



# ENGLISH 10

Kyleen Edger

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## ***Course Description:***

This course is designed to develop student competency in English usage and mechanics, oral and written communication, and Literature. Topics for class activities, discussion, and presentations include poetry, novels, essays, 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 10<sup>th</sup> grade English for the high school diploma.

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## ***Classroom Management Plan:***

### **Classroom Management Plan**

- 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.

### **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. In secondary schools, 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 a disciplinary referral to the office.

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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.

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## ***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 Flex with prior arrangement from each teacher.** A student only has two chances (the next two Flex dates after the absence) to make up a test.

**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.

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### ***Text and Other Required Reading:***

Current textbook: *StudySync* (available through Schoology via McGraw Hill link)  
*Farewell to Manzanar* by Jeanne Wakatsuki Houston  
Short Stories by various diverse authors  
*Night* by Elie Wiesel  
YA Novel Study  
Possible works by William Shakespeare

### ***Materials and Supplies Needed:***

CHROMEBOOK and charger! Lined paper, pencil, blue or black pen, folder with pockets, highlighters: green, blue, yellow

### ***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 (English Courses)***

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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Example: 18 – WEEK PLAN*	
Weeks 1-3	Unit 1 Summer Reading with <i>Farewell to Manzanar</i> EQ: How do stereotypes and prejudices affect our behavior and the decisions we make? How does an author's point of view or purpose shape the content and style of a text?
Weeks 4-7	Unit 2 Synthesis with Short Stories & NonFiction EQ: Who am I, and why do I matter? (self-awareness)
Weeks 8-10	Unit 3 Rhetoric with <i>Night</i> EQ: How do people connect, and why does that matter? (relational awareness)
Weeks 11-15	Unit 4 Narrative with Literature Circles EQ: How does an author's cultural perspective influence the style, language, and themes of a literary work?
Weeks 16-18	Unit 5 Argument and Satire with Shakespeare EQ: What impact do my decisions/actions have on myself and others? (communal awareness)
Week 19	Review for Final

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

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

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: