

High School English Language Arts Syllabus
2026-2027

Ms. Butterworth
Room 21

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Course Description: This course is dedicated to enhancing students' skills in English Language Arts through a personalized and supportive approach. Tailored specifically to meet individual needs, the curriculum is designed around each student's unique Individualized Education Program (IEP) goals. By focusing on personalized learning objectives, students will engage in targeted activities and strategies that support their growth in reading, writing, speaking, listening and critical thinking skills. Our goal is to foster a deep understanding of English Language Arts while building confidence and academic success. Units are based on New Mexico Adopted Common Core State Standards and feature genres such as fiction, poetry, drama, and nonfiction in order for students to grow as lifelong readers and thinkers. Units will culminate in meaningful projects and a variety of forms of writing.

Students must bring their Chromebook charged and ready to use every day.

Supplies Needed Daily

- *Your Chromebook charged and the charger*
- 2 notebook (composition or spiral, college or wide-ruled, your choice)
- Writing utensils of your choice; pencils highly recommended
- 1 pack of Markers
- 1 pack of colored pencils
- 1 pair of scissors
- 1 glue stick

Optional Supplies Needed Occasionally

- Highlighters
- 1 folder to organize your writing pieces
- Post-its (I am ordering some, but if you like your own color, please know we'll use them a lot to annotate novels)
- Other Art supplies of your choice

Classroom Expectations-

1. Respect Yourself: You respect yourself by being prepared, doing your best, having a positive attitude, and participating.

2. Respect Others: You respect others by waiting for your turn to speak, by being understanding, staying on task, and by working together.

3. Respect Our School: You respect our school by following directions, picking up after yourself, and by following school rules.

4. Participation: Participation is a significant component of your final grade, accounting for 15%. Active participation includes contributing to discussions, engaging in class activities, and completing assignments while in class. Points will be deducted if you disrupt the learning environment, fail to complete in-class work, or arrive late. Maintaining consistent attendance and timely arrival, along with respectful and engaged behavior, is crucial for both your academic success and a positive classroom atmosphere.

Discipline

Failure to adhere to school rules in the classroom will result in appropriate disciplinary action. Please review the Student Handbook for further details regarding discipline and the school's attendance policy.

Tardiness

If a student arrives after the tardy bell has rung to begin the period, he/she will be considered tardy to class. If a student arrives 15 minutes late, this is considered Absence Unexcused Truant (AU). If the student has a pass, the pass should be given to the teacher upon arrival to class.

Attendance

Regular and prompt class attendance is a vital part of the educational experience. If a student is absent on the day of a quiz or test, he or she must schedule the makeup for the next day. A student has one day for each excused day absent to make up a missed assignment. If an assignment is due the day a student is absent, the assignment is due the day the student returns. For absences that exceed one day, the student will have at least as much time to do makeup work as the number of days of class absence. Excessive absences of 10 or more may result in a loss of credit for high school students.

Year-at-a-Glance

Note: this is a tentative outline. All units will include most of the following as it is relevant: poetry, fiction, nonfiction as well as, narrative, descriptive, expository and persuasive writing, vocabulary development, grammar mini-lessons and ample opportunities to practice writing. Units will be adjusted according to students' strengths, interests, and discussions in previous units.

Grading Scale

Projects- 20%

Classwork & Homework 40%

Bell Ringers- 15%

Participation- 15%

Assessments- 10%

Plagiarism -In our English class, it is crucial to produce original work and give proper credit to others. Plagiarism, which is using someone else's work, ideas, or words without proper acknowledgment, is a serious offense. This includes copying from books, websites, or other sources, and presenting it as your own. If a student plagiarizes any assignment, they will receive a zero. If they do it again, they will be referred to the office for further disciplinary action.

AI - Artificial Intelligence -This policy is designed to ensure that all work in English class reflects students' own thinking, creativity, and writing skills. While AI tools (such as ChatGPT, Grammarly, or similar) can be helpful in certain areas, they cannot replace the learning process or the development of each student's individual voice. The first time AI is used, the student can redo the assignment with a loss of 10% of their grade. For each subsequent time the student will be given an automatic 0%. If AI is continued, the student will be sent to the office.

Common Core Standards - All assignments and classroom activities will be based on the Common Core Standards . To see the English Language Arts standards, please visit the website below. They start on 34 and end on 54.

http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

Late Work Policy- Work is expected to be submitted on the due date. For any assignment that is handed in late, there will be a penalty of 10% deducted from the final grade. Any class work, quizzes, or assigned homework that was due on a day when a student was absent, must be made up and turned in within the number of days of the student's absences.

Novel Studies - This year we will be reading two novels. In Quarter 2 we will read *Catching Fire* by Suzanne Collins, which is Book 2 in *The Hunger Games* Series. This was chosen to build on the prior knowledge the students have from studying *The Hunger Games* last year. In Quarter 3 we will read *The Giver* by Lois Lowery. Please note that novel studies may be adjusted according to students' strengths, interests, and discussions in previous units.

Bell Ringers-

Bell ringers will consist of a combination of writing responses to writing prompts, independent reading time and working on IXL.

IXL-

Overview: IXL is an integral part of our classroom learning experience. This adaptive learning platform will be used multiple times a week to help measure and enhance your child's progress in key skills related to our curriculum and their Individualized Education Program (IEP) goals.

Purpose: The IXL program will be employed to:

- Track and measure progress in class-specific skills.
- Address and bridge any skill gaps.
- Support the achievement of IEP goals.

IXL Implementation:

●**Daily Routine:** Often:At the start of each class, students will be required to spend the first ten minutes working on their recommended IXL skills. This consistent practice is designed to reinforce learning and ensure steady progress.

●**Bell Ringer Grade:** This daily ten-minute activity will be assessed and will constitute the bell ringer grade. Regular participation and effort during this time are essential for your students' growth.

Benefits:

- Personalized Learning:** IXL adapts to each student's level, providing a personalized learning experience that targets their specific needs.
- Continuous Feedback:** The program offers immediate feedback, helping students understand and learn from their mistakes in real-time.
- Goal Alignment:** By focusing on skills that align with IEP goals, IXL ensures that students are making progress in the areas most critical to their success.

Expectations:

- **Consistency:** Students are expected to engage with IXL regularly as part of their daily classroom routine.
- **Effort:** Active participation and genuine effort during the IXL sessions are crucial. Students should aim to challenge themselves and make the most of this time.
- **Progress Monitoring:** I will closely monitor each student's progress on IXL to provide additional support where needed and to celebrate their achievements. By integrating IXL into our daily schedule, we aim to create a structured, supportive environment that fosters continuous learning and growth.

Class Year Plan

- This is subject to change based on class needs, but this is the general schedule for the year. In addition to quarterly focuses, instruction will target individual skill gaps and support students in meeting their IEP goals.

1st Quarter: Writing and Literary Elements

- **Focus :** Developing foundational writing skills and exploring key literary elements.
- **Activities :**
 - Writing workshops on narrative, expository, and descriptive writing.
 - Analysis of literary elements such as plot, character, setting, and theme.

2nd Quarter: Novel Study: *Catching Fire* by Suzanne Collins

Through discussion, comprehension activities, and written responses, students will examine themes of symbols and interpretations, hidden resistance vs. direct rebellion, surveillance and manipulation, love, courage, & loyalty. Students will explore literary elements of point of view, foreshadowing, imagery and irony while making connections to real-life experiences, events and broader social issues.

3rd Quarter: Novel Study - *The Giver* by Lois Lowry

- In this unit, students will read and discuss *The Giver* by Lois Lowry. Students will analyze character growth, dialogue, and author's craft.

4th Quarter: Grammar, Writing Skills, and Individual Summative Project

- **Focus :** Reinforcing grammar fundamentals, refining writing skills, and completing a comprehensive summative project.
- **Activities :**
 - Grammar review sessions covering syntax, punctuation, and usage.
 - Writing workshops to polish personal writing style and techniques.
 - Development and presentation of an individual summative project that integrates learning from the year.

Independent Reading & Library Card Policy

This year, our class is focusing on building a lifelong love for reading through daily independent reading time. Research shows that when students choose their own books, their reading comprehension, vocabulary, and critical thinking skills increase tremendously.

- **The Goal:** Read a self-selected book for at least 20 minutes every day total.
- **The Requirement:** Bring your choice book to class daily
- **The Tool:** A valid local public library card.
- **Deadline:** Secure your card and your first book by **August 31, 2026**
- More information to come as we work on building stamina in reading

****Parent Signature _____

****Student Signature _____

Per Student Handbook: Cell Phone & Device Policy

In accordance with Senate Bill 11 (2025) and guidance from the New Mexico Public Education Department, student cell phones must remain out of sight. At PAPA, phones and devices must be out of sight once you arrive on campus until the dismissal bell. This includes wireless Bluetooth headphones, gaming systems, and tablets.

If you need to contact your student during school hours, please call the front office at 505-830-3128 or email info@paparts.org.

Students will use school-issued Chromebooks only for learning activities. It is essential that devices are charged nightly. We suggest setting up a designated charging station at home to build this routine.

General Information

If you are having trouble with this class, come to me immediately and I can work with you. If you wait until the end of the marking period, it will be TOO LATE. I will be available to help you understand so that you can be successful in this class. I will do my best to ensure each student is successful in this class.

Please Note: This syllabus may be modified as needed.

Email: pbutterworth@paparts.org

I will endeavor to respond within 24 to 48 hours.

Syllabus Signature Page

To ensure that parents/guardians and students are aware of the guidelines and expectations of this class, please sign, date, and return this page only with your student.

Your student will receive credit for returning this sheet. I appreciate your time and cooperation.

Student Name

Print:

Signature:

Date:

Parent/Guardian Signature

Print:

Signature:

Date:

Please complete the following information:

Best number to reach you:_____

Best email:_____

Is there anything you feel I should know about your child to help them be more successful in class?