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About Me & Family

Hi!, I'm Lee Ann Spillane and I am delighted to be your tenth grade English teacher. I have been teaching English language arts for more than two decades. I am a Mom, a reader, a writer, and sometimes an artist. My book, Reading Amplified, describes how I began integrating technology in my classroom.

I have an incredible family most of whom live in Florida. My husband works in Food and Beverage for the Walt Disney World Company. He is currently "in the bubble" and regularly hosting NBA players and staff in the properties he manages. My son Collin graduated from SAS in 2019. He will begin his sophomore year virtually at the University of Florida. The love of our extended family surrounds and supports us, always.

We love to cook for big family hang outs, to travel near and far, to go to shows at the theare, explore art museums, read, play gin and laugh together.

Course Description:

English 10 asks learners to think critically about and reflect on these key questions:

- *What are my values and where do they come from?*
- *How have my family's values evolved and shaped who I am today?*
- *How do the works we've read and the characters we've met cast a light on societies represented in the literature?*
- *How do they reflect our own societies? How do they reflect who we are as human beings?*

This year will introduce you to a survey of American Literature arranged to investigate these questions.

Units

Semester 1
Unit 1: Argument as Conversation
Unit 2: Research as Narrative Storytelling
Unit 3: Speaking Persuasively

**Semester 2**
Unit 4: Reading & Writing Narrative
Unit 5: Close Reading and Poetry Recitation
Unit 6: Literary Analysis & Novel Study
Unit 7: Reading Drama Critically

Skills & Goals

I want you to become avid readers and confident writers in a nurturing environment that is interactive and dynamic where we *all* have safe spaces to speak up, share our ideas, take risks in our writing and grow. This requires daily commitments from each of us, especially in these most challenging times. We will begin the year by setting up our community and reviewing how we will keep one another safe. Safe in terms of the virus and in terms of how our words and actions impact others.

The following are the standards for learning this year. In English 10 you will work to meet or exceed the standards for the course as outlined below.
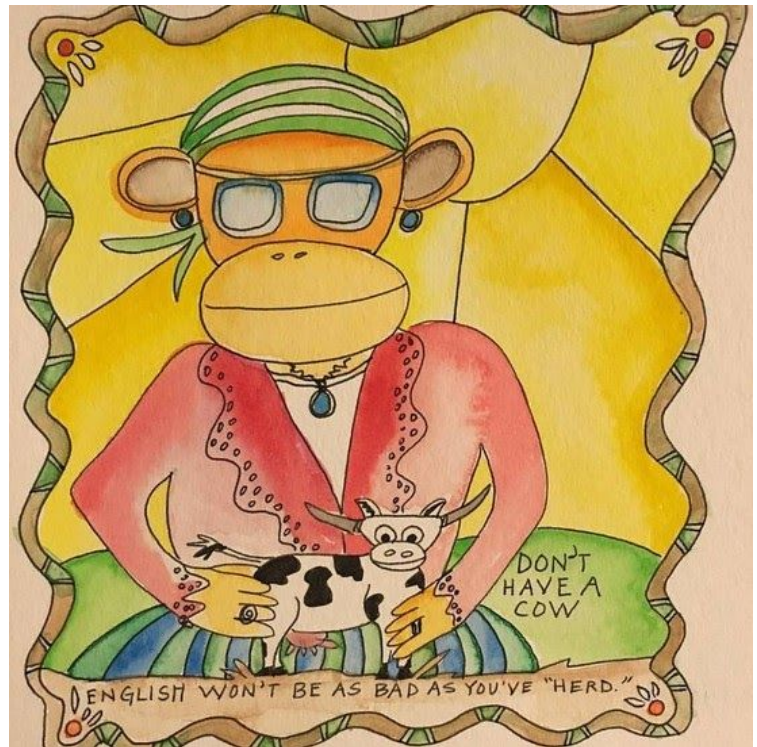
Reading

You will read a variety of American fiction, drama, nonfiction, and poetry in addition to texts of your own choosing. We will take a 50-50 approach to text in this class, 50% of the books you read will be of your own choosing, 25% of the books you study we will study together and the remaining 25% you will study with your peers in book clubs (literature circles).

Whole-class texts we will study together may include *The Hate U Give, Outliers, The Great Gatsby, The Crucible, A Raisin in the Sun* as well as current articles, essays, short stories, and poetry.

We will be reading for :

- **Key Ideas and Details:** Good readers cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. They are able to determine a theme or central idea of a text and analyze in detail its development over the course of the text. They are able to analyze how complex characters develop, interact with other characters, and advance the plot or develop the theme.
- **Craft and Structure:** Good readers determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. They analyze the impact of word choice on meaning and tone, and they analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise. Good readers determine an author's purpose in an informational text and analyze how an author uses rhetoric to advance that purpose.
- **Integration of Knowledge and Ideas:** Good readers evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. Good readers consider how various accounts of a similar subject may differ, paying attention to what is emphasized or left out in each account.

Writing

You will write every day, every week, routinely in a number of genres. You may even dream about writing. You will keep a notebook where we will write about what we're reading and topics on our minds. The purpose of the notebook will be to practice writing, study craft moves made by other writers, gather words to learn and keep lists of books we've read or want to read.

As writers, you will:

- **Write arguments.** Good writers support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **Write explanatory texts.** Good writers examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **Write narratives.** Good writers develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **Conduct research projects.** Good writers answer a question or solve a problem. They synthesize multiple sources on the subject. Good writers assess the usefulness of each source in answering the research question. They integrate information into their reports selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **Use the writing process.** Good writers develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **Write over extended time frames** (time for research, reflection, and revision) **and shorter time frames** (a single sitting or a day or two). Good writers practice, practice, practice.

Speaking and Listening

English 10 emphasizes discussion of texts. You will participate in a range of collaborative discussions (one-on-one, small group, and teacher-led) on topics, texts, and issues.

You will speak, listen and present to demonstrate:

- **Comprehension & Collaboration:** Good speakers and listeners come to discussions prepared, having read and researched material under study; they explicitly draw on that preparation by referring to evidence from multiple sources, texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Working with their peers, good speakers and listeners build on others' ideas and express their own clearly and persuasively.
- **Knowledge and Ideas:** Good presenters share information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. They make strategic use of digital media and adapt speech to a variety of contexts.

Language

You will continue your study of language and vocabulary. Specifically, you will:

- **Conventions:** Whether reading, writing, speaking or listening, you will be working to demonstrate command of the conventions of standard English grammar and usage. learners with a command of language are able to apply their knowledge of language to understand how it functions in different contexts, to make effective choices for their own writing and speaking, and to comprehend more fully when reading or listening.
- **Vocabulary Knowledge and Use:** Your understanding of language will also include learning new words, clarifying the meaning of unknown words in your reading, working to understand figurative language and nuances in word meanings, and using words effectively to communicate with your audience.
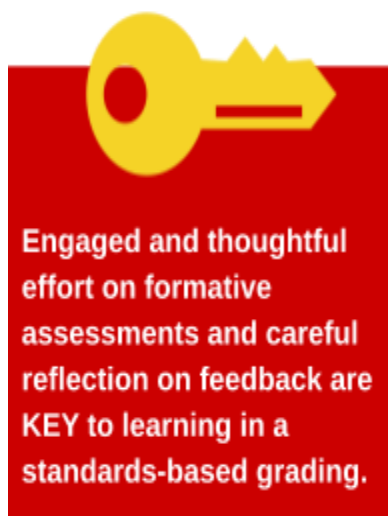
We will use technology daily. To be prepared, be sure you:
- ❏ have your laptop and that it is fully charged
- ❏ remain fully engaged and focused on classroom-based activities when we are online together
- ❏ are familiar with the [Guidelines for Participation in Online Classrooms](#) (Digital Citizen Agreement p. 41) and the [learner Handbook](#)
- ❏ know where to go on Schoology to find homework assignments and our assessment calendar
- ❏ remember that assignments and assessments on the calendar on Schoology appear on the day they are due
- ❏ know how to navigate to our course materials on Google Drive, Schoology or [Read, Write, Lead](#) (Ms. Spillane's site).

Formative vs. Summative Assessment:

Formative assessments are used to inform instruction and guide learning: they are preparation, practice and or revision activities you will use to develop your skills. You can expect timely feedback from your teacher on formative assessments of on your learning. Everything we do together is formative work as it informs how I plan instruction for each learner.

Engaged and thoughtful effort on formative assessments and careful reflection on feedback are KEY to learning in a standards-based grading.

Summative assessments are used to evaluate (or give value, grades) and judge your achievement after instruction and completion of formative assessments. Summative assessments measure understanding, application, extension, and/or transfer of skills and knowledge.

Summative assessments may be an in-class event (i.e an essay, a speech or a discussion), a take-home paper or project, *or a cumulative review, reflection and evaluation of all evidence of that skill.*

NOTE: Formative scores are intended as feedback during the process of learning and skills improvement. Such scores serve as placeholders and markers of progress. ***Teachers will exempt formative scores*** *from the final grade* once summative scores have been determined in order to most accurately reflect learner learning and performance.
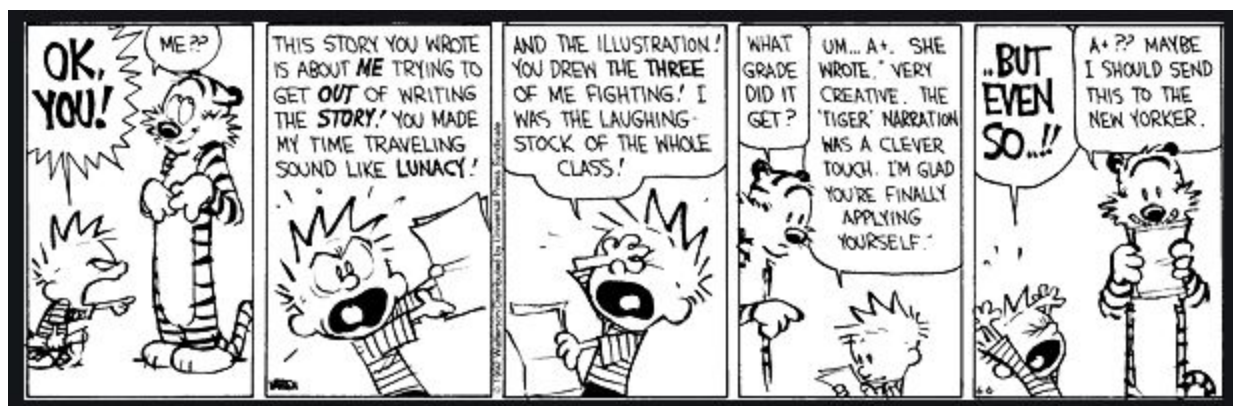
Learners must complete formative assessments ahead of summative assessments in order request summative reassessment opportunities. Learners will be given opportunities to reassess and demonstrate growth as time and conditions allow.

Semester 1 Assessments		Semester 2 Assessments	
Formative	***75 % Summative**	**Formative**	**85 % Summative**
Notebook Writing Conferences Review games Exit slips Discussions Video Reflections Quick writes Project for Awesome	Argument Writing *30% Researched Narrative Project 30% Language Study 15%	Notebook Writing Conferences Review games Exit slips Discussions Video Reflections Quick writes Writing for Publication	Narrative writing Poetry Recitation Close Reading and Literary Analysis Socratic Discussion
Final Exam: Persuasive Speech 25%		Final Exam 15%	

*percentages noted define how much the assessment is worth toward the final grad

Performance Standards and Scoring, Grading Scales *from the HS Grading Policy (p. 21-25):*
Individual assessments (e.g., tests, performance tasks, essays, projects) are assessed on of a 9-point scale (A+, A, B+, B, C+, C, D+, D, F). Percentages will not be used. For items traditionally scored, a decision rule will be developed (e.g., 19-20 = A+, 17-18 = A, 15-16 = B+).

SAS HS Scoring Standards:

Standard	Evidence of Learning	Student Descriptor	Score	Letter Grade	AP Score
Exemplary	Learner exhibits significant understanding of targeted concepts and successfully completes tasks that have high cognitive demands and are complex.In addition to meeting grade or course level expectations, learners demonstrate higher level thinking skills, flexible applications of targeted concepts and skills, or transference of learning to new situations.	I understand the content in this class. I am a creative / critical thinker who can apply and /or transfer what I learned.	9	A+	5
			8	A	4-5
Meets	Learner exhibits understanding of targeted concepts and successfully completes tasks requiring reasoning. Learner meets grade or course level expectations.	I know the content just the way my teacher taught it.	7	B+	4
			6	B	3-4
Approaches	Learner exhibits partial understanding of targeted concepts and skills. Learner is successful in tasks using simpler knowledge and skills, but struggles with more complex ideas and processes. Learner inconsistently meets grade or course level expectations.	I know some of the simpler stuff and am striving to get the harder parts.	5	C+	3
			4	C	2-3
Attempts	Learner exhibits limited understanding of targeted concepts and skills. Learner has minimal success in using concepts and skills, both simple and complex. Learner seldom meets grade or course level expectations.	I struggle with the simpler stuff as well as the harder parts.	3	D+	1
			2	D	1
Failure	Even with help, learners demonstrate minimal understanding of targeted concepts or skills. Learner is not successful in simple tasks using the knowledge and skills.	Even with help, I struggle with the simpler stuff as well as the harder parts.	1	F	0
No Credit	Learner has not submitted enough evidence for performance to be judged.	I didn't do my work.	0	NC	-

Learning is much more important than grading. Don't cheat yourself.
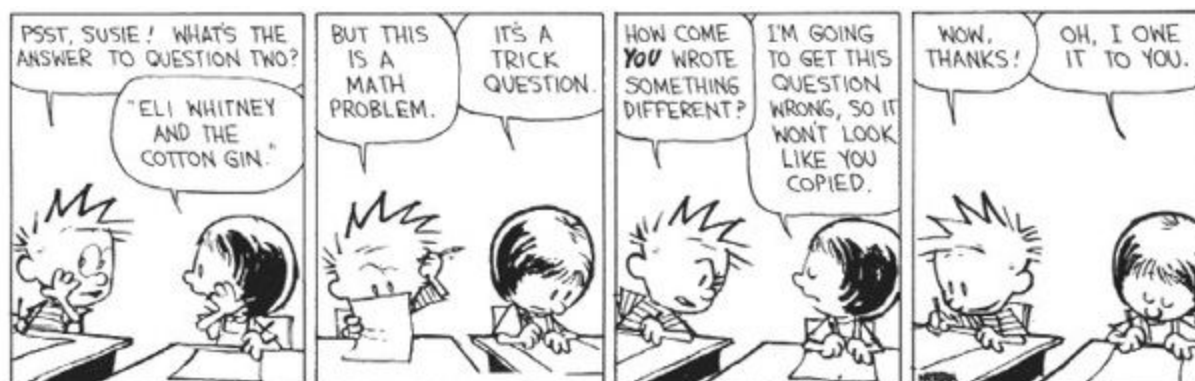
Non-Academic Factors

Grades are intended to reflect achievement of essential learning outcomes in a course. Non-academic factors of collaboration, responsibility and learning attitude will be reported on a frequent basis but will not impact learner grades. "Non-academic" factors are not founded in curriculum but impact learner learning (e.g., attitude, participation, respect, coming prepared to class, work habits, organization).

> a. "Non-academic" factors are not founded in curriculum but impact learner learning (e.g., attitude, participation, respect, coming prepared to class, work habits, organization).

> b. Descriptors for SAS Learning Behaviors can be found on the reflection tool below.

Learning Behaviors

Frequency Choices	ALWAYS USUALLY SOMETIMES RARELY
Collaboration	❏ positively contributes knowledge, opinions, skills and insights when participating in class activities ❏ works positively toward group goals, fulfilling individual roles and responsibilities ❏ respects the ideas and feelings of others ❏ actively listens to others and incorporates feedback from them ❏ shares responsibility for collaborative work ❏ respects that each learner's learning journey is different ❏ acts as an effective leader or member of a group
Learning Attitude	❏ attentive and engaged during class time ❏ demonstrates a genuine desire to learn ❏ asks significant questions and takes intellectual risks ❏ takes initiative to solve problems ❏ perseveres and makes an effort when responding to challenges ❏ incorporates feedback to improve ❏ identifies areas of strength and weakness by setting and acting on goals for self-improvement ❏ understands that learning is a process which includes sometimes not succeeding the first time
Responsibility	❏ is punctual and prepared with all necessary materials for class ❏ organizes and manages time and work effectively ❏ meets assignment and homework deadlines ❏ works with care and attention to detail ❏ self-advocates to seek clarification or assistance when needed ❏ respects the learning tools and environment ❏ accepts personal responsibility for classroom behavior (e.g. respects class rules, does not need regular redirection, uses tech appropriately)

Required Materials

- laptop and power cord
- Cell phone charger
- Reader's & Writer's Notebook
- appropriate texts
- Writing instruments (pens, a pencil, highlighters)
- supplementary materials (handouts, planner etc.)
- folder for English 10 only

Participation is an essential part of this class. You will need to share your thoughts, questions and opinions, work effectively in group situations, teach and coach one another cooperatively, make presentations and listen actively. Feeling confident and comfortable to contribute in class is important; therefore, respect for others (both learners and teachers) is essential at all times. Active, thoughtful participation also involves appropriate use of electronic devices, small group discussions, and Google Communities/Today's Meet. *Unless your teacher tells you to take them out, phones, laptops and other electronic devices must be closed or switched off and stored so that we can focus on learning the skills and content in class.*

Absences happen.

When they do, take responsibility for any and all missed learning, assignments, and assessments while absent. After an absence, you carry the sole responsibility for checking Schoology **and** then contacting your teacher to clarify and complete missed work by an agreed upon due date. If you know about an absence in advance, meet with your teacher prior to the absence.
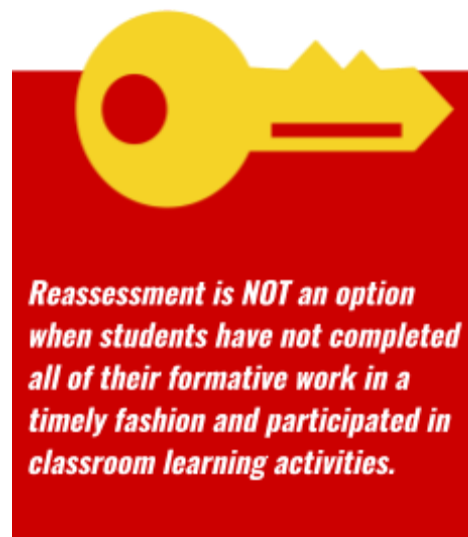
Submission of Summative Work

It is the responsibility of the learner to meet all deadlines (for both formative and summative work). It is also the learner's responsibility to proactively talk to the teacher when a summative assessment may be late to determine if late submission is possible. Extensions may be granted if you see your teacher before the due date and have good reason. Talk to your teacher as early as possible when you run into difficulty with a due date.

Please note: If the summative work is not submitted, the teacher *may* assign an INC (incomplete) as a placeholder for a missing assessment. INC scores calculate as a zero on a nine point scale. The INC score will remain until the learner submits the work.

Not enough evidence to determine a grade will result in an "Incomplete" for the course. If the learner fails to submit missing work for two academic weeks after the course ends, the incomplete will revert to a final grade of F.

Re-Assessment or Mastery *from HS Grading Policy:*

- Teachers and PLCs will use formative assessments and reassessments to provide learners opportunities to master learning targets; learners do not determine this.
- Re-assessment of summative assessments will be at the discretion of the PLC and teacher. Re-teaching will occur when the teacher or PLC determines that learners are not meeting learning goals.
- When tasks/assignments are re-assessed, they may be reassessed partially, entirely, or in a different format, as determined by the PLC.
- When reassessment is offered, learners must meet the following requirements:

    i. complete the original task or assessment,

    ii. complete required assignments, and

    iii. complete re-teaching/re-learning activities as determined by the PLC.

Reassessment is NOT an option when students have not completed all of their formative work in a timely fashion and participated in classroom learning activities.

Reassessment grades replace the original grade.

The following final measures of learning **may not be reassessed**:

- end of course/semester exams
- final research papers
- culminating projects/performances

Please see the High School Grading Policy in the [Student Handbook](#) to review:

- Alternative or Deeper Evidence of Learning (p. 25)
- Academic Integrity & Academic Dishonesty (p. 25-26)
- Homework (p.27)
- Maximum tests per day (p. 27)
- Disciplinary philosophy (p. 37-46)