

Advanced Placement English Language and Composition



Course Introduction and Syllabus

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Course Description:

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.”

College Board Course Description

Our focus for this year will be on becoming skilled readers and writers of complex prose. We will examine in detail the ways writers compose, edit, polish and publish their writing. This class will use nonfiction as the focus of study and will prepare students to take the AP English Language and Composition national test on **May 15, 2019**.

You should be prepared to write often in this class and to use that writing as a prompt for discussion. As with many college level classes, your writing should show a slow, but definite increase in the quality and depth of your ability to write and to interpret writing.

Expectations: Upon completion of the Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding, and mastery of standard written English as well as stylistic maturity in their own writings;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. *College Board

Texts: 50 Essays- A Portable Anthology, 3rd edition, Language of Composition: Reading, Writing, Rhetoric, 2nd edition, New York Times, Wall Street Journal, Atlantic Monthly, and other publications of merit, a memoir called The Glass Castle or another book selected by me

Materials Needed:

5 Steps to a 5- English Language and Composition – Murphy and Rankin*, loose-leaf paper, a theme tablet of at least 100 pages, Post-Its, an advanced or college-level dictionary, computer access, blue or black ink pens, index cards to create study/flash terminology cards

*** Can be purchased thru Barnes and Noble and Amazon.com.**

Outcomes:

AP English classes differ from some other AP classes because, while there is some basic knowledge you must become familiar with, there is a greater emphasis on the skill of analysis than on a large body of information that you must have at your beck and call. The following indicates the specific skills that you will need to master to do well on the AP English Language and Composition exam:

1. Analyze and interpret samples of good writing, identifying and explaining the author's use of rhetorical strategies and techniques.
2. Apply effective strategies and techniques in their own writing.
3. Create and sustain arguments based on readings, research, and/or personal experience.
4. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in your own writings.
5. Write for a variety of purposes.
6. Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions.
7. Demonstrate understanding of the conventions of citing primary and secondary source material.
8. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
9. Revise a work to make it suitable for a different audience.
10. Analyze image as text.
11. Evaluate and incorporate reference documents into researched (synthesis essays) papers.
12. Produce strong essays under time constraints.

Units of Study:

Introduction to the AP English Language and Composition Exam

Close Reading and Rhetoric

Multiple-Choice

Rhetorical Analysis

Argumentation

Synthesizing Sources

We will also work on improving your vocabulary generally, since a strong and broadly-based vocabulary is essential for effective college writing. You are required to keep a vocabulary section in your reader response journal.

Grade Breakdown and Grading Policy:

Categories	Percent of Total Term Grade	Examples of Types of Assignments
<i>Assessments - Summative</i>	60%	Tests, Quizzes, Writing Assignments, Projects
<i>Other Criteria - Formative</i>	40%	Class work, homework, participatory grades

Components of Course Grade Calculations						
Semester 1			Semester 2			Year
Q1	Q2	Midterm Exam	Q3	Q4	Final Exam	
45%	45%	10%	45%	45%	10%	

50%	50%	100%
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Formative /Summative Assessments

Any student scoring below 80% on a summative assessment* shall be permitted to take a retest within 5 (five) school days of receiving the graded assessment unless otherwise approved by the teacher. Retesting will be available to all students if initiated by the student.

*This does not apply to County Benchmarks or mid-term and final exams or research project.

Prior to retesting, students are encouraged to arrange additional instructional support and review: attend a review session, complete a review assignment, arrange private tutoring, etc. Retesting shall be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher.

The retest shall cover the same instructional objectives as the original summative assessment and shall be similar in difficulty level, but the structure of the test and question format may vary at the teacher's discretion. No retests will be given for final/end-of-year examinations.

Make-Up Work

Students with lawful or unlawful absences are required to make up work for all absences. Here is some important information regarding the make-up policy:

- It is the student's responsibility to make up any work missed due to absences, lawful or unlawful. Work satisfactorily made up within the school's prescribed time after returning to school will receive full credit. Work completed after this time period will receive reduced credit only.
- Students upon receiving work from their teachers will have the equivalent of the number of days absent to complete work. All make-up work will be graded in accordance with the regular grading policy as long as it is completed within the established timeline.
- Teachers may extend the deadline for make-up work as provided in school handbooks or in consultation with the principal when the length of the absence warrants, particularly in cases of extended illness or long term suspensions. **For suspensions of five (5) or more days, a student's parent or designee must make arrangements with the school guidance office to obtain make-up work during the time of suspension.**

Late Work

Turn all work in on time to receive maximum credit. **Note: Long-term assignments are expected by the assigned due date even if you are not in attendance. Please email them or send the by a trustworthy student/sibling/friend.**

As in life, much of our success is affected by our attitudes. Come in with a good attitude and a willingness to work for success.

You are encouraged to record your grades in your agenda or to reserve a part of your notebook to record your grades for self-monitoring.



Expectations and Procedures

- 1. Attend class regularly.** Research has shown that regular attendance may be the biggest factor influencing academic success so it should come as no surprise that the foremost reasons that AP English Language students receive “C” or lower in the class include: · Poor attendance · Failure to turn in assignments · Turning in assignments late—all of which are directly tied to attendance.
- 2. Be on time and enter and leave the classroom in an orderly manner.** It is expected that students will be ready to learn at the beginning of each period, which means having all necessary materials with you.
- 3. Class time is for instruction and students are expected to attend to all personal needs during passing periods, break or lunch.** Such needs may include drinking water, use of the restroom, locker use, etc. Be in your seat and ready to work on time. (Please review the school’s tardy policy.) Leaving class to go to either of these places, unless for an emergency, results in a loss of instruction and consequently affects student success.
- 4. Respect and be polite to all people.** This includes substitutes. **IF YOUR NAME IS LEFT BY A SUBSTITUTE, YOU WILL BE ISSUED AN AFTER SCHOOL DETENTION OR AN OFFICE REFERRAL FOR DISCIPLINARY MEASURES.** Constant talking or disrupting class will yield the same result.
- 5. Sit in your assigned seat *at all times*.**
- 6. Do all grooming in the restroom.**
- 7. Take responsibility for any work or assignments given during an absence from class or school.** (Please review the make-up work policy.)

Note: To avoid feeling overwhelmed after an absence, please make arrangements to get the work while you are out of class, from a buddy or from me with one exception: All work missed due to an approved vacation should be requested on the day you return to school.
- 8. Meet assignment deadlines to protect your grades.**
- 9. Cell phones are not to be used to assist any student on assignments, quizzes or tests without teacher or administrative approval.** * **Note:** Cell phones should be charged prior to school and run on battery power while at school. The classroom will not provide “charging stations” for students to charge their cell phone.

English 10

Email: aldridged@dcpsmd.org



Students who are enrolled in English II will need to pass the course and pass the PARCC assessment to satisfy their graduation requirements.

Course Description:

This tenth-grade course is the second in a series designed to continue to accelerate development of and refine reading, writing, and critical thinking skills. It addresses the Maryland Core Learning Goals for English and offers a challenging experience to students with strong reading and writing skills. The fast pace and advanced content of this course stretch students' abilities and equip students to meet the standards of the most demanding postsecondary career and educational opportunities. Students are required to write a research paper in this course. This course prepares students to take the English PARCC assessment that is required for graduation.

Students who pass this class and who demonstrate positive learning behaviors are encouraged to consider participation in the Advanced Placement program to earn college credit while still enrolled in high school.

Course Requirements

Attendance and Participation: Attendance is critical; class time will provide opportunities for **participation** in hands-on activities, **demonstration** of knowledge and understanding, **reflection** on readings, class activities and assignments, and **observations** from other participants. Students are expected to be consistently well prepared to participate in class as active, thoughtful discussants.

Objectives:

Pass school and County benchmarks and other preparatory materials/activities.

Take and pass the English PARCC assessment.

Read short stories, poetry essays, plays, and novels.

Utilize peer and self-evaluation and editing to improve writing.

Maintain a writing folder.

Recognize parts of speech and other elements of grammar.

Analyze literature to write compositions.

Develop vocabulary.

Develop and present an informative speech.

Prepare and present a research project.

Texts:

Holt McDougal Literature- **Grade 10**

Novels: *Animal Farm*, *Night*, *Fahrenheit 451*

Required Materials:

Loose-leaf paper, a theme tablet (100 + pages), an advanced or college level dictionary, computer or word processor, a flash drive, blue or black ink pens and correcting tape

Units of Study:

Unit One: Drama and Media	Selections:
Reading/Literary Focus: Units X: Greek Tragedy and Medieval Romance Unit XI: Shakespearean Drama Unit XII: The Power of Research Major Assignments: “The Tragedy of Julius Caesar” Writing Focus: Research project Formative and Summative Assessments, including End of Unit Assessments and Final Exam	Antigone Julius Caesar Research nonfiction texts
TERM Two: Manipulating Structure for Effect	Selections:
Reading/Literary Focus: Unit I: Plot, Setting, and Mood Unit II: Character Development Unit III: Narrative Devices Writing Focus: Narrative WRITING Analytical Writing Major assignments: Short Story Formative and Summative Assessments, including Mid-term and End of Unit Assessments	“Harrison Bergeron” “Everyday use” To Build a Fire”/from “Deep Survival/How to Build a Fire Without Matches” “Exile”/ “Crossing the Border” “Shoofly Pie” “The Possibility of Evil” “The Teacher Who changed My Life” “A Marriage Proposal” From “Finding Forrester”
TERM Three: Message and Meaning	Selections:
Reading/Literary Focus : Unit IV: Symbolism and Theme Unit V: Author’s Perspective and Purpose Unit VI: Argument and Persuasion Writing Focus: Informative writing	“By the Waters of Babylon” “There Will Come Soft Rains”/“Inside the Home of the Future”/“The Car of the Future” “The Doll’s Hose” or “The Seventh Man” or “The Man in the Water” “the Interlopers”

<p style="text-align: center;">Analytical Writing</p> <p>Major assignments: Animal Farm ???</p> <p style="text-align: center;">Debate Essay</p> <p>Formative and Summative Assessments, including Mid-term and End of Unit Assessments</p>	<p>“When Mr. Pirzada Came to Dine”/“Interview with Jjumpa Laijiri” “Do Not Weep Maiden, for War is Kind” “The Sonnet Ballad” “The Plot Against the People” “And of Clay We Are Created” “Girl, Trapped for 55 Hours Dies, Despite Rescue Attempts” “Abolishing the Penny Makes Good Sense” or “Use of Animals on Biomedical Research”</p>
<p>Unit Four: Sound and Sense:</p>	<p>Selections:</p>
<p>Reading/Literary Focus:</p> <p style="text-align: center;">Unit VII: The Language of Poetry Unit VIII: Author’s Style and Voice Unit IX: History, Culture, and the Author</p> <p>Writing Focus: Analytical Writing</p> <p>Major Assignments: <u>Night</u></p> <p>Formative and Summative Assessments, including Mid-term and End of Unit Assessments Poetry Analysis Project</p>	<p>“There Will Come Soft Rains”/“The Meeting at Night”/“The Sound of Night” “Sonnet 18” “Sonnet XXX of Fatal Interview” “Lord Randall”/“Ballad/Balada”/“Midwinter Blues”/From “Blues Poems Essay “The Pit and the Pendulum”/“The Lake” “Birches” “Mending Wall” “Only Daughter”/from “Carmelo”/“Author Brings Back Memories of Not So Long Ago” “Night”</p>

Grade Breakdown and Grading Policy:

A= 90- 100

B= 80- 89

C= 70- 79

D= 60- 69

E= below 60

Students are expected to keep track of their own scores as their graded work is returned and are expected to check the online grade system. Interims will be issued according to the county schedule to all students. The semester grade will be based on both terms plus the final exam at the end of the course.

A mid-term and final exam, writing assignments, quizzes, tests, homework, and class work will contribute to a student's grade. Grades will be averaged using a 60% **summative** (tests, projects, and quizzes) and 40% **formative** (class work, homework, warm ups) system.

Components of Course Grade Calculations						
Semester 1			Semester 2			Year
Q1	Q2	Midterm Exam	Q3	Q4	Final Exam	
45%	45%	10%	45%	45%	10%	
50%			50%			100%

Formative /Summative Assessments

Formative: an assessment for learning that occurs during the process and provides information to both teacher and students that enable them to make adjustments to increase learning. Examples may include: homework, class work, group work, exploratory labs, discovery learning activities, draft essays, etc. This category of assessment accounts for 40% of the students' overall course grade.

Summative: an assessment of learning that occurs after instruction to determine what the students know, understand, and can do at one point in time. Examples may include: unit exams, announced quizzes, major projects, final exams and essays, and lab practicum. This category of assessment accounts for 60% of the students' overall grade.

Any student scoring below 80% on a summative assessment shall be permitted to take a retest within 5 (five) school days of receiving the graded assessment unless otherwise approved by the teacher. Retesting will be available to all students, if initiated by the student, UNTIL the next summative.

If the student scores below 80%, then the higher of the two (original and retake) will be the grade recorded for that assessment. If the student scores 80% or above, then an 80% will be recorded for the assessment.

Late Work

Turn all work in on time to receive maximum credit. Note: Long-term assignments are expected by the assigned due date **even if you are not in attendance**

Guidelines for Success

Regular attendance and student effort are necessary for success.

You are encouraged to record grades in agendas or to reserve a part of the notebook to record grades for self-monitoring.

As in life, much of our success is affected by our attitudes. Come in with a good attitude and a willingness to work for that success.



Classroom Rules and Procedures

1. **Bring all needed materials to class daily** unless you are otherwise advised.
2. **Be in your seat and ready to work on time.** (Please review the school's tardy policy.)
3. **Go to the restroom or main or Guidance office between classes or during lunch.** Leaving class to go to either of these places, unless for an emergency, results in a loss of instruction and consequently affects student success.
4. **Respect and be polite to all people.** This includes substitutes. IF YOUR NAME IS LEFT BY A SUBSTITUTE, YOU WILL BE ISSUED AN AFTER SCHOOL DETENTION OR AN OFFICE REFERRAL FOR DISCIPLINARY MEASURES. Constant talking or disrupting class will yield the same result.
5. **Sit in your assigned seat *at all times*.**
6. **Do all grooming in the restroom.**
7. **Take responsibility for any work or assignments given** during an absence from class or school. (Please review the make-up work policy.)

Note: To avoid feeling overwhelmed after an absence, please **make arrangements to get the work while you are out of class**, from a buddy or from me with one exception: All work missed due to an approved vacation should be requested on the day you return to school.

8. **Adhere to assignment deadlines to protect your grades.**
9. **Cell phones are not to be used to assist any student on assignments, quizzes or tests without teacher or administrative approval. * Note:** Cell phones should be charged prior to school and run on battery power while at school. The classroom will not provide "charging stations" for students to charge their cell phone.
 - **Turn your ringer off before class begins.**
 - **Do not use or check your phone during class for any reason.**



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Students who are enrolled in English 11 will need to pass this course and to demonstrate that they are college and career ready.

Course Description and Expectations:

The eleventh-grade course is the third in a series of accelerated courses to designed to refine reading, writing, and critical thinking skills. It addresses the Maryland Common Core State Curriculum Frameworks for English. It builds a comprehensive base of experience and learning for it offers a challenging experience to students. The pace and content of this course equip students to succeed in other high school courses that demand effective writing and critical reading and to meet the challenges of postsecondary career and educational opportunities. Students extend critical writing skills in analytic and expository essays, complete a persuasive research project, and prepare for the SAT.

Course Requirements

Attendance and Participation: Attendance is critical; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of knowledge and understanding, (3) reflection on readings, class activities and assignments, and observations from other participants. Students are expected to be consistently well prepared to participate in class as active, thoughtful discussants.

Texts:

Holt McDougal Literature- American Literature, The Great Gatsby

Required Materials:

Loose-leaf paper, a theme tablet (100 + pages), a dictionary, a flash drive, blue or black ink pens and correcting tape

Units of Study	Selections will include the following:
Term I: Reading Focus: Nonfiction, Persuasion, Rhetoric, Essays, Speeches, Letters Writing Focus: Persuasion, Rhetoric, Rhetorical analysis	“Speech in the Virginia Convention”/” The Declaration of Independence” “Sinners in the Hands of an Angry God” or from “The Crisis” or “Letter to John Adams” and “Letter to John Adams from Teaching American History” “Self-Reliance” “Civil Disobedience” “On Civil Disobedience” Or “Woman in the Nineteenth Century” Mid-point assessment “The Gettysburg Address” “The Emancipation Proclamation” “Letter from a Birmingham Jail”

	<p>“My Dungeon Shook: Letter to My Nephew” “How It Feels to be Colored Me” “Stride Toward Freedom” “Necessary to Protect Ourselves” “Stride Toward Freedom” “Martin Luther King, Jr. : He showed Us the Way” Quarterly assessment</p>
<p>Term II: Reading Focus: Poetry and Short Stories Writing Focus: Narrative and Literary Analysis of Poetry, Short Stories, and Drama</p>	<p>“Beat! Beat! Drums!” “A Sight in Camp in the Daybreak Gray and Grim” “An Occurrence at Owl Creek Bridge” “This Is To Mother You” “Mother and Son” “I Stand Here Ironing” “The Devil and Tom Walker” “The Tide Rises, The Tide Falls” “The Fall of the House of Usher” “Snowbound, A Winter Idyll” “The Minister’s Black Veil” “Dream Within a Dream” Mid-point assessment From “The Interesting Narrative of the Life of Olaudah Equiano” “The Slave Auction” “The Slave’s Dream” From “Narrative of the Life of Frederick Douglass” “Learning to Read” “Go Down Moses” “Life on the Mississippi” “Survival in Auschwitz” Quarterly assessment</p>
<p>Term III: Reading Focus: Short Stories, Poetry, Rhetoric Review Writing Focus: Synthesis and Literary Analysis of Poetry</p>	<p>“Writing the Synthesis Essay” “Writing the Research Paper” “Debate” Summative Research Paper/Project Mid-point Assessment Text Analysis Workshop: Setting in Regional Literature” “The Notorious Jumping Frog of Calaveras County” “The Open Boat” “The Story of an Hour” “The Jilting of Granny Weatherall” “A Worn Path” “A Rose for Emily” “On Civil Disobedience” “Woman in the Nineteenth Century” “The Gettysburg Address” “The Emancipation Proclamation” “Letter from a Birmingham Jail” ”The Wreck of the Commodore” newspaper article “Text Analysis Workshop: Social Themes in Fiction” “The Yellow Newspaper”/ ”The Forerunner: Why I Wrote “The Yellow Wallpaper”” ”The Yellow Newspaper Feminist Criticism” “The Story of an Hour” ”Joyas Valodoras” ”Calvin and Hobbes Cartoon”</p>

	“Theme for English B” “Harlem” “The Negro Speaks of Rivers” “The Weary Blues” “Lift Every Voice and Sing” ”My City” ”If We Must Die” “Any Human to Another” ”Storm Ending”/”A Black Man Talks of Reaping” “On Civil Disobedience” ”Letter from a Birmingham Jail””
Term IV: Reading Focus: Argument, Drama, Novel Writing Focus: Argument, Drama, Novel	“ReadWriteThink: Analyzing Famous Speeches as Argument or “The Hypocrisy of American Slavery” The Crucible “Advertising in the Jazz Age: Print Advertisements Novel: <i>Their Eyes Were Watching God, The Things They Carried or The Great Gatsby</i>

Grade Breakdown and Grading Policy:

A mid-term and final exam, writing assignments, quizzes, tests, homework, and class work will contribute to a student's grade. Grades will be averaged using a 60% **summative** (tests, projects, and quizzes) and 40% **formative** (class work, homework, warm ups) system.

Categories	Percent of Total Term Grade	Examples of Types of Assignments
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You are encouraged to record your grades in your agenda or to reserve a part of your notebook to record your grades for self-monitoring.



Expectations and Procedures

1. **Be on time** and enter and leave the classroom in an orderly manner. It is expected that students will be ready to learn at the beginning of each period, which means having all necessary materials with you.
2. Class time is for instruction and students are expected **to attend to all personal needs during passing periods, break or lunch**. Such needs may include drinking water, use of the restroom, locker use, etc. Be in your seat and ready to work on time. (Please review the school's tardy policy.) Leaving class to go to either of these places, unless for an emergency, results in a loss of instruction and consequently affects student success.
3. **Respect and be polite to all people**. This includes substitutes. **IF YOUR NAME IS LEFT BY A SUBSTITUTE, YOU WILL BE ISSUED AN AFTER SCHOOL DETENTION OR AN OFFICE REFERRAL FOR DISCIPLINARY MEASURES**. Constant talking or disrupting class will yield the same result.
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Note: To avoid feeling overwhelmed after an absence, please **make arrangements to get the work while you are out of class**, from a buddy or from me with one exception: All work missed due to an approved vacation should be requested on the day you return to school.

7. **Meet assignment deadlines** to protect your grades.
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