

English 10 Syllabus

James Clemens High School

Teacher: Patricia Beale

11306 County Line Road

Madison, AL 35756

Phone: 256-216-5313

Email: pbeale@madisoncity.k12.al.us



I. Course Description:

Welcome to sophomore English and the beginning of an exhilarating and rewarding semester! Throughout this course, we will delve into a rich array of world literature that promises to captivate and inspire. To thrive in this class, each student will need to demonstrate self-discipline and dedication. Understanding that every student learns differently, I will employ a range of techniques in the classroom to ensure that everyone can grasp the material in a way that suits them best. Let's embark on this learning journey together!

II. Course Objectives:

- To attain mastery of the world literacy movement.
- To improve reading and writing skills.
- To develop an understanding of various grammar and mechanics concepts.
- To think critically and develop organizational and communication skills by speaking effectively.
- To relate literature to life experiences.
- To meet all objectives for ELA as set forth by the Alabama Course of Study and Madison City Schools.

The Alabama Course of Study Guide can be found here: **Alabama Course of Study for English 10**

https://alex.alsde.edu/cos-ela?search_api_fulltext=&f%5B0%5D=cos

III. Course Requirements:

1. Weekly reading, vocabulary, and grammar quizzes/tests.
 2. Writers Workshop including lessons across the modes of writing and research writing.
 3. Literature quizzes and tests.
 4. Completion of a research project/paper is mandatory to earn credit for this class. Failure to submit will result in an Incomplete grade until completed.
-

IV. Materials and Supplies Needed:

- **MCC Issued Chromebook Computer:** **Bring your Chromebook and charger and all required materials to class every day.**
- Assigned novels.
- Paper, pens, pencils, and highlighters.

Required Websites:

- Independent Grammar: [NoRedInk](#)
- Independent Reading: [ReadWorks](#)

Students must register on these websites to view content and complete/submit assignments for grading.

Turnitin Notice:

Most writing assignments will be submitted to Turnitin via Schoology. Turnitin helps students discern when they are using sources fairly, citing properly, and paraphrasing effectively. Students can review their originality report and make revisions before final submission.

V. Grading Policy:

- **Homework:** Assignments must be submitted by the due date.

According to MCS Student Handbook:

Work Makeup, Excused Absences. Students are permitted to make up work, tests, and other assignments, activities, etc., when absences are excused. **Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence.** All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of student and parent to ensure a student makes up work following excused absences. Teachers may alter assignments, tests, work, activities, etc., as necessary to ensure an accurate evaluation of the student's performance after an excused absence.

Late Work: Classroom Policy: Regarding late submissions, I will accept most assignments up to two weeks after the original due date. However, there will be a 5-point deduction for each day an assignment is late, including weekends. After two weeks, a zero will be recorded permanently. To address a zero, you **MUST** send me a POLITE message on Schoology with the name and date of the assignment as it appears in PowerSchool, confirm that the assignment is complete, and request a grade update at my earliest convenience.

- **Papers:**
 - All final drafts must be typed and double-spaced (12-point Times New Roman font).
 - A rough draft is required before submitting the final draft.
- **Grading Scale:**
 - A (90-100)
 - B (80-89)
 - C (70-79)
 - D (65-69)
 - F (Below 65)

Grade Breakdown:

- Major Tests, Quizzes, Papers & Projects: 70%
- Daily Assignments & Homework: 30%
- The final exam counts for 1/5 of the final grade.

High School Exam Exemption Procedure

Any student in grades 9-12 are eligible to earn an exam exemption for the Spring 2025 Exams for each class.

Students are eligible to exempt a final exam if they have earned an **85% or higher** as the final grade for that course.

Any of the following will **EXCLUDE** a student from exempting the exam for that class:

- More than five **EXCUSED** absences (includes doctor notes)
- Any **UNEXCUSED** absence
- Assignment to In School Suspension (ISS) for 3 days or more
- Any Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level including all subtests (10th PreACT, 11th ACT with Writing, 12th WorkKeys)

Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

VI. Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

1. Be respectful, polite, and courteous.
2. Be prepared: Bring your Chromebook/charger and all required materials to class every day.
3. Be on time and begin Bellringer activities immediately when the tardy bell rings.
4. Stay in your assigned seat unless given permission to move.
5. Follow all school and district policies.
6. Avoid disruptive, disrespectful, or defiant behaviors.

Consequences for Misbehavior:

- Verbal reprimand.
- Conference with the student and parent contact.
- Referral to administration for major offenses.

Positive Outcomes for Following Policies:

- Verbal acknowledgment.
- A stress-free learning environment.
- A pleasant and secure atmosphere.

Cell Phone Policy:

ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets/ipads, and personal computers (school issues laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your devices to school, **cell phones must be stored in the designated cell phone case upon entering the classroom daily. These items must remain stored away during instructional time. Violations will result in consequences per the classroom management plan.** They cannot be on your person.

Let's work together to make this semester a successful and enjoyable learning experience for all!

18 – WEEK PLAN*

<p>Unit 1</p>	<p>Summer Reading Unit <u>Text:</u> <i>Narrative of the Life of Frederick Douglass, An American Slave</i> by Frederick Douglass <u>Writing Focus:</u> Using Claim, Data, and Commentary to construct an effective argumentative essay on literary topics <u>Literary Focus:</u> Determining theme/central idea of a text <u>Literary Sub-Focus:</u> Characterization, Diction, Foreshadowing, Irony, Mood, Setting, and Symbolism <u>Approximate Length:</u> 2 weeks Content/grammar/vocab tests. Daily quick-writes. Anchor text: The Narrative of the Life of Frederick Douglass: an American Slave. Douglass essay. Narrative writing and Narrative Essay.</p>
<p>Unit 2</p>	<p>Persuasion in Literature. Study of William Shakespeare's <i>Julius Caesar</i></p> <p>In this unit, students will engage in an in-depth study of William Shakespeare's <i>Julius Caesar</i>, exploring the play's themes, characters, language, and historical context. Students will analyze key scenes to understand the complex interplay of power, loyalty, betrayal, and ambition that drives the plot. Through class discussions, close readings, and collaborative activities, students will examine the motivations and moral dilemmas faced by characters such as Brutus, Caesar, and Cassius.</p> <p>The unit will also introduce students to Shakespearean language and rhetorical techniques, helping them to interpret and appreciate the rich, poetic dialogue. In addition, students will explore the historical and cultural backdrop of the Roman Republic, connecting it to the play's political themes and relevance to contemporary issues.</p> <p>Assessments will include written responses, group projects, and a final essay in which students will analyze a key aspect of the play, such as the concept of the tragic hero, the use of persuasion and rhetoric, or the moral and ethical questions raised by the characters' actions. This unit will enhance students' understanding of Shakespearean drama, develop their critical thinking skills, and improve their ability to analyze and interpret complex texts.</p>
<p>Unit 3</p>	<p>Research Paper: In this unit, students will explore the concept of the tragic hero through an in-depth analysis of William Shakespeare's <i>Julius Caesar</i>. Students will research the characteristics of tragic heroes as defined by classical literature and apply these principles to the characters in the play, such as Brutus, Caesar, and Cassius. The unit will guide students through the process of developing a research question, conducting literary analysis, and gathering evidence from both primary and secondary sources.</p> <p>Students will learn to construct a strong thesis, organize their arguments coherently, and support their analysis with textual evidence and scholarly interpretations. The unit will also emphasize proper citation practices, avoiding plagiarism, and adhering to MLA formatting guidelines. The final assignment will be a well-argued research paper that critically examines the tragic hero archetype in <i>Julius Caesar</i>, demonstrating both an understanding of Shakespearean tragedy and proficiency in academic writing. This unit will enhance students' analytical, research, and writing skills, preparing them for more advanced literary studies.</p>
<p>Unit 4</p>	<p>Study of the Holocaust Anchor Text: <i>Night</i> by Elie Wiesel (Memoir) -How do people connect, and why does that matter? (Relational Awareness) In this unit, students will explore the historical and human impact of the Holocaust through a comprehensive study of Elie Wiesel's memoir <i>Night</i>. The unit will provide students with an understanding of the Holocaust's historical context, including the rise of anti-Semitism, the events leading to World War II, and the atrocities committed in concentration camps.</p> <p>Through close reading and analysis of <i>Night</i>, students will examine Wiesel's personal narrative as a</p>

	<p>Holocaust survivor, focusing on themes such as loss, identity, faith, and the resilience of the human spirit. The unit will encourage students to reflect on the moral and ethical implications of the Holocaust and its relevance to issues of intolerance, discrimination, and human rights today.</p> <p>Class activities will include discussions, reflective writing, and multimedia presentations that deepen students' understanding of the memoir and its broader historical significance. Students will also engage in research projects to explore related topics, such as the lives of other survivors, the global response to the Holocaust, and the ongoing importance of Holocaust remembrance.</p> <p>The unit will culminate in a critical essay or project in which students analyze key themes from <i>Night</i> or connect Wiesel's experiences to broader historical or contemporary issues. This unit aims to develop students' empathy, critical thinking, and ability to engage with complex, challenging texts, while fostering a deeper understanding of one of history's most tragic events.</p>
Unit 5	<p>Short Stories in World Literature</p> <p>In this unit, students will explore a diverse selection of short stories from world literature, organized into thematic chapters that offer insights into different cultures, time periods, and literary styles. Through these stories, students will refine their listening, speaking, and writing skills while deepening their understanding of literary techniques and concepts.</p> <p>Students will interpret figurative language to uncover the meanings of words and phrases, applying various reading strategies to enhance comprehension. They will also compare and contrast how language supports an author's purpose across different genres, and examine how themes are revealed through techniques like propaganda. Additionally, students will analyze the development of setting through an author's word choice, gaining a deeper appreciation for how language shapes narrative and meaning.</p> <p>This unit aims to foster critical thinking, cultural awareness, and a love for literature, while preparing students for more advanced literary analysis and composition.</p> <p>Comprehensive FINAL EXAM</p>
Note	<p>Over the 18-week course, students will focus on mastering grammar, mechanics, and usage to communicate effectively in both written and spoken forms. The curriculum will integrate non-fiction articles that complement the primary literary texts studied, enriching students' understanding and analysis of these texts. Through a blend of fiction and non-fiction, students will develop their critical thinking and writing skills. Regular practice and targeted lessons will ensure proficiency in conventions of grammar and effective communication. This course aims to enhance students' ability to engage with diverse texts and express ideas clearly and persuasively.</p>

***This is a tentative plan and is subject to change at the teacher's discretion.**