



ENGLISH 10

Ms. Katherine Bryant

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Course Description:

Students will read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present. This course fulfills the requirements needed for postsecondary education including college preparation.

Course Objectives:

English 10 incorporates the recurring standards for grades 9-12 according to the Alabama English Language Arts Course of Study. You may access the list of recurring standards through the following hyperlink:

<https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf>

In addition to the recurring standards, English 10 emphasizes **critical**, **digital**, **language**, and **research** literacy through various reading, writing, speaking, and listening skills.

Critical Literacy

Students will process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy

Students will use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy

Students will recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy

Students will engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

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.

Concerning the use of cell phones and other electronic devices:

Devices should be on silent and kept in your purse, backpack, or pocket during class unless otherwise instructed. You may not place it on your desk. Parents, guardians, and other family members should call the front office in case of emergency.

If you violate this rule, you can expect the following consequences:

- *First offense* – The phone or device will be placed in a phone chart at the front of the room. You may pick it up at the end of class.
 - *Second offense* – The phone or device will again be placed in a phone chart at the front of the room until the end of class and a parent/guardian will be notified.
 - *Third offense* – This is defiance and I will notify an administrator.
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Grading Policy:

Major assessments will count 70 percent of your grade. Homework and classwork will account for 30 percent of your grade. Grades will be updated weekly in PowerSchools. Each grading period will consist of nine weeks.

Make-up Work Policy:

Make-up tests will **only** be given to a student who has an **excused absence**. **The student must make arrangements with the teacher to take a make-up test. Tests may be taken during Patriot Path with prior arrangement from each teacher.** A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.

Homework/Classwork: Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence.** Grades of zero will be assigned for assignments missed because of unexcused absences.

Text and Other Required Reading:

StudySync ELA Grade 10 Reading and Writing Companion, and selections from all or some of the following: *Farewell to Manzanar*, *Night*, *Paper Towns*, and *Julius Caesar*. Additional literature may be announced at a later date.

A note on textbooks:

Our *StudySync* textbooks are **consumables**, meaning each student will receive their own copy of the textbook. Students are highly encouraged to store their textbooks **in my classroom**. However, if a student needs to take a textbook home for makeup work, that is acceptable. It is the student's responsibility to keep up with their textbook.

The *StudySync* textbook is also available to students online. Many assignments will be posted online through Schoology to ensure students have access to their work.

**Materials and
Supplies Needed:**

College-ruled, loose-leaf paper, pens/pencils, and highlighters (blue, green, yellow, pink, and orange). Most of the books will be available in class. If students would like to have his/her own copy to make notes in or read at home, students will want to consider purchasing the novel(s) on their own. All handouts are provided on Schoology through our class page.

Laptops:

Concerning laptop utilization: 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. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Turnitin Notice:

The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.

Accommodations

Requests for accommodations for this course or any school event are welcomed from students and parents.

18-Week Plan	
Weeks 1-2	<p>Summer Reading Unit; EQ: How do our confrontations with justice and injustice help to shape our identity? How do those confrontations influence the things we say and do?</p> <p>Texts: <i>Farewell to Manzanar</i> and various nonfiction pieces</p>
Weeks 3-6	<p>Unit 1: The Power of Communication; EQ: Why do words matter?</p> <p>Novel Study: <i>Fahrenheit 451</i></p> <p>Potential Supplemental Texts:</p> <ul style="list-style-type: none">● “The Refusal” (Fiction)● “I Am Offering This Poem” (Poetry)● “She Unnames Them” (Fiction)● “The Story of a Vision” (Fiction)● Excerpt from <i>Heart of Darkness</i> (Fiction)● Excerpt from <i>Things Fall Apart</i> (Fiction)

	<ul style="list-style-type: none"> ● “My Grandmother Washes Her Feet in the Bathroom at Sears” (Poetry) ● “In Between Cultures: A Granddaughter’s Advantage” (Argumentative Text) ● “Letter from Birmingham Jail” (Argumentative Text) ● “A Voice” (Poetry) ● “Speech to the Second Virginia Convention” (Argumentative Text)
Weeks 7-10	<p>Unit 2: Moving Forward; EQ: How does culture influence your goals?</p> <p>Novel Study: <i>Night</i></p> <p>Potential Supplemental Texts:</p> <ul style="list-style-type: none"> ● “The Power of the Hero’s Journey” (Informational) ● “The Gathering Place” (Poetry) ● “Rámáyana” (Poetry) ● Excerpt from <i>Republic</i> (Argumentative) ● “Valedictorian Speech” (Informational) ● “Methods of Motivation” (Argumentative) ● “Remarks at the UN General Assembly” (Argumentative) ● “A Plea for Global Education” (Argumentative) ● “The Perils of Indifference” (Argumentative) ● “Civil Peace” (Fiction) <p>*A major research project will take place during this unit. This project is a 150-point test grade.</p>
Weeks 11-14	<p>Unit 3: The Persistence of Memories; EQ: How does the past impact the future?</p> <p>Novel Study: <i>Paper Towns</i></p> <p>Potential Texts:</p> <ul style="list-style-type: none"> ● “By Any Other Name” (Informational) ● “Rituals of Memory” (Informational) ● “Seeing at the Speed of Sound” (Informational) ● “From Behind a Covered Window” (Poetry) ● “Love Is Not All” (Poetry) ● “Facial expressions—including fear—may not be as universal as we thought” (Informational) ● “Dream Psychology: Psychoanalysis for Beginners” (Informational) ● “The Secret Life of Salvador Dali” (Informational) ● “Rock, Ghost, Willow, Deer: A Story of Survival” (Informational) ● Excerpt from <i>The God of Small Things</i> (Fiction) ● Excerpt from <i>Persepolis</i> (Informational) ● Excerpt from <i>The Immortal Life of Henrietta Lacks</i> (Informational)
Weeks 15-17	<p>Unit 4: The Ties That Bind; EQ: What brings us back to one another?</p> <p>Potential Texts:</p> <ul style="list-style-type: none"> ● Excerpts from <i>Julius Caesar</i> (Drama) ● <i>As You Like It</i>, Act II, Scene vii (Drama) ● <i>Macbeth</i>, Act I, Scene iii (Drama) ● Excerpt from <i>Antigone</i> (Drama) ● “Claudette Colvin Explains Her Role in the Civil Rights Movement” (Informational) ● Excerpt from <i>Hotel Rwanda</i> (Drama) ● Excerpt from <i>Cherokee Family Reunion</i> (Drama) ● excerpt from <i>Funny in Farsi: A Memoir of Growing Up Iranian in America</i> (Informational)

	<ul style="list-style-type: none"> • “On the Painting of the Sistine Chapel” (Poetry) • “People Should Not Die in June in South Texas” (Fiction) • “Sábado Gigante” (Fiction) • “La Juanita” (Fiction) • “Kindness” (Poetry)
Week 18	Final Exam Preparation
	**Grammar and vocabulary will be studied throughout English 10.

***This is a tentative plan and may change at the discretion of the teacher.**

Please initial and sign below to acknowledge that you have received, read, and understood the syllabus.

_____ **We have read the syllabus** for Ms Bryant’s **English 10** course and understand the expectations and classroom policies explained therein.

_____ We know that Ms. Bryant will contact us about any concerns or class information via the information supplied on the **Parent Contact Google Form**. **We will scan the QR code below to complete this form to ensure she has the correct contact information.**

Student name: _____

Student signature: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):

Parent/guardian Email:

Parent/Guardian Phone number:

Parent Contact Google Form

1. Scan the form with the camera on your phone.
2. Follow the link to the form.
3. Fill out the requested information.

