

Cosby High School

# English I

## 2019-2020 Syllabus

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### Part 1: Course Information

#### Instructor Information

**Instructor:** Jennifer Shults  
**School Telephone:** 423-487-5602  
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#### Course Description

English I is designed to strengthen students reading, writing, listening, critical thinking and speaking skills. Students will strengthen their understanding of the structures of literature through readings in drama, poetry, and the novel. They will write for literature analysis and research purposes. Course content is meant to prepare students for college and/or entering the world of work, as well as passing the high school TN Ready End of Course Test, the A.C.T., and to meet the Tennessee Language Arts Content Standards.

#### English I/RTI

The curriculum includes the study and development of close reading, literary and informational text analysis, composition, and research. \* This class will also incorporate a reading intervention system. This will be a yearlong class. We will work at a slower pace and use different interventions/strategies to help improve the students' reading levels.

#### Prerequisite

- Must have completed 8<sup>th</sup> grade English course
- This is one of four English classes that students must pass to graduate high school.

#### Course Requirements

- 3 Ring Binder (this will be kept in the classroom and is not to be used for multiple classes)

- 7 Notebook Dividers
- Notebook Paper
- Pencil
- Highlighters (Pink, Blue, Orange, and Yellow)
- Blue/Black Ink Pen
- Red Pen
- Colored Pencils/Markers (optional)

## **Course Structure**

Course structure is based about small amounts of lectures, student led and maintained class discussions and participation, weekly and nightly homework assignments, daily classwork, quizzes, comprehensive exams and writings, comprehensive projects, English notebook, class presentations, and class readings

### **Online Resources**

Purdue OWL online writing lab

ACT website

Spark Notes website

College Board website

No Fear Shakespeare website

## Part 2: Student Learning Outcomes

### OBJECTIVES

- Demonstrate command of the conventions of standard English grammar usage when writing and speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and

- sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
  - Read and comprehend complex literary and informational texts independently and proficiently
  - Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
  - Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
  - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
  - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
  - Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
  - Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all classwork/homework, quizzes, tests/exams, projects, compositions, notebook, and TNReady End of Course Exam.
- Participate in class regularly, in all class discussions, in pair and group work, and independent work.

## Part 3: Unit Outlines/Schedule

### Semester 1 and 2

Quarter	Unit	Req. Major Readings/ Novel	Supplemental Works/ Resources	Writing	Vocabulary/ Essential Terms
<b>1<sup>st</sup> 9weeks</b>	Short Story  Rewards/RTI Interventions	"Gift of the Magi" O. Henry  "Cask of Amontillado" Edgar Allan Poe	"The Empire of Death" Tour of the Paris Catacombs Video (Travel TV News)	Informative Essay	Allegory Alliteration Aphorism Atmosphere Biases Close Reading Connotation Dialect Diction Foreshadow Gothic Short Story Inference Irony Mood Onomatopoeia Plot Line Purpose Suspense Tone
<b>TSAS</b>				<b>Grammar</b>	
<b>9-10.L.CSE.1 9-10.L.CSE.2 9-10.L.VAU.4 9-10.L.VAU.5 9-10.L.VAU.6 9-10.W.TTP.2 9-10.W.PDW.4-10 9-10.RL.KID.1 9-10.RL.CS.4 9-10.RL.CS.5 9-10.RL.IKI.9 9-10.RI.IKI.9 9-10.SL.CC.1 9-10.SL.PKI.5</b>		"The Most Dangerous Game" Richard Connell  "Scarlet Ibis" James Hurst		Capitalization, Punctuation, and Spelling	ACT Vocabulary
<b>2<sup>nd</sup> nine weeks</b>	Romeo and Juliet  Rewards/RTI Interventions	Excerpts from "Romeo and Juliet" by William Shakespeare "Romeo and Juliet" by William Shakespeare (Graphic Novel)	"Poison Tree" by William Blake  "The Teen Brain: Still Under Construction" by National Institute of Health  "Romeo and Juliet" film by Baz Luhrmann  "Romeo and Juliet" by		Analogy Ethos Imagery Logos Metaphor Pathos Personification Premise Simile Symbol Theme
<b>TSAS</b>				<b>Grammar</b>	
<b>9-10.L.CSE.1 9-10.L.CSE.2 9-10.L.VAU.4 9-10.L.VAU.5 9-10.L.VAU.6 9-10.RL.KID.1 9-10.RI.KID.1 9-10.RL.KID.3 9-10.RL.CS.4 9-10.RL.CS.5 9-10.RI.CS.4 9-10.RI.CS.5</b>				Semicolons and Colons	ACT Vocabulary

Quarter	Unit	Req. Major Readings/ Novel	Supplemental Works/ Resources	Writing	Vocabulary/ Essential Terms
<p>9-10.RL.IKI.7                      910.RI.IKI.8                      9-10.SL.CC.1                      9-10.SL.PKI.5                      9-10.W.TTP.2                      9-10.W.TTP.3                      9-10.W.PDW.4-10</p>			<p>Franco Zefirelli</p> <p>“Teenage Brains are Malleable and Vulnerable, Researchers Say” by Jon Hamilton</p> <p>“Would You Marry a Stranger” by Jessica Birney</p>	<p>Argumentative Essay</p> <p>Narrative Essay</p>	
<p>3<sup>rd</sup> nine weeks                      TSAS</p>	<p>To Kill A Mockingbird</p> <p>Rewards RTI Intervention</p>	<p><i>To Kill A Mockingbird</i> by Harper Lee</p>	<p>“I, Too” by Langston Hughes</p> <p>“Strange Fruit” by Billie Holiday</p> <p>“The Scottsboro Boy” by Jessica Birney</p>	<p><b>Grammar</b></p> <p>Parallel Structure, Phrases, and Clauses</p> <p><b>Writing</b></p> <p>Narrative Essay</p>	<p>Logical Appeals</p> <p>Reflection</p> <p>Rhetorical Question</p> <p>Summarize</p> <p>Synonyms</p> <p>Syntax</p> <p>Symbolism</p> <p>Transition</p> <p>Word Choice</p> <p>ACT Vocabulary</p>
<p>9-10.L.CSE.1                      9-10.L.CSE.2                      9-10.L.VAU.4                      9-10.L.VAU.5                      9-10.L.VAU.6                      9-10.W.TTP.2                      9-10.RL.CS.6                      9-10.RL.KID.2                      9-10.RI.KID.3                      9-10.RI.CS.6                      910.RL.IKI.7                      9-10.SL.CC.1                      9-10.SL.PKI.5                      9-10.W.TTP.2                      9-10.W.PDW.4-10</p>					
<p>Midterm</p>	<p>Review/Prep</p>				
<p>4th 9 weeks                      TSAS</p>	<p>Frankenstein</p> <p>Rewards/ RTI Interventions</p>	<p><i>Excerpts from Frankenstein</i> by Mary Shelley</p> <p><i>Frankenstein</i> by Mary Shelley (Graphic Novel)</p>	<p>“Building Better Humans with Science” by Gina Kolota</p> <p>“Given Unlimited Resources, What Scientific or Medical Problem Would You</p>	<p><b>Grammar</b></p> <p>Word Connotation/ Denotation</p>	<p>Atmosphere</p> <p>Compare</p> <p>Contrast</p> <p>Idealism</p> <p>Individualism</p> <p>Irony</p> <p>Flashback</p> <p>Mood</p> <p>Premise</p> <p>Primary Source</p> <p>Nature</p> <p>Nurture</p>
<p>9-10.L.CSE.1                      9-10.L.CSE.2                      9-10.L.VAU.4                      9-10.L.VAU.5                      9-10.L.VAU.6                      9-10.W.TTP.2                      9-10.W.PDW.4-10                      9-10.RI.KID.2</p>					

Quarter	Unit	Req. Major Readings/ Novel	Supplemental Works/ Resources	Writing	Vocabulary/ Essential Terms
<b>9-10.RL.CS.5</b> <b>9-10.RI.CS.5</b> <b>9-10.RI.CS.6</b> <b>9-10.RL.IKI.7</b> <b>9-10.SL.CC.1</b> <b>9-10.SL.PKI.5</b>			Investigate?" by Katherine Schulten  "The Creation of Man by Prometheus" myth  "Being Dishonest about Ugliness" by Julia Baird  "Young Frankenstein" film by Mel Brooks	Research Project/Paper/ Citations/MLA Documentation	Romanticism Symbol Tone Parody  ACT Vocabulary
	Review/ Practice/EOC Prep				
	Final/EOC				

<b>Medal of Honor Character Development Lessons</b>	<b>The 6 Pillars of Character</b>
<i>1<sup>st</sup> 9 Weeks</i>	<i>Introduction to the 6 Pillars of Character, Courage, Integrity, and Sacrifice</i>
<i>2<sup>nd</sup> 9 Weeks</i>	<i>Commitment, Citizenship, and Patriotism</i>
These lessons will be completed every Friday throughout the 18 week grading period to teach students character development through the stories of Medal of Honor Recipients, both living and deceased, and will be a basis of student discipline, interaction, and behavior in the classroom. Each lesson is aligned to the English I Tennessee State Academic Standards.	

## Part 4: Grading Policy

### Graded Course Activities

#### Basis for grading for each semester

Points	Description
100	Daily Classwork/Homework
100	Quizzes (pop and planned)
100	Unit Tests
100	Projects
100	Compositions (daily and comprehensive)
100	English Notebook
100	TN Ready End of Course Exam (This will count as 15% of student's final grade)

#### Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Your teacher will update the online grades weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

### Letter Grade Assignment

Final grades assigned for this course will be based on the total points earned and are assigned as follows:

Homework/Classwork: will count once in the grading system

Projects: all projects will count twice in the grading system

Composition: will be graded on the appropriate writing rubric (informative and/or argumentative) and assigned a designated grade based on the writing rubric total

Quizzes: will count once in the grading system

Tests and Exams: all tests and exams will count twice in the grading system (this includes any essay exams given)

English Notebooks: will count once per nine weeks in the grading system

Participation Grade: will count once per nine weeks in the grading system

(however, students will be graded weekly on their class participation and the weekly grades will be averaged to be put into the grading system)

**GRADING SCALE**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	93-100%	Excellent Work, Quality of the work is above expectation, Shows above average understanding of the subject matter learned
B	85-92%	Very Good Work, Quality of the work met expectations, Shows an understanding of the subject matter learned
C	75-84%	Average Work, Quality of the work is average, Shows some understanding of the subject matter learned
D	70-74%	Poor Work, Quality of the work is below average, Shows lack of understanding of the subject matter learned
F	0-69%	Failing Work, Quality of the work is poor, Shows no understanding of the subject matter learned or did not attempt the assignment at all

**Part 5: Course Policies****Attend Class**

Students are expected to attend class on regular basis.

Be on time, on task, and prepared to learn every day.

3 tardies to class equals 1 day absent.

Don't be late or skip class because I will check to see where you were.

If you're not in school, it is your responsibility to acquire your makeup work.

## Participate

## Class Participation Rubric

	5 Points -- A	4 Points - B	3 Points - C	2 Points - D	1 Points - F
<b>Attitude</b>	<ul style="list-style-type: none"> <li>Displays an exemplary, helpful, positive and consistent attitude.</li> <li>Graciously accepts feedback and is able to use it constructively</li> <li>Always respectful of other's opinions</li> <li>Peer leader</li> </ul>	<ul style="list-style-type: none"> <li>Displays positive attitude</li> <li>Open to positive feedback</li> <li>Willing to work with others</li> <li>Respects other's opinions</li> </ul>	<ul style="list-style-type: none"> <li>Displays inconsistent attitude</li> <li>Sometimes unwilling to accept feedback</li> <li>May find it difficult to work with others</li> <li>May not completely respect other's opinions</li> </ul>	<ul style="list-style-type: none"> <li>Displays passive attitude</li> <li>Seemingly ambivalent about receiving feedback</li> <li>Finds it difficult to work with others</li> <li>Seemingly ambivalent about the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>Unwilling to display a positive attitude.</li> <li>Resistant to positive feedback.</li> <li>Unwilling to work with others.</li> <li>Disrespectful of other's opinions.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Proactively listens when the teacher and fellow students are speaking.</li> <li>Consistently able to follow directions or respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens when the teacher and fellow students are speaking.</li> <li>Attempts to follow directions or respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes listens when the teacher or fellow students are speaking.</li> <li>Sometimes able to follow directions given, but often may need repeating.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely listens to the teacher or other students.</li> <li>Relies on other students for direction/instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Almost always ignores what is going on in the classroom.</li> <li>Does not take or follow direction.</li> </ul>
<b>Classroom Interaction</b>	<ul style="list-style-type: none"> <li>Exhibits exemplary self-control and total respect for others.</li> <li>Always volunteers in class.</li> <li>Shows leadership qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits good self-control and respect for others.</li> <li>Consistently volunteers and participates.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes able to following directions, but often check to see what other students are doing.</li> <li>Will answer questions or read aloud if called upon.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely participates in classroom activities.</li> <li>Reluctantly answers questions or reads aloud, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in classroom activities.</li> <li>Unwilling to answer questions or read aloud</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>Always on task.</li> <li>Often goes beyond expectations</li> <li>Displays mature behaviors</li> <li>Exemplary adherence to boundaries and rules.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently on task</li> <li>Displays appropriate behavior</li> <li>Respects boundaries and rules of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Most times is on task.</li> <li>Most times displays appropriate behavior</li> <li>Most times observes boundaries and rules of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Needs to be refocused frequently</li> <li>Frequently displays lack of impulse or self-control.</li> <li>Frequently ignores boundaries and rules.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely on task.</li> <li>Displays improper, disruptive, inappropriate behavior</li> <li>Ignores boundaries and rules.</li> </ul>
<b>Preparedness</b>	<ul style="list-style-type: none"> <li>Always prepared with required materials</li> <li>Always ready to engage in daily classroom activities</li> <li>Exemplary effort in completing assignments.</li> <li>Always on time for class.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently: Brings required materials to class</li> <li>Ready to engage in daily classroom activities</li> <li>Completes assignments on time.</li> </ul>	<ul style="list-style-type: none"> <li>Most times brings required materials to class.</li> <li>Most assignments are completed on time</li> <li>May come to class late.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes brings required materials to class.</li> <li>Inconsistently completes assignments.</li> <li>Frequently late getting to class.</li> </ul>	<ul style="list-style-type: none"> <li>Does not bring materials to class.</li> <li>Does not complete assignments on a timely basis.</li> <li>Consistently late getting to class.</li> </ul>

## Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Mrs. Holt know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing Mrs. Holt when difficulties arise during the semester so that a solution can be found. This is being responsible for your own learning.

## Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Arrange to come promptly and take missed tests and quizzes. If you do not complete missed work, quizzes, or tests in 3 days, then that missed

work will go down as a zero in the grade book.

NOTE: If you're not in school, it is your responsibility to acquire your makeup work.

### **Academic Dishonesty Policy**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty, for example, the copying of homework/classwork when instructed to complete the work on the student's own. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.



**Student/Parent Agreement**

"We have read and understand the English I course syllabus and all of its components."

Please sign and return.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Parent or Guardian Signature

# Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
  - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
  - Best practice is for students to leave devices at home or in their lockers on the day of testing.
  - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
  - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
  - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
  - I will focus and put forth effort on the test .
- Being honest and not cheating
  - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level

disciplinary action as deemed appropriate by the administration.

- **Course policies are subject to change.** It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.