



Women's Academy of Excellence

Building Leaders, Building a Nation

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Course Syllabus School Year 2025-2026

I. Course Information	
Course Code	
Course Title	10th Grade English
Meeting days and Period	Every Day - Monday - Friday
Room	
Regents Date (if applicable)	Tuesday, January 20, 2026 Tuesday, June 9, 2026 * (first administration of the new Regents Examinations in English Language Arts)
Course Description	This course has been designed to set you on the right track for both passing the English Regents Exam and success in your future college and career choices.

II. Course objectives Aligned to NYSED Learning Standards	
1.	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
2.	9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
3.	9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts,

	analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist
4.	9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.
5.	9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
6.	9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence
7.	9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
8.	9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others
9.	9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas
10.	9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
11.	Anchor Standard 1 (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*
12.	9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
13.	9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

III. Teacher Information	
Name	
Email Address	
Phone Number	
Small Group Instruction Policy or Guidance (if any)	

IV. Course Coverage

Unit # & Title	Topics	Intended Learning Outcomes	Performance Assessment Task/ End of Unit Assessment	Inclusive Dates
Unit 1: Conflict and Connection Essential Question: What differences can't be bridged?	SHORT STORY The Book of the Dead by Edwidge Danticat MEMOIR By Any Other Name by Santha Rama Rau POEM Without Title by Diane Glancy SHORT STORY What, of This Goldfish, Would You Wish? by Etgar Kere COURT OPINIONS from Texas v. Johnson by William J. Brennan and William Rehnquist MENTOR TEXT EDITORIAL American Flag Stands for Tolerance by Ronald J. Alle	Analyze Development of Theme Understand Cultural and Historical Context Analyze Historical Context Analyze Author's Purpose Analyze Setting Make Inferences About Theme Analyze Character Motivations Analyze Cultural Background Analyze Seminal Documents Evaluate Evidence Evaluate an Argument Analyze Rhetoric Unit 1 Tasks Write an Argument	Write an Argument What differences can't be bridged? Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper. Your essay should state a difference between people that can cause conflict but that can also be bridged. In your essay, explore two possible ways to bridge the conflict, and then advocate for the solution you think is best.	September-October
Unit 2: The Power of Perception Essential Question: How does our point of view shape	SHORT STORY Super Human by Nicola Yoon MENTOR TEXT INFORMATIONAL TEXT How Do You See Your	Make Inferences Understand Character Motivations Identify Central Idea Understand Author's Purpose and Point of View	Unit 2 Tasks Write an Explanation or Speaking & Listening Deliver a Multimedia Presentation	October-November

our view of the world?	Self(ie)? by Sarah Mervosh POEM Mirror by Sylvia Plath SHORT STORY The Night Face Up by Julio Cortázar INFOGRAPHIC The 100-Person Planet Interpret Graphics Analyze Motives POEM A Contribution to Statistics by Wisława Szymborska	Analyze Speaker Analyze Figurative Language Make Inferences Analyze Plot Structure Interpret Graphics Analyze Motives Analyze Literary Devices Analyze Structure	Consider your answer to the Essential Question: How does our point of view shape our view of the world? Create and present a 3- to 5-minute multimedia presentation that reflects on different points of view on an issue or problem.	
Unit 3: Hard-Won Liberty Essential Question: How can we escape what oppresses us?	ARGUMENT Letter from Birmingham Jail by Martin Luther King Jr SHORT STORY The American Embassy by Chimamanda Ngozi Adichie MEMOIR The Hawk Can Soar by Randi Davenport SPEECH from The Four Freedoms by Franklin D. Roosevelt Compare Accounts	Analyze Argument Analyze Rhetorical Devices Analyze Character Development Plot Structure: Flashback Analyze Diction and Syntax Analyze Text Structure Analyze Central Idea Analyze Purpose Analyze Purpose Analyze Media Techniques Analyze Argument Analyze Rhetoric	Unit 3 Tasks Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay to present to your classmates that discusses a freedom that is important in your life and what can be done to protect this freedom. Speaking & Listening Deliver an Argument Now you will deliver your argument about a type of freedom that is important to you as a 5-minute speech to your class. You may include	November - December

	DOCUMENTARY FILM from Gandhi: The Rise to Fame by BBC MENTOR TEXT ARGUMENT from Letter to Viceroy, Lord Irwin by Mohandas K. Gandhi		visual aids, such as a poster or a multimedia presentation, to help make your argument convincing. Reflect & Extend • Create a Protest Song • Write a Biography	
Unit 4: Reckless Ambition Essential Question: When is ambition dangerous?	DRAMA The Tragedy of Macbeth by William Shakespeare FILM from Macbeth by Rupert Goold Compare Across Genres GRAPHIC NOVEL from Manga Shakespeare: Macbeth by Robert Deas and Richard Appignanesi MENTOR TEXT BOOK REVIEW Shakespeare and Samurai (and Robot Ninjas?) by Caitlin Perry	Analyze Drama Analyze Character and Theme Analyze Figurative Language Analyze Media Representations Analyze Visual Elements Analyze Evidence	Unit 4 Tasks Write a Literary Analysis Using ideas, information, and examples from multiple texts in this unit, write a literary analysis that develops a claim about how a lesson that still applies today is revealed in The Tragedy of Macbeth. Reflect & Extend Create a Photo Essay • Write a Drama	December - January - February
Unit 5: Forces of Change Essential Question: How do changes, large and small, affect us?	SHORT STORY A Sound of Thunder by Ray Bradbury FEATURE ARTICLE The Bombing of Black Wall	Analyze Plot and Setting Make Inferences Analyze Development of Ideas Analyze Word Choice and Tone	Unit 5 Tasks Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report to present to	March- April

	Street by Allison Keyes MENTOR TEXT SCIENCE WRITING from The Fever: Malaria and Humankind by Sonia Shah POEM The War Works Hard by Dunya Mikhail DOCUMENTARY FILM from Rivers and Tides by Thomas Riedelsheimer POEM Sonnets to Orpheus, Part Two, XII by Rainer Maria Rilke	Analyze Text Structure Analyze Purpose and Audience Analyze Figurative Language Analyze Satire Analyze Media Techniques Analyze Purpose and Theme	your classmates in which you identify a way that humans respond to major changes. Reflect & Extend • Create an Infographic • Write a Poem	
Unit 6: Our Place in Nature Essential Question: What effect do we have on nature, and how does nature affect us?	SHORT STORY The Great Silence by Ted Chiang PUBLIC SERVICE ADVERTISEMEN T Find Your Park by National Park Service MENTOR TEXT SHORT STORY Night Garden by Shruti Swamy ARGUMENT Can Genetic Engineering	Analyze Point of View Analyze Narrative Structure Analyze Media Techniques and Purposes Analyze Pacing and Tension Analyze Figurative Language Monitor Comprehension Analyze Pro-Con Organization Analyze Symbol and Theme Analyze Plot	Unit 6 Tasks Write a Short Story Using ideas, information, and examples from multiple texts in this unit, write a short story in which the main character faces a struggle involving nature in some way. Speaking & Listening Produce a Podcast	April - May - June

	Solve the Problem We Created? by Sarah Zhang Compare Themes SHORT STORY The Seventh Man by Haruki Murakami POEM Carry by Linda Hogan	Analyze Symbol and Theme Analyze Figurative Language		

***Independent Reading Assignments** will also be a requirement for students English Classes at WAE. Students will complete one (1) Independent Reading Project for each Term, Fall and Spring. This involves reading a book that is not part of the High School Literary Canon and has not been made into a Film or TV Series, creating a Google Slides presentation for the book and delivering the Presentation to the class.

V. Grading Policy

Summative Assessment	30%
These are assessments designed by teachers to evaluate student learning at the end of an instructional unit. These are high stakes exams and/or greater involved assignments that will be used to guide how teachers will modify future activities in later units. For classes that culminate in a Regents examination, Summative Assessments will consist of regents based questions that will mirror the format of that Regents Examination.	The summative assessments include: a. End of Unit Assessments b. Weekly Tests c. Midterm Exams (November/May) d. Final Exams (January/June)
Formative Assessment	55%

These are ongoing assessments that are designed to monitor student learning in order to provide consistent feedback. These assessments may be used by teachers to modify their teaching in an effort to improve student learning. The goal of the assessment is to assist you in identifying your strengths and challenges, and allow your teacher to target areas where you may need assistance, and likewise help the teachers to recognize where you may be struggling and address the problems immediately.	This criteria includes: Classwork/ Quizzes = 20% Homework = 15% Projects / Labs* = 20% *Labs for science courses
Citizenship	15%
This component is designed to support you in being productive students who are engaged in learning and respectful of your learning environment. The WAE believes that productive citizenship will have a great impact your academic performance. This criteria includes the following: a) Display of positive and diplomatic behavior b) Compliance with the “No Cell phone Policy” of the school. c) Compliance with the uniform policy d) Active engagement during class. Students' progress in all areas are monitored and addressed in accordance to the rubric that is designed to reflect progress.	
Total Possible Points:	100%

VI. MAKE UP WORK	
Unless otherwise indicated by the subject teacher, the following policy applies:	
1	If your absence is approved in advance, and if the work is assigned by the teacher in advance, all make-up work including an assigned test, is due upon your return to school. Teachers may use their discretion, and may make exceptions, in the case of a student who did not plan an absence in advance, and the absence is beyond the student's control, and the nature of the absence prevents a student from submitting work on the day she returns to school.
2	If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have 2 days to complete the missing work. If the student is absent for 4 or more days, she will have two days to complete the missing work. Special consideration will be given in the case of extended absences due to injury or chronic illness.
3	All make-up work will be accepted if it is accompanied with a valid excuse note signed by a parent/guardian/or doctor.
4	No make-up work will be provided for Do Now.

VII. LATE WORK	
Unless otherwise provided by the teacher, the following policy for late work hereby applies:	
1	If your work is submitted within three days beyond the due date of any graded assignment may earn a maximum score of 80%; providing it is completed correctly. Additional points will be deducted from the assignment if information is incorrect, incomplete, or if the work submitted does not meet the requirement as specified by the content rubric.

2	Students will earn a maximum of 65% for correctly completed work that is more than three days late but submitted a week before the end of the marking period.
3	The same late work policy applies for projects and large assessments (unless an alternate policy is provided by the subject teacher). Late work will be accepted with a 5% deduction per school day, with a minimum score of 65% for complete work
4	Late work will be graded based on accuracy in addition to the penalty for late submission. Students are expected to make sure that work submitted will met the requirement as specified by the rubric.

NOTE: The updated academic policy hereby supersedes and renders null and void any previously approved grading policy.

VIII. CLASSROOM POLICIES	
1	Attendance – Regular attendance is required. The expected attendance rate is no less than 90%. Documentation is needed for any absences.
2	Submission of Assessment Tasks - <i>Should be on time; late submittal of coursework's will not be accepted, or where there is a valid justification, its acceptance is upon the faculty discretion subject to reasonable grade penalties.</i>
3	Formative and Summative Assessment
4	Cellphone Policy
5	Lateness & Do Now Policy
6	Dress Code/ Uniform Policy
7	Plagiarism & Academic Honesty
8	Grave misconduct - <i>Any form of disrespect to your teacher or to others will not be tolerated and is meted corresponding Sanction as per Chancellor Regulation</i>

IX. HOMEWORK POLICIES	
1	*Independent Reading Assignments will also be a requirement for students English Classes at WAE. Students will complete one (1) Independent Reading Project for each Term, Fall and Spring. This involves reading a book that is not part of the High School Literary Canon and has not been made into a Film or TV Series, creating a Google Slides presentation for the book, and delivering the Presentation to the class.
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6	

X. RESOURCES AND MATERIALS	
1	Writing Utensils
2	Notebook
3	Folder for Handouts
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XI. BELL SCHEDULE	
1	
2	
3	
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5	
6	LUNCH PERIIOD/ SMALL GROUP INSTRUCTION
7	
8	