Standard English 10
J.McAbee

Syllabus

TEXTBOOK: *StudySync Grade 10* (Available online through Clever portal).

PURPOSE: The curriculum in English 10 is designed to broaden your literary knowledge, deepen your thinking about important topics, develop your communication skills, connect your learning to other classes, and give you multiple opportunities to work with a variety of people on different tasks.

GRADING: Level III grades=50%. These include tests, essays, projects, presentations. Level II grades=30%. These include quizzes, journal entries, vocabulary, short writing assignments, and multiple- choice practice. Level I grades=20%. These include classroom, group work, and strategic activity participation.

EVALUATION: For major assignments, I will provide the rubrics or explain the expectations that I will use to assess your work.

MATERIALS: (1) plastic 3-pronged folders with pockets, (1) composition notebook (college-ruled), black or blue ink pens only, college-ruled paper, pencils, highlighters (4 different colors), post-it notes, and index cards (not required, but helpful), ear buds or headphones, school-issued chrome book.

MAKE-UP WORK: Must be completed within (3) days of an EXCUSED absence. It is the responsibility of the student to obtain make-up work. If student is absent for any reason (sickness, quarantine, trip, etc), they must email me ASAP to obtain assignments. **DO NOT RELY ON SCHOOLOGY OR GOOGLE CLASSROOM ALONE to get your work. There may be things we are doing in class with pencil/paper. Emailing me will be the best way to get your work**.

DISCIPLINE PROCEDURES: 1. Verbal warning 2. Copy entire misbehavior essay in break detention. 3. Copy entire misbehavior essay TWICE in break detention (2 days) PLUS parent notified. 4. Send directly to an administrator (may bypass #1-3 if the offense is dire). **See more info on separate Rules/Consequences handout.**

CELL PHONE/TECHNOLOGY PROCEDURES: Per the FOCUS act signed into law by Gov. Kay Ivey, NO cell phones, smart watches, headphones, ear buds, I- pads, or any other PERSONAL devices are allowed in the classroom. Leave it in your car or in your school issued locker. Only school issued chrome books are allowed in the classroom. I will follow the school issued guidelines on this matter if I see a personal device in my classroom.

FOOD/DRINKS/RESTROOM: Food and drink only allowed with MY permission. No food or drink allowed while using Chromebooks. Restroom—must take hall pass. Only allowed to go once per class period. If restroom use becomes excessive, privileges may be limited or restricted.

STAY INFORMED: I am NOT using Remind this year. It is up to you to remember assignments/due dates, etc. Check your email DAILY! Check my Schoology page DAILY! I use Schoology more than Google classroom, but we do use Google classroom for some assignments. Here are the Google classroom codes: 1st period: 4ck6axtv 5th period: bii4mxxc 7th period: 3tz6ablu

---

***My contact info:** I prefer email. My email is jmcabee@lawrenceal.org. Please be aware that I only answer emails during school hours. After school hours are reserved for my family and home life. I will answer emails in a timely manner. You may also call the school at 256-905-2440 ext 13510 and leave a message and I will return your call as soon as possible. My planning this year is 3rd period Mondays and Wednesdays 10:05-11:40 a.m. and Fridays 3rd period 9:50-10:40 a.m. I do not have a planning period on Tuesdays and Thursdays. PLEASE DISCUSS THE COURSE SYLLABUS WITH YOUR PARENT(S) OR GUARDIAN(S).

Parents Right to Know List:

Dear Parent or Guardian,

Upon your request, please find below a detailed summary of the instructional materials used in our classroom.

1. **Instructional Materials Adopted by the Board of Education**:

   Study Sync grade 10—available through Clever and hard copies in classroom.

2. **Supplementary Instructional Materials Not Adopted by the Local School Board**:

*We may or may not use all of these resources in my classroom this year, but these are additional resources that I pull from:

Short Stories: "A Pair of Silk Stockings" by Kate Chopin, "The World on the Turtle's Back" (Iroquois myth), "The Way to Rainy Mountain" by N. Scott Momaday, "The Masque of the Red Death" and "The Pit and the Pendulum" both by Edgar Allan Poe, "A Christmas Memory" by Truman Capote, "A Child's Christmas in Wales" by Dylan Thomas, "Daughter of Invention" by Julia Alvarez, "Hamadi" by Naomi Shihab Nye, "Gift of the Magi" by O. Henry, "The Necklace" by Guy de Maupassant, "The Devil and Tom Walker" by Nathaniel Hawthorne, excerpts from "Civil Disobedience" and "Walden" by Henry David Thoreau

Poems: "I Hear America Singing," "Song of Myself #10," and "Song of Myself #33" all by Walt Whitman Various poems by Emily Dickinson, "Street" by Octavio Paz, various sonnets by William Shakespeare

Nonfiction passages: "Can Animals Think?," various consumer documents, Analyzing a visual text lesson (LTF lesson), *The Declaration of Independence*, "Dogs are the Best Pets" article, excerpts from "Self-Reliance" by Ralph Waldo Emerson, "On Nonviolent Resistance" by Mohandas Gandhi, "I Have a Dream" speech by Dr. Martin Luther King, Jr., online STEM articles about the real women behind the film *Hidden Figures*.

Plays: *The Night Thoreau Spent in Jail* by Jerome Lawrence and Robert E. Lee, *A Doll's House* by Henrik Ibsen, *Julius Caesar* by William Shakespeare

Novels: excerpts from *Life of Pi* by Yann Martel, excerpts from *Heart of Darkness* by Joseph Conrad, *Lord of the Flies* by William Golding, *Cold Sassy Tree* by Olive Ann Burns, *Animal Farm* by George Orwell

Songs/Song Lyrics: I use various songs and song lyrics from time to time for journal topics and to correlate to whatever unit we are studying. For example, on our upcoming unit on the Hero's Journey, we will listen to and analyze the songs "Holding out for a Hero" by Bonnie Raitt and "Once in a While" by Billy Dean. We also use Alabama's "40 Hour Week" during our Whitman poetry unit. More songs and song lyrics I use in this capacity are available upon request.

Films: *Life of Pi, The Princess Bride, Hidden Figures, It's a Wonderful Life, Julius Caesar, A Doll's House, Gandhi, Cold Sassy Tree, Animal Farm*

YouTube videos, clips, and Prezi presentations: I use various school and age appropriate YouTube materials during the study of some of the units I teach. Some examples are the Gandhi documentary, Dr. Martin Luther King, Jr. Biography, Edgar Allan Poe biography, and William Shakespeare biography. For our upcoming unit on "The Hero's Journey," we will be watching a clip that summarizes what a hero's journey is in under five minutes. For our unit on the play *A Doll's House*, we watch a clip about the brief history of Norway and statistics on women in the early 1900s. I use YouTube for various Ted talks and for Schmoop "We Speak Student" videos. Anything that I show on YouTube is properly vetted and always goes along with the lesson. If you would like more information or more examples, email me.

Classroom novels: I have a wide variety of novels that are stored in my classroom that aren't used for specific lessons, but if the student expresses interest in reading them, then they are welcome to check them out with me. Some examples of the novels in my classroom are *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs, *Chronicles of Narnia: The Lion, the Witch and the Wardrobe* by C.S. Lewis, *To Kill a Mockingbird* by Harper Lee, *Fried Green Tomatoes* by Fannie Flagg, *Slaughterhouse Five* by Kurt Vonnegut, *My Antonia* by Willa Cather and others available upon request.