This notebook can be a marble notebook, a spiral notebook, a binder—whatever you prefer! We only ask that it is *for our class only*. You will also need something to write with (pen/pencil) each day. If you do not have one, please just ask!

### **Late Work & Absences:**

We expect you to complete assignments thoroughly and submit the assignment the day it is due. *Late work will be accepted only within the unit of which it is assigned.* All assignments can be found in the classroom (extra copies are at the back of the room) and will be posted on our Google Classroom page.

**\*Please note:** If you need an extension for any assignment, let us know as soon as possible! We are happy to help you come up with a solution, but please communicate!

If you are absent from class, it is **your responsibility** to communicate with both of your teachers and create a plan to make up the work. Please understand your participation in this class is a large part of your grade.

### **Punctuality:**

Students are to be in class and ready to learn before the bell rings. Students who are late are expected to arrive with a pass excusing their tardiness.

### **Leaving the Classroom:**

Excepting emergencies and extenuating circumstances, students will not be allowed to leave the classroom in the first or last ten minutes of class. This is a school-wide initiative to maximize learning throughout the day. In the middle of class, students may leave to use the restroom one at a time once they have received permission and a pass from the teacher. Abuse of this will be documented and may result in parent/caregiver contact.

### **Academic Honesty:**

Assignments that are completed dishonestly will receive **no credit**. Additionally, students may face further consequences, as MECA does not tolerate **plagiarism**. *Please note, this includes using any form of AI to complete written assignments.*

### **Independent Reading:**

We will participate weekly in Independent Reading. What you decide to read is entirely up to you! We want you to read something that you ENJOY! You will be responsible for completing an Independent Reading log for each time that you read. We will review the specific requirement for the log in class, which will count as a grade.

Students are welcome to borrow books from our classroom library, but they are responsible to return books in reasonable condition. Parents and caregivers are encouraged to review their children's selected books to help determine their appropriateness.

## **CURRICULUM MAP**

Our units of study are detailed below. Please note that we make modifications to best meet the needs of students.

<b>Unit 1: Conflict and Connection (approx. 6 weeks/30 sessions)</b>		
<u>Essential Question:</u> <i>What differences can't be bridged?</i>		
<u>Major Assessment(s):</u> Argumentative Essay; Unit Test		
<b>Texts</b>	<b>Key Learning Objectives</b>	<b>Formative Assessments</b>
Short Story: "The Book of the Dead" by Edwidge Dantica	<ul style="list-style-type: none"> <li>Analyze Development of Theme</li> <li>Understand Cultural and Historical Context</li> </ul>	<ul style="list-style-type: none"> <li>Write a Letter</li> <li>Visual Art</li> <li>Haitian History</li> <li>Grammar: Noun and Verb Phrases</li> </ul>
Memoir: "By Any Other Name" by Santha Rama Rau	<ul style="list-style-type: none"> <li>Analyze Historical Context</li> <li>Analyze Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Write an Argument</li> <li>Group Discussion</li> <li>Name Changes in History</li> <li>Grammar: Appropriate Verb Tense</li> </ul>
Poem: "Without Title" by Diane Glancy	<ul style="list-style-type: none"> <li>Analyze Setting</li> <li>Make Inferences About Theme</li> </ul>	<ul style="list-style-type: none"> <li>Write a Poem</li> <li>Cultural Change</li> <li>Contrast Collage</li> </ul>
Short Story: "What, of This Goldfish, Would You Wish?" by Etgar Kere	<ul style="list-style-type: none"> <li>Analyze Character Motivations</li> <li>Analyze Cultural Background</li> </ul>	<ul style="list-style-type: none"> <li>Media Montage</li> <li>Write a Fable</li> <li>Compare Archetypes</li> </ul>
Court Opinions: from <i>Texas v. Johnson</i> by William J. Brennan and William Rehnquist	<ul style="list-style-type: none"> <li>Analyze Seminal Documents</li> <li>Evaluate Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Write a Comparison</li> <li>Discuss Rights</li> <li>Current Events</li> <li>Grammar: Noun Clauses</li> </ul>
Editorial: "American Flag Stands for Tolerance" by Ronald J. Alle	<ul style="list-style-type: none"> <li>Evaluate an Argument</li> <li>Analyze Rhetoric</li> <li>Compare Arguments</li> </ul>	<ul style="list-style-type: none"> <li>Letter to the Editor</li> <li>Debate the Issue</li> <li>Negotiate Conflict</li> </ul>

<b>Unit 2: The Power of Perception (approx. 6 weeks/30 sessions)</b>		
<u>Essential Question:</u> How does our point of view shape our view of the world?		
<u>Major Assessment(s):</u> Expository Essay; Multimedia Presentation		
<b>Texts</b>	<b>Key Learning Objectives</b>	<b>Formative Assessments</b>
Short Story: "Super Human" by Nicola	<ul style="list-style-type: none"> <li>Make Inferences</li> <li>Understand Character</li> </ul>	<ul style="list-style-type: none"> <li>Public-Service Announcement</li> <li>Archetype Comparison</li> </ul>

Yoon	Motivations	<ul style="list-style-type: none"> <li>● Grammar: Dialect and Dialogue</li> </ul>
Informational Text: “How Do You See Your Self(ie)?” by Sarah Mervosh	<ul style="list-style-type: none"> <li>● Identify Central Idea</li> <li>● Understand Author’s Purpose and Point of View</li> </ul>	<ul style="list-style-type: none"> <li>● Selfie Handbook</li> <li>● Deliver an Argument</li> <li>● Selfie Time Lapse</li> <li>● Grammar: Colons</li> </ul>
Poem: “Mirror” by Sylvia Plath	<ul style="list-style-type: none"> <li>● Analyze Speaker</li> <li>● Analyze Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>● Write a Poem</li> <li>● Self-Awareness Vlog</li> <li>● Poetry Wall</li> </ul>
Short Story: “The Night Face Up” by Julio Cortázar	<ul style="list-style-type: none"> <li>● Make Inferences</li> <li>● Analyze Plot Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Culture Report</li> <li>● Write an Analysis</li> <li>● Discuss Opinions</li> <li>● Grammar: Absolute Phrases</li> </ul>
Infographic: “The 100-Person Planet”  &  Poem: “A Contribution to Statistics” by Wislawa Szymborska	<ul style="list-style-type: none"> <li>● Interpret Graphics</li> <li>● Analyze Motives</li> <li>● Analyze Literary Devices</li> <li>● Analyze Structure</li> <li>● Compare Details</li> </ul>	<ul style="list-style-type: none"> <li>● Write an Advice Letter</li> <li>● Conduct a Poll</li> <li>● Create an Infographic</li> </ul>

### Unit 3: Hard-Won Liberty (approx. 6 weeks/30 sessions)

Essential Question: How can we escape what oppresses us?

Major Assessment(s): Argumentative Essay; Essay Presentation

Texts	Key Learning Objectives	Formative Assessments
Essay: “Letter from Birmingham Jail” by Martin Luther King, Jr.	<ul style="list-style-type: none"> <li>● Analyze Argument</li> <li>● Analyze Rhetorical Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Research Choice: Seminal Documents, Civil Rights Leaders, Current Events</li> <li>● Grammar: Repetition and Parallelism</li> </ul>
Short Story: “The American Embassy” by Chimamanda Ngozi Adichie	<ul style="list-style-type: none"> <li>● Analyze Character Development</li> <li>● Plot Structure: Flashback</li> </ul>	<ul style="list-style-type: none"> <li>● Annotation in Action</li> <li>● Write an Epilogue</li> <li>● Propose a Solution</li> <li>● Research Immigrant Accounts</li> <li>● Grammar: Adjectival Phrases</li> </ul>
Memoir: “The Hawk Can Soar” by Randi Davenport	<ul style="list-style-type: none"> <li>● Analyze Diction and Syntax</li> <li>● Analyze Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Policy Analysis</li> <li>● Persuasive Letter</li> <li>● Group Discussion</li> </ul>

		<ul style="list-style-type: none"> <li>● Grammar: Purposeful Fragments</li> </ul>
Documentary: “Gandhi: The Rise to Fame” by BBC	<ul style="list-style-type: none"> <li>● Analyze Purpose</li> <li>● Analyze Media Techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Film Critique</li> <li>● Art Research Presentation</li> <li>● Small Group Discussion</li> </ul>
Essay: “Letter to Viceroy, Lord Irwin” by Mohandas K. Gandhi	<ul style="list-style-type: none"> <li>● Analyze Argument</li> <li>● Analyze Rhetoric</li> <li>● Compare Accounts</li> </ul>	<ul style="list-style-type: none"> <li>● Research: Synthesizing Sources</li> <li>● Create an Infographic</li> <li>● Argument Rating</li> <li>● Debate</li> </ul>

#### Unit 4: Reckless Ambition (approx. 6 weeks/30 sessions)

Essential Question: When is ambition dangerous?

Major Assessment(s): Literary Analysis Essay; Unit Test

Texts	Key Learning Objectives	Formative Assessments
Drama: <i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> <li>● Analyze Drama</li> <li>● Analyze Character and Theme</li> <li>● Analyze Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>● Character Contrast</li> <li>● Critical Evaluation</li> <li>● Irony Analysis</li> <li>● Debate</li> <li>● Character Evaluation</li> <li>● Group Discussion</li> <li>● Research: Lingerin g Questions</li> <li>● Grammar: Inverted Sentence Structure</li> </ul>
Film: <i>Macbeth</i> by Rupert Goold	<ul style="list-style-type: none"> <li>● Analyze Media Representations</li> </ul>	<ul style="list-style-type: none"> <li>● Movie Review</li> <li>● Plan a Short Film</li> <li>● Collage/Timeline of Trends</li> </ul>
Graphic Novel: <i>Manga Shakespeare: Macbeth</i> by Robert Deas and Richard Appignanesi  &  Book Review: “Shakespeare and Samura (and Robot Ninjas?)” by Caitlin Perry	<ul style="list-style-type: none"> <li>● Make Inferences</li> <li>● Analyze Visual Elements</li> <li>● Analyze Evidence</li> <li>● Compare Across Genres</li> </ul>	<ul style="list-style-type: none"> <li>● Comparison Writing</li> <li>● Persuasive Presentation</li> <li>● Expert Review</li> </ul>

**Unit 5: Forces of Change (approx. 6 weeks/30 sessions)**Essential Question: How do changes, large and small, affect us?Major Assessment(s): Research Report; Unit Test

<b>Texts</b>	<b>Key Learning Objectives</b>	<b>Formative Assessments</b>
Short Story: “A Sound of Thunder” by Ray Bradbury	<ul style="list-style-type: none"> <li>Analyze Plot and Setting</li> <li>Make Inferences</li> </ul>	<ul style="list-style-type: none"> <li>Write a Story</li> <li>Deliver a Sales Pitch</li> <li>Decision Making</li> </ul>
Article: “The Bombing of Black Wall Street” by Allison Keyes	<ul style="list-style-type: none"> <li>Analyze Development of Ideas</li> <li>Analyze Word Choice and Tone</li> </ul>	<ul style="list-style-type: none"> <li>Research Report</li> <li>Timeline of Events</li> <li>Evaluate Press Coverage</li> </ul>
Science Writing: “The Fever: Malaria and Humankind” by Sonia Shah	<ul style="list-style-type: none"> <li>Analyze Text Structure</li> <li>Analyze Purpose and Audience</li> </ul>	<ul style="list-style-type: none"> <li>Procedural Brochure</li> <li>Reporting Analysis</li> <li>Malaria Flowchart</li> </ul>
Poem: “The War Works Hard” by Dunya Mikhail	<ul style="list-style-type: none"> <li>Analyze Figurative Language</li> <li>Analyze Satire</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Documentary Film</li> <li>Conflict Resolution Plan</li> </ul>
Documentary: <i>Rivers and Tides</i> by Thomas Riedelsheimer  &  Poem: “Sonnets to Orpheus, Part Two, XII” by Rainer Maria Rilke	<ul style="list-style-type: none"> <li>Analyze Media Techniques</li> <li>Analyze Purpose and Theme</li> <li>Compare Themes Across Genres</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Essay</li> <li>Change Presentation</li> <li>Self-Reflection</li> </ul>

**Unit 6: Our Place in Nature (approx. 6 weeks/30 sessions)**Essential Question: What effect do we have on nature, and how does nature affect us?Major Assessment(s): Narrative Writing; Podcast Production

<b>Texts</b>	<b>Key Learning Objectives</b>	<b>Formative Assessments</b>
Short Story: “The Great Silence” by Ted Chiang	<ul style="list-style-type: none"> <li>Analyze Point of View</li> <li>Analyze Narrative Structure</li> </ul>	<ul style="list-style-type: none"> <li>Short Story Writing</li> <li>Research Presentation</li> <li>Cross-Language Communication</li> <li>Grammar: Parallel Structure</li> </ul>

PSA: “Find Your Park” by the National Park Service	<ul style="list-style-type: none"> <li>Analyze Media Techniques and Purposes</li> </ul>	<ul style="list-style-type: none"> <li>Letter to the Editor</li> <li>Advertisement</li> <li>Problem Solving Task</li> </ul>
Short Story: “Night Garden” by Shruti Swamy	<ul style="list-style-type: none"> <li>Analyze Pacing and Tension</li> <li>Analyze Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis</li> <li>Photo Essay</li> <li>Group Discussion</li> <li>Grammar: Relative Clauses</li> </ul>
Essay: “Can Genetic Engineering Solve the Problem We Created?” by Sarah Zhang	<ul style="list-style-type: none"> <li>Monitor Comprehension</li> <li>Analyze Pro-Con Organization</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Blog</li> <li>Problem-Solution Graphic</li> <li>Debate</li> <li>Grammar: Colons, Semicolons, and Dashes</li> </ul>
Short Story: “The Seventh Man” by Haruki Murakami	<ul style="list-style-type: none"> <li>Analyze Symbol and Theme</li> <li>Analyze Plot</li> </ul>	<ul style="list-style-type: none"> <li>Research Report</li> <li>Video Scrapbook</li> <li>Advice Podcast</li> <li>Grammar: Complex Sentences</li> </ul>
Poem: “Carry” by Linda Hogan	<ul style="list-style-type: none"> <li>Analyze Symbol and Theme</li> <li>Analyze Figurative Language</li> <li>Compare Themes</li> </ul>	<ul style="list-style-type: none"> <li>Argument</li> <li>Photo Analysis</li> <li>Discussion</li> </ul>



*This course syllabus should be read over and then signed by you and your parent/caregiver. Please return this page to Mr. Dziadosz or Ms. Maguire by **Friday, September 13th**.*

I have read and I understand the guidelines and expectations for this course.

Student Signature:

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Parent/Caregiver signature:

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**Please provide the following information**

Preferred Phone Number:

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Preferred Email:

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**\*\*OPTIONAL - PARENT/CAREGIVER HOMEWORK\*\***

We want to get to know your child so we can best serve them in and out of the classroom. We also know that they might not always be forthcoming with information. No one knows them better than you do, so we're calling on you for help!

In a million words or fewer, tell us everything you want us to know about your child! *What do they like? What do they dislike? What are their strengths? What are they working to improve? What should we know that they might not otherwise tell us?*

You can write your response on the back of this page, on a separate document, in an email, or whatever way you would prefer!

**THANK YOU!**