

ENGLISH 10

Bob Jones High School
650 Hughes Road
Madison, AL 35758
256-772-2547

I. Course Description: This course will count as an English Language Arts credit for students enrolled in our English Language Learners Program. It is designed for students who need an individualized, structured English course to study grammar, reading, listening and speaking skills through use of Common Core Standards and the Alabama Course of Study.

II. Course Objectives: Students will develop skills in reading, writing, listening and speaking through practical activities.

Students will...

- develop critical reading skills.
- use the writing process for different purposes.
- develop critical listening skills.
- develop communication skills through group interaction.

III. Classroom Expectations:

- **PROMPT:** Be on time. Come into the classroom, gather your materials, take your seat, and begin your work.
- **PREPARED:** Come to class ready to learn. Bring something to write with and a positive attitude.
- **PATIENT:** Great things take time. Please listen when others are speaking and wait your turn.
- **PRODUCTIVE:** Use your time wisely. Listen to and follow directions. Stay on task & try your best!
- **POLITE:** Be nice or neutral to everyone. No bullying will be tolerated. This is a safe zone. Respect the property and space of others.

Accommodations: Made for this course according to EL Plan.

Technology Use:

Concerning laptop utilization:

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1. Student laptops should not be hard wired to the network or have print capabilities.
2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.
3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops.

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Cell phones or any other electronic devices (tablet, computer, gaming platform) shall not be used or accessed at any time in the classroom, from bell to bell, unless explicitly approved by the teacher.



IV. BJHS Grading

Grades are calculated according to MCBOE/BJHS policy.

Policy:

Classwork, Participation &
Daily Grades 30% Tests,
Quizzes, Projects 70 %

Semester Exam 20 % (1/3 of final grade)

The grading scale is as follows:

A(90-100)
B (80-89)
C (70-79)
D (65-69)
F (below 65)

Grades will reflect mastery of the course standards.

U. BJHS Make-up Test Makeup tests for EXCUSED absences will be given as arranged with the

Policy:

teacher. Students have 3 school days following a missed test to reschedule the test. Failure to keep an appointment for a makeup test will result in a zero.

VI. Text and Other Required Reading:

Edge: Reading Writing and Language (Level A, Fundamentals); Mirrors and Windows, Scholastic magazines, Scope, Action & Upfront, readers and online resources to reinforce Reading; Graphic novels, Reader's Theater Scripts, Required Novels for Course (some adapted versions)

VII. Materials and Supplies Needed:

Three Ring 1" binder, notebook paper, pens, pencils and a composition notebook -college ruled, sticky-notes

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Unit 1	Reading Workshop
Unit 2	Origins of the American Tradition, to 1800 Native American mythology, captivity stories, Puritanism, Rationalism, Deism, literature from the Revolutionary time period, persuasive writing using scaffolded models, and grammar <ul style="list-style-type: none">• <i>Education of Little Tree</i>
Unit 3	<i>The Crucible</i> by Arthur Miller/ <i>Scarlet Letter</i> Background on The Salem Witchcraft Trials, modern historical connections, grammar, character analysis, and <i>The Crucible</i> (readers theater, video, and text). <u>**Biography Outline for Character Analysis -project</u>
Unit 4	New England Renaissance, 1800-1850 American Romanticism, Bryant, Longfellow, sonnet information, Emerson, Thoreau, Transcendentalism, the Dark Romantics, gothic elements, Poe, grammar, and descriptive writing. **Sonnet Project
Unit 5	<i>Julius Caesar</i> by William Shakespeare Background information on Shakespeare and the Elizabethan time period (<i>Shakespeare centers</i>), tragedy, dramatic elements, modern cultural connections, grammar, and research writing. **Graphic Novels, <i>No Fear Shakespeare</i> , Video & Reader's Theater Scripts
Unit 6	Slavery and The Civil War, 1850-1865 Douglass (Hayden), Truth, Bierce, Crane, Whitman, Dickinson, poetry analysis, and grammar <u>Text:</u> <i>Narrative in the Life of Frederick Douglass</i> by Frederick Douglass - Graphic Novel, excerpts from ELL texts <u>Writing Focus:</u> Using Claim, Data, and Commentary to construct an effective argumentative essay on literary topics using a template and scaffolded format <u>Literary Focus:</u> Determining theme/central idea of a text <u>Literary Sub-Focus:</u> Characterization, Diction, Foreshadowing, Irony, Mood, Setting, and Symbolism
Unit 7	Expanding Frontiers, 1865-1910 Regionalism, the rise of Realism, Twain, Masters, Cather, Chopin, London, Crane, grammar, sentence structure, and literary criticism responses.
	Review and Final Exam

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Dear Parent/Guardian,

I look forward to having a great year! I feel fortunate to have your student in my class this semester and hope that you will contact me should you have any concerns about your student's progress or the course work. Email is the best way to reach me during the day. Please read the syllabus with your student, then sign and date this signature page, and have your son/daughter return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Please contact me at school with any concerns.

You may join Talking Points to contact me as well and get reminders about assignments and events coming up for this class. Instructions are attached to this letter.

Thank you,

Sharon Rowland

My student and I have read and discussed the classroom syllabus and expectations.

Student Name (Print) _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____ Date _____

Parent/Guardian Signature _____ Date _____

Email address _____ (work) _____
(home)

Phone number _____ (work) _____ (home)
_____ (cell)

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