

PRE-AP ENGLISH 10

Teacher Name: Nichole Murray, NBCT

Teacher Email: npmurray@madisoncity.k12.al.us

Course Description:

This course is designed to develop student competency in English usage and mechanics, oral and written communication. Topics for class activities, discussion, and presentations include poetry, novels, essays, library research skills, short stories, and creative writing. Students use analytical and critical thinking skills while examining the various literary forms. This course fulfills the requirement for one unit of 10th grade English for the high school diploma. “Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course” (College Board 3).

Course Objectives:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 3. Initiate and participate effectively in a range of collaborative discussions.
 4. Demonstrate command of the conventions of standard English grammar and usage.
 5. Determine the meaning of multiple-meaning and unknown words and phrases using a range of strategies.
 6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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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 PowerSchool. Each grading period will consist of nine weeks.

Make-up Work Policy:

Make-up tests will **only** be given to a student with 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:

Farewell to Manzanar by Jeanne Wakatsuki Houston & James D. Houston (Summer Reading), *Night* by Elie Wiesel (Memoir), *Julius Caesar* by William Shakespeare (Play), *Born a Crime* by Trevor Noah (Satire-excerpts), and other short stories, poetry, and nonfiction by various writers. Digital links for these works will be provided in Schoology. The College Board Pre-AP Classroom **must be used** for learning checkpoints throughout the semester. Daily Grammar Practice (DGP) is daily and vocabulary quizzes are bi-weekly.

Materials and Supplies Needed:

Blue/black and red pens, pencils, loose-leaf paper, 3 ring binder, 6 tabs for sections (Daily Grammar Practice (DGP), Vocabulary, Unit One, Unit Two, Unit Three, and Unit Four), and highlighters (blue, green, yellow, orange, and pink). Access to the Schoology learning platform is required. All materials for class are located on Schoology in digital form.

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.



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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.



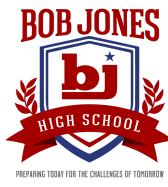
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18 – WEEK PLAN*-The Journey of Influence (Thematic Idea)	
Weeks 1-4	<p><u>Unit 1-Who am I, and why do I matter? (Self-Awareness)</u> Anchor Text: <i>Farewell to Manzanar</i> (Summer Reading-Memoir) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)</p>
Weeks 5-9	<p><u>Unit 2-How do people connect, and why does that matter? (Relational Awareness)</u> Anchor Text: <i>Night</i> (Memoir) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)</p>
Weeks 10-13	<p><u>Unit 3-What impact do my decisions/actions have on myself and others? (Communal Awareness)</u> Anchor Text: <i>Julius Caesar</i> by William Shakespeare (Play) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)</p>
Weeks 13-17	<p><u>Unit 4-How can I contribute responsibly to society? (Social Awareness)</u> Anchor Text: <i>Born a Crime</i> by Trevor Noah (Excerpts-Satire) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)</p>
Week 18	<p><u>Review for the final exam</u></p>

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



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

_____ We know Pre-AP students will have **homework**, and we will support our student in making this rigorous academic year a successful one!

_____ We know that our student **needs to check Schoology when absent** because Mrs. Murray has all the materials there.

_____ We also know that Mrs. Murray will contact us about any concerns or classroom information via the information supplied on the **Parent Contact Google Form**. **We will scan the QR code below to complete this form, so Mrs. Murray has the correct contact information. {If a parent completes this form, the student will receive 5 bonus points on the test grade of their choice in the first weeks of school.}**

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:

QR Code for Parent Contact Form {Remember, if this form is completed by a parent, the student will receive 5 bonus points on the test grade of their choice in the first weeks of school.}

