

# English 10 Syllabus

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## I. Course Description:

Welcome to sophomore English and the beginning of an exhilarating and rewarding semester! Throughout this course, we'll 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, we'll 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, improve reading and writing skills, develop an understanding of various grammar and mechanics concepts, think critically, develop organizational, and communication skills by speaking effectively, relate literature to their lives and attain mastery of skills related to the Alabama Course of Study

The Alabama Course of Study Guide is found here:  
[Alabama Course of Study for English 10](#)

## III. Course Requirements:

1. **Bell Work:** consists of journal writing, grammar practice and vocabulary exercises)
2. **Weekly reading,** vocabulary and grammar quizzes and tests.
3. **Writers Workshop** will include lessons across the modes of writing and research writing
4. **Literature** quizzes and tests
5. **Following the guidelines outlined in the Alabama State Course of Study, students must fulfill a research project/paper requirement to earn credit for this class. Failure to submit the project/paper will result in an Incomplete grade until the assignment is completed, and affected students will not be eligible to register for English 10.**

## IV. Materials and Supplies Needed:

1. **MCC's Issued Chromebook Computer:** **Be prepared (bring MSC issued Chromebook/charger and all required materials to class EVERYDAY).**
2. Assigned Novels
3. Paper, Pens, Pencils and highlighters

Students must register on the following websites:

Independent Grammar: <https://www.noredink.com/>

Independent Reading: <https://www.readworks.org/>

**Turnitin Notice:** The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. 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.

### **Homework**

Assignments must be submitted by the due date. A zero will be recorded until the assignment is submitted, at which point a late grade will be given.

## **V. Grading Policy:**

### **Late Work**

**For 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, students should 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**

1. All final drafts are to be typed and must be double-spaced. [Notify me in advance if you have technological problems.](#)
2. Only use 12 Font Times New Roman.
3. **You must submit a rough draft before submitting the final draft**

### **Grading Period**

This class is divided into nine-week categories. Report cards will be distributed at the end of each nine-week period. Progress reports will be distributed at three-week intervals throughout the nine weeks.

The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. The final exam counts for 1/5 of final grade.

**Student grades will be determined based on the following percentages:** Major Tests, Quizzes, Papers & Projects 70%  
Daily assignments & homework: 30%

\*Cheating and plagiarism of any kind are never tolerated. Cheating is attempting to receive credit or helping someone else receive academic credit for work that was not personally done or for knowledge not personally mastered. The academic misconduct policy of the school will be followed in this course. Any student who receives failing grades during the course is urged to attend Refuel to make up assignments and to discuss this with me so that we can devise a plan for improvement.

1. Be respectful, polite, and courteous.
- 2. Be prepared (bring MSC issued Chromebook/charger and all required materials to class EVERYDAY).**
3. Be on time and in your seat when the tardy bell rings and immediately begin working on your Bellringer for the day. (Do not wait for me to tell you to begin.)
4. Stay in your appropriate seat throughout the period unless given permission to move about the room. Do not line up at the door close to dismissal.
5. If given permission to leave the room, you must take a hall pass and return promptly to class.
6. Follow all procedures and policies as outlined by James Clemens High School and Madison City Schools.
7. Do not do anything that would interfere with all of us having a successful and enjoyable semester.

## **VI. Classroom Expectations:**

Unacceptable behavior can be categorized as disruption, disrespect, and defiance. Unacceptable behavior will NOT be tolerated. The following are consequences for unacceptable behavior:

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.

Any major offense can be sent directly to an administrator.

**\*Students who are not in my classroom and seated when the tardy bell rings will be considered tardy. No exceptions.\***

## Cell Phones

Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. Students will have access to their phones and earbuds/headphones outside of classroom instruction time such as between classes and lunch. Failure to follow these procedures will result in consequences in the classroom management plan.

Choosing to follow policies and procedures will result in one or more of the following

- \*Verbal acknowledgement
- \*A stress free learning environment
- \*A pleasant and secure atmosphere

## 18 – WEEK PLAN\*

<b>Unit 1</b>	<b>Summer Reading Unit</b> <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: <b>The Narrative of the Life of Frederick Douglass: an American Slave.</b> Douglass essay. Narrative writing and Narrative Essay.
<b>Unit 2</b>	<b>Persuasion in Literature. Study of William Shakespeare's <i>Julius Caesar</i></b>  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.  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.  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.
<b>Unit 3</b>	<b>Research Paper:</b> 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.  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.
<b>Unit 4</b>	<b>Study of the Holocaust with <i>Night</i> by Elie Wiesel</b>  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>Through close reading and analysis of <i>Night</i>, students will examine Wiesel's personal narrative as a 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>
<p><b>Unit 5</b></p>	<p><b>Short Stories in World Literature</b></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><b>Comprehensive FINAL EXAM</b></p>
<p><b>Note</b></p>	<p><b>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.</b></p>

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