



English 10 Syllabus

Course Syllabus 2025-2026

Welcome to English 10! In this class we will travel the world through stories both old and new. By reading books, poetry, short stories and articles, you will discover new ways of thinking about yourself and your connection to others. And through writing, presenting, and discussion, you will practice effective and meaningful communication skills. We look forward to working with you!

English 10 Teacher Websites -- For teacher contact information, syllabus, etc.

[Megan Carson's BHS Website](#)

[Ashley Crandell's BHS Website](#) Period 1 Google Classroom Code: [zz6msqmk](#)
Period 2 Google Classroom Code: [qark5p5y](#)

[Ben de Guzman's BHS Website](#)

[Marlo Dorny's BHS Website](#)

[Melissa Dupre's BHS Website](#)

[Erin McCallum's BHS Website](#)

Course Information

Supplies

Required supplies for English 10: a working BISD chromebook, a composition book or spiral-bound notebook dedicated to English, looseleaf paper, a binder or folder, pens, Post-it notes, and highlighters.

Description

This course focuses on an exploration of identity and culture through world literature. This focus aligns with the key language arts standards that emphasize the skills of reading, writing, speaking and listening, and using academic language. Embedded honors is available throughout the year for honors distinction each semester.

Learning Objectives

Through the course of this year, English 10 students will:

- develop self-directed reading practices for academic and personal enjoyment.
- experience multiple points of view through text to explore their own understanding of the world.

- understand and evaluate literary devices to develop abstract thought.
- write to communicate effectively and revise for improvement, clarity, and growth.
- practice inquiry and research for a variety of purposes.
- communicate effectively in a multitude of speaking opportunities.
- practice and improve conventions for various purposes.
- contribute as a positive community member by providing high-quality feedback to peers, participating earnestly in small-group and whole-group conversations, and moving through our shared spaces (classroom and digital) with kindness and respect.
- practice successful student habits, such as meeting deadlines, reading and following instructions, asking questions, seeking help and support, keeping track of work and other responsibilities.
- participate in effective self-reflection, self-evaluation, and metacognition.

Based on focused ELA standards and the work of S. Zerwin

Course Overview

World Literature

Understanding diverse texts from around the world and over time.

(Key Topics: Identity, Culture, Systems, Power, Connection)

Independent Reading

Shared Literature

Origin Story Foundations

Middle Eastern Literature

Central & South American Literature

Asian Literature

African Literature

European (incl. Holocaust) Literature

Learning Resources

Independent Reading: We will visit the BHS Library regularly as a class, so you will have access to a wide variety of books to choose from each unit of literature. If you prefer audiobooks or e-books, the BHS Sora Overdrive app has many titles to choose from. You can explore all of the options available to you at the BHS Library 'Access to Books' page.

Shared World Literature In English 10: We are excited to introduce you to novels, short stories, poems, mythology and origin stories, essays and other types of writing by authors from around the world. We will read our shared literature together in class.

Student Expectations

Attendance

Unless they are ill, all students are expected to participate in all learning activities. If a student is unable to participate in these activities, they must make alternative arrangements with the teacher. In the case of a pre-planned absence for personal or extracurricular reasons, students should contact their teacher prior to their absence to establish expectations for work completion.

Engagement

Come prepared; bring needed materials to class. This includes a **charged BISSD-issued chromebook**, as well as books, pens, and paper. Complete assigned reading **before** class, and turn in assignments on the due date.

Attendance and engagement are key to success in this class. Daily, on-time attendance is expected of all students, as is full engagement in the instruction and activities that have been designed to support your learning.

Absences and Makeup Work

Any absence resulting in a missed learning experience may have a negative impact on achievement. Students will have **one week** to make up assignments. An email is appreciated before the absence (or within 24 hours if an emergency) to create a plan for making up work. Some missed assessments may be completed at Makeup Monday or during office hours.

Please note that make-up work is not an equal substitute for in-class instruction and peer interaction in the learning environment, and may not be offered for unexcused absences or truancy.

Entering and Leaving the Classroom

In this classroom, the learning begins and ends with the classroom bell. It is the expectation that students are in the classroom and ready to learn when the beginning bell rings. You are also expected to remain in the classroom throughout the class period with the exception of emergency breaks or scheduled appointments.

If you are tardy, go to class as quickly as possible, and enter in a way that honors the learning in progress. You must sign in at the attendance office if you arrive on campus after 8:55 am.

If you need an unexpected and unavoidable break, sign out of class on the Smart Pass computer using the guidelines provided by your teacher.

Note that failure to use the Smart Pass system, excessively long tardies or classroom absences, or leaving the classroom without permission for reasons other than the stated purpose will result in a “missing partial class” (MPC) attendance designation and possible disciplinary action.

Academic Honesty

Honesty is a compelling principle by which we operate all aspects of student and school life. Academic honesty is highly valued at BHS. Students should not cheat or plagiarize, nor should they tolerate such among fellow students. Students do not receive credit for work that is not their own. Cheating is defined as an attempt to earn credit or receive a grade for coursework in a manner other than defined as acceptable by the teacher. Plagiarism is the taking of language, ideas or thoughts from another person or resource without acknowledging the source. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. Because of the serious nature of academic honesty, violations of this code may result in loss of credit for the assignment with a recorded failing grade. It may also entail loss of credit for the course with a recorded failing grade, removal from the course

with a failing grade, removal from an embedded honors designation, and/ or additional appropriate consequence. ([BHS Student Handbook](#))

★ **Using Chat GPT or other AI composition software is not permitted when your own original work is called for.**

- If you are unsure or have questions about whether the use of AI is permitted, you must contact your teacher before using it.
- Teachers may choose to interview students about their AI use and/or the original ideas in the work they have submitted if the teacher believes that the student used AI to generate the ideas.
- Students should understand that while generative AI is a powerful tool, it has important limitations. It may generate information that sounds good, but is inaccurate, biased or made up. It is the student's responsibility to cross-reference any information generated by AI with reliable sources.

As a class, we will discuss how, when and why AI resources may be used in this course. This will be an on-going discussion as we navigate through the questions, opportunities, and challenges of applying Chat GPT in the classroom. Above all, intellectual growth and learning come from genuine human curiosity leading to authentic questioning, research, writing and speaking. **AI cannot replace this process. Representing AI-generated work as your own is considered cheating and will result in removal from designated honors.**

★ **Your entire writing process should be transparent to your teacher and follow the working directions your teacher provides.**

Communications and Self-Advocacy

Please stop by our room, or reach out by email anytime if you have questions or concerns. We are always happy to meet with you!

Policies & Procedures

Turning in work: Students should turn in assignments on or before the due date posted on Google Classroom. Unless otherwise notified, all assignments will be due at the beginning of the period. When templates are provided, students should complete their work on that document. **Students should NOT wait until grades are updated in Skyward to begin or complete missing work.**

Grading

Assignments are graded using standards-based rubrics.

Standards-Based Scale

Exceeding Standard	A
Meeting Standard	B
Approaching Standard	C
Developing Standard	D

Bainbridge High School reports grades at the end of each semester; progress reports are available for at the end of Term 1 and 3. Letter grades are calculated using the following grading scale:

Grade			
Mark	Description	High	Low
A	A	100.00%	93.00%
A-	A-	92.99%	90.00%
B+	B+	89.99%	87.00%
B	B	86.99%	83.00%
B-	B-	82.99%	80.00%
C+	C+	79.99%	77.00%
C	C	76.99%	73.00%
C-	C-	72.99%	70.00%
D+	D+	69.99%	67.00%
D	D	66.99%	60.00%
F	F	59.99%	0.00%

Late Work

Missing major assignments/assessments will be initially entered as a 0% and marked “missing” in Skyward. Any major assignment/assessment must be turned in within a week of the deadline to receive credit.

***Assessments** demonstrate understanding and skills mastery. They include quizzes, tests, essays, presentations, and projects.

Students are expected to check our Google Classrooms for assignments and links to useful resources and complete work as soon as possible. **Do NOT wait until grades are updated in Skyward to begin or complete your work.** Because skill development assignments are designed to prepare you for assessments, they should be completed within one week.

All late assignments will have a grace period of **one week**, after which they will not be accepted and receive a zero. Extensions will be granted for illness or emergency situations. Please communicate about your situation **before the due date**. Teachers will not be able to prioritize entering grades in Skyward for late work.

Personal Device Policy

Internet accessible phones, watches and associated technology, such as headphones/earbuds, are not permitted for use in class unless specifically directed. These devices will be put away at the beginning of class. Per school policy, devices out during class will be confiscated.

Skyward vs. Google Classroom: Skyward has grade calculations and Google Classroom is a submission location. Grade calculations have to be updated manually, so they are reflective of a point in time and may not necessarily be up to date.

Honors

English 10 has an embedded Honors option that is available to all students and gives students the opportunity to dive deeper into literature, writing and communication. We will invite students to complete an interest survey during the first few weeks of school. For students who choose to pursue the Honors option, we will provide challenging assignments alongside grade level major assessments. Honors students complete these challenging assignments to earn an Honors designation for the semester. Students should work consistently at or above grade level and earn a B or higher on assignments. Honors is evaluated on a semester by semester basis. A student who plagiarizes any work will be ineligible for an Honors designation in that semester.

Sensitive Materials (books, videos, movies)

One of the goals of this course is to expose students to a variety of perspectives and modes of expression. Thus, it is possible that some students may encounter a text that may include controversial ideas, profanity, or emotionally challenging subjects (including mental illness and domestic violence). We encourage students to discuss individually with their teacher about what they find concerning; in extreme cases, alternative texts may be assigned.

We are looking forward to a great year together!

*Megan Carson, Ashley Crandell, Ben de Guzman,
Marlo Dorny, Melissa Dupre & Erin McCallum*