

# Cosby High School

## Part 1: Course Information

### Instructor Information

**Course: English I**

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**Remind:**

### 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

English I is a course for students who are functioning on grade level in reading, composition, and conventions. The curriculum includes the study and development of close reading, literary and informational text analysis, composition, and research.

#### English I Honors

Honors I is a course for students who are functioning above grade level in reading, composition, and conventions. These students must have the motivation, desire, and a high work ethic to participate in the program. This Honors course requires a high skill set in close reading, extensive reading and analysis of literary and informational texts, argumentative and informational essay writing, and research. It also requires advanced study techniques and outside readings. As this is a course to prepare for success in the Dual Enrollment curriculum, the course work will be very rigorous in nature.

**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.

**General Education/High School Pathway Area**

- Students are learning to read and interpret literature to prepare for college, technical school, military, and work.
- Being able to read and interpret literature ensures that students are better prepared to read and comprehend materials across the curriculum.

**Textbook & Course Materials****Required Text**

- *StudySync* Grade 9

**Additional Resources:**

- *Romeo and Juliet* DVD
- *The Odyssey* DVD
- *Appalachian Impressions: Hiking the Appalachian Trail* DVD
- *El Condor Pasa Wild Video clips online*
- *A & E History Channel Halloween documentary*

**Online Resources**

**Purdue OWL online writing lab** (learning tool for any and all types of writing)

**ACT website** (ACT preparation)

**Spark Notes website** (learning tool)

**No Fear Shakespeare website** (translation for *Romeo and Juliet*)

**StudySync** (used in and out of the classroom on a daily basis)

**Study Island** (used in and out of the classroom on a daily basis)

**Google Classroom** (used some of the time for class. It will have many power-points and handouts that we do in class in the classroom stream)

**Remind App** (Primary mode of taking attendance for remote days/Quarantine days, primary mode of communicating with me during remote days when students need help, primary mode of communication from or to me with parents about their child). I have made a student Remind class and a parent remind class for each of my blocks. That way, parent/guardian phones are not bombarded with notifications for the students.

## Course Requirements

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

## Course Structure

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

## Assessment Methods

Daily classwork, quizzes, comprehensive exams and writings, comprehensive projects, English notebook, class presentations, and discussion

## 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: Topic Outline/Schedule

### Pacing Guide

First week activities will include icebreaker activities such as “2 Truths and a Lie” in which students and teacher make three classroom friendly statements about themselves, and everyone guesses which is true. Students will create words from a letter wheel

#### Semester 1 and 2

*Daily Oral Lessons (DOLs) will be given as bell-ringers and Study Island will be incorporated into the curriculum when time allows. Both will cover the grammar and conventions that students need to know on the End of Course Exam.*

Unit Theme	Pacing Days	Readings/Class Activities	Teacher Added Readings & Materials	Skill and Standard Instruction	TN State Standards Covered
<b>DIVIDED WE FALL</b> <b>1<sup>st</sup> 9 Weeks</b> <b>August-September</b>  <b>B=Blueprint</b> <b>NT=Non-Tested</b>	1-7	Daily Oral Lesson 1-7: Capitalization, Spelling, and Punctuation  “Marigolds” short story by Eugenia Collier		Context Clues → Textual Evidence → First Read → → → Character → → → Narrative Writing → Close Read → → → Collaborative Conversations → → Capitalization, Spelling, Punctuation →	9-10.L.VAU.4 (B) 9-10.RL.KID.1 (B) 9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B) 9-10.W.TTP.3 (B) 9-10.RL.CS.5 (B)  9-10.SL.CC.1 (NT) 9-10.L.CSE.2 (B)
	6	Daily Oral Lesson 6: Semicolons  The Big Idea		Semicolons →  Argumentative Writing → → → → Academic Vocabulary → → → Recognizing Genre → → → →	9-10.L.CSE.2 (B)  9-10.W.TTP.1 (B) 9-10.L.VAU.6 (B) 9-10.SL.CC.1-2 (NT)
	7-8	Daily Oral Lesson 7-		Parallel Structure →	9-10.L.CSE.1 (B)

<p><b>DIVIDED WE FALL</b></p> <p><b>1st 9 Weeks</b></p> <p><b>August-September</b></p>	9-11	<p>8: Parallel Structure</p> <p>"Sure You Can Ask Me A Personal Question" poem by Diane Burns</p> <p>Daily Oral Lesson: Phrases and Clauses</p> <p><i>Angela's Ashes</i> novel excerpt by Frank McCourt</p>	None	<p>Text Structure →</p> <p>Author POV/Purpose →</p> <p>Phrases/Clauses →</p> <p>Collaborative Conversations → →</p> <p>Language, Style, and Audience → →</p> <p>Textual Evidence →</p> <p>Close Read → → →</p>	<p>9-10.RL.CS.5 (B)</p> <p>9-10.RL.CS.6 (B)</p> <p>9-10.L.CSE.1 (B)</p> <p>9-10.SL.CC.1 (NT)</p> <p>9-10.RI.CS.4 (B)</p> <p>9-10.RL.KID.1 (B)</p> <p>9-10.RI.RRTC.10(NT)</p>
	12-13	<p>Daily Oral Lesson: Colons</p> <p>"Welcome To America" poem by Sara Abou Rashed</p>	None	<p>Colons → → → →</p> <p>Textual Evidence →</p> <p>Short Response Writing → → → →</p>	<p>9-10.L.CSE.2 (B)</p> <p>9-10.RL.KID.1 (B)</p> <p>9-10.W.RW.10 (B)</p>
	14-18	<p>Daily Oral Lesson: Active/Passive Voice</p> <p>"I Have A Dream" speech by Martin Luther King, Jr.</p>	None	<p>Using Active/Passive Voice → → → → →</p>	<p>9-10.L.CSE.1</p> <p>9-10.RI.KID.1(B)</p>
	19	<p>Study Island</p>	None	<p>Analyzing Text/Textual Evidence → → →</p> <p>Primary/Secondary Sources → → →</p> <p>Arguments/Claims →</p> <p>Argumentative Writing → → → →</p>	<p>9-10.RI.IKI.9 (B)</p> <p>9-10.RI.IKI.8 (B)</p> <p>9-10.W.TTP.1 (B)</p>
	20	<p>Unit Exam Unit Exam</p>	None	<p>Grammar and Conventions → →</p> <p>All the above skills will be assessed</p>	<p>9-10.L.CSE.1-2 (B)</p> <p>9-10.L.VAU.6 (B)</p>
					<p>All the above standards will be assessed</p>

<p><b>THE ART OF DISGUISE</b> (Romeo and Juliet) <b>1<sup>st</sup> 9 Weeks</b></p>	<p>1-3</p>	<p>Daily Oral Lesson: Function of Verbs</p> <p>Shakespeare Introduction</p> <p>Big Idea Blast</p>	<p>Romeo and Juliet Background Powerpoint</p> <p>Shakes-peare Webquest</p> <p>Shakes-peare A&amp;E Biography</p> <p>Perfect Mate Questions</p>	<p>Function of Verbs →</p> <p>Collaborative Conversations → → Analyze Text/Textual Evidence → → →</p>	<p>9-10.L.CSE.1(B)</p> <p>9-10.SL.CC.1(NT)</p> <p>9-10.RI.KID.1(B)</p>
<p><b>THE ART OF DISGUISE</b> (Romeo and Juliet) <b>1<sup>st</sup> 9 Weeks</b> <b>October</b></p>	<p>3-5</p>	<p>Daily Oral Lesson: Academic Vocabulary</p> <p>"Romeo and Juliet" (Act I, Scenes i-ii) play by William Shakespeare</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson Chs 1-5 (Standard)</p> <p>"Remarks to the Senate in Support of A Declaration Of Conscience" speech by Margaret Chase Smith</p>	<p>"Romeo and Juliet" fight scene film clip by Franco Zefirrelli</p> <p>"Romeo and Juliet" Fight Scene film clip by Baz Luhrman</p>	<p>Academic Vocabulary</p> <p>Textual Evidence → Central Idea → → Author's Purpose →</p> <p>Evaluate Two Diverse Formats → → → → Precise word/phrases</p> <p>Sentence Structure →</p>	<p>9-10.L.VAU.6 (B)</p> <p>9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RI.CS.4 (B)</p> <p>9-10.RL.IKI.7 (B) 9-10.W.TTP.3.f (B)</p> <p>9-10.L.CSE.1 (B)</p>
<p><b>THE ART OF DISGUISE</b> (Romeo and Juliet) <b>1<sup>st</sup> 9 Weeks</b></p>	<p>6-9</p>	<p>Daily Oral Lesson: Sentence Structure</p>	<p>"Romeo and Juliet Balcony Scene film clip</p>	<p>Language, Style, Audience → → → Connotation/Denotation</p>	<p>9-10.RL.CS.5 (B) 9-10.RL.CS.4 (B)</p>



<p><b>September-October</b></p> <p><b>THE ART OF DISGUISE</b> (Romeo and Juliet)</p> <p><b>1<sup>st</sup> 9 Weeks</b></p>	<p>9-12</p> <p>9-12</p>	<p>“Romeo and Juliet (Act I, Scenes iii-v) play by William Shakespeare</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson Chs 6-9</p>	<p>by Franco Zeffirelli</p> <p>“Romeo and Juliet” Balcony Scene film clip by Baz Luhrman</p> <p>Google Maps</p>	<p>Evaluate Two Diverse Formats → → → →</p> <p>Colons → → → → →</p> <p>Analyze Text Explicitly/Infer → → Determine Theme → Character/Event Impact on Meaning → Figurative Meaning</p> <p>(Allusion) → Narrative Writing → Evaluate Two Diverse Formats → → → →</p>	<p>9-10.RL.IKI.7 (B)</p> <p>9-10.L.CSE.2 (B)</p> <p>9-10.RL.KID.1 (B)</p> <p>9-10.RL.KID.2 (B)</p> <p>9-10.RL.KID.3 (B)</p>
<p><b>September-October</b></p>	<p>13-14</p>	<p>“A School’s Peace Room aims to End Fighting in the Halls” Newsletter</p> <p>“The Pose” short story by Anwar Khan</p> <p>“Blues Ain’t No Mockin Bird” short story by Toni Cade Bambara</p>	<p>“Romeo and Juliet” fight scene by Franco Zeffirelli</p> <p>“Romeo and Juliet” fight scene by Baz Zeffirelli</p>	<p>Figurative Meaning</p> <p>Modifiers → → → →</p> <p>Story Structure → → Character → → → →</p> <p>Theme → → → → → Evaluate Two Diverse Formats → → → →</p>	<p>9-10.RL.CS.4 (B)</p> <p>9-10.W.TTP.3 (B)</p> <p>9-10.RL.IKI.7 (B)</p> <p>9-10.L.CSE.1 (B)</p> <p>9-10.RL.CS.5 (B)</p> <p>9-10.RL.KID.3 (B)</p> <p>9-10.RL.KID.2 (B)</p> <p>9-10.RL.IKI.7 (B)</p>
<p><b>THE ART OF DISGUISE</b> (Romeo and Juliet)</p> <p><b>1<sup>st</sup> 9 Weeks</b></p> <p><b>September-October</b></p>	<p>13-14</p>	<p>“Romeo and Juliet” (Act II) play by William Shakespeare</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson Chs10-13</p>	<p>“Romeo and Juliet” Death Scene by Franco Zeffirelli</p>	<p>Evaluate Two Diverse Formats → → → →</p> <p>Theme → → → → → Evaluate Two Diverse Formats → → → →</p>	<p>9-10.L.CSE.2 (B)</p>

<p><b>THE ART OF DISGUISE</b> (Romeo and Juliet)</p> <p><b>1<sup>st</sup> 9 Weeks</b></p> <p><b>September-October</b></p>	15-17	<p><i>Romiette and Julio</i> novel excerpt by Sharon Draper</p>	<p>"Romeo and Juliet" Death Scene by Baz Luhrman</p>	<p>Punctuation → → →</p>	<p>9-10.RL.KID.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RL.CS.4 (B)</p>
	17-20	<p>Daily Oral Lesson: Modifiers</p> <p>"Romeo and Juliet" (Act III) play by William Shakespeare</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson Chs 14-20</p> <p>"The Cask of Amontillado" short story by Edgar Allan Poe</p> <p>Daily Oral Lesson: Punctuation</p> <p>"Romeo and Juliet" (Act IV-V) Play by William Shakespeare</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson Chs 21-28</p>	<p>Online images of totem poles</p>	<p>Analyze Text Explicitly/Infer; Textual Evidence → → →</p> <p>Summarizing → → →</p> <p>Figurative Meaning →</p> <p>Evaluate Two Diverse Formats → → → →</p> <p>Vocabulary → → →</p> <p>Narrative Writing →</p> <p>Informative Writing →</p>	<p>9-10.RL.IKI.7 (B)</p> <p>9-10.VAU.4a,c (B) 9-10.W.TTP.2 (B)</p> <p>9-10.W.TTP.2 (B)</p>

		<p><i>Quiet: The Power of Introverts In A World That Can't Stop Talking</i> novel excerpt by Susan Cain</p> <hr/> <p>Culminating Writing Task (counts as Unit Exam)</p>			
<p>Declaring Your Genius (The Odyssey)</p> <p><b>2nd 9 Weeks</b></p> <p><b>November-December</b></p>	<p>1-2</p> <hr/> <p>3-5</p> <hr/> <p>6-10</p>	<p>Daily Oral Lesson: Noun Clauses</p> <p><i>The Odyssey</i> Introduction</p> <p>Daily Oral Lesson: Spelling</p> <p><i>The Odyssey</i> (Book 1) epic poem by Homer translated by Robert Fagles</p> <hr/> <p>"An Indian Father's Plea" letter by Robert Lake Thom</p> <hr/> <p>Daily Oral Lesson: Mood of Verbs</p> <p><i>The Odyssey</i> (Books) 2-4 epic poem by Homer translated by Robert Fagles</p>	<p><i>The Odyssey</i> Background Powerpoint</p>	<p>Noun Clauses</p> <p>Collaborative Conversations → → →</p> <p>Spelling → → → → →</p> <hr/> <p>Author Purpose/Point of View → → → → →</p> <p>Reasons/Evidence → → →</p> <p>Text Structure → → →</p> <hr/> <p>Verb Mood → → → → →</p> <p>Textual Evidence</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.SL.CC.1 (NT)</p> <p>9-10.L.CSE.2 (B)</p> <hr/> <p>9-10.RL.CS.6 (B)</p> <p>9-10.RI.CS.6 (B)</p> <p>9-10.RI.IKI.8 (B)</p> <p>9-10.RI.CS.5 (B)</p> <hr/> <p>9-10.L.CSE.1 (B)</p> <hr/> <p>9-10.RI.KID.1 (B)</p> <p>9-10.RI.KID.2 (B)</p>

<p><b>2nd 9 Weeks</b></p> <p><b>November-December</b></p> <p><b>Declaring Your Genius</b> (The Odyssey)</p>	<p>10-11</p>	<p>Outliers: The Story of Success novel excerpt by Malcolm Gladwell</p> <p>“The Origin of Intelligence” essay (no listed author)</p> <p>Daily Oral Lesson: Active/Passive Voice</p> <p><i>The Odyssey</i> (Books 5-9) epic poem by Homer translated by Robert Fagles</p>		<p>Summarizing → → Analyze How Events/</p> <p>Key Ideas Impact Meaning → → → → Arguments/Claims →</p> <p>Active/Passive Voice →</p>	<p>9-10.RI.KID.3 (B) 9-10.RI.CS.5 (B)</p> <p>9-10.L.CSE.1 (B)</p> <p>9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B)</p> <p>9-10.RL.IKI.9 (B)</p>
<p><b>2nd 9 Weeks</b></p> <p><b>November-December</b></p> <p><b>Declaring Your Genius</b> (The Odyssey)</p>	<p>12</p> <p>13-15</p>	<p>“The Most Dangerous Game” short story by Richard Connell</p> <p>Daily Oral Lesson: General Academic Vocabulary</p> <p><i>The Odyssey</i> (Books 10-13) epic poem by Homer translated by Robert Fagles</p> <p>Daily Oral Lesson: Capitalization</p> <p><i>The Odyssey</i> (Books 14-21) epic poem by Homer translated by Robert Fagles</p>		<p>Story Structure → → → Character → → → → →</p> <p>Analyze Variety of Literary Texts → → →</p> <p>General Academic Vocabulary → → →</p> <p>Summarizing → → →</p> <p>Character → → → → →</p> <p>Context Clues → → →</p>	<p>9-10.L.VAU.6 (B)</p> <p>9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B) 9-10.L.VAU.4 (B)</p> <p>9-10.L.CSE.1 (B)</p> <p>9-10.L.VAU.4 (B)</p> <p>9-10.RI.CS.6 (B)</p>

<p><b>2nd 9 Weeks</b></p> <p><b>November-December</b></p>	<p>16</p> <p>17-19</p> <p>20</p>	<p>"Georgia O'Keeffe" essay by Joan Didion</p> <p>The Odyssey (Books 22-24) epic poem by Homer translated by Robert Fagles</p> <p>Culminating Writing Task</p> <p>Unit Exam</p>		<p>Capitalization → → →</p> <p>Context Clues → → →</p> <p>Author's Purpose/ Point of View → → →</p> <p>Textual Evidence → →</p> <p>Argumentative Writing</p> <p>All the above skills will be assessed</p>	<p>9-10.RL.KID.1 (B)</p> <p>9-10.W.TTP.1 (B)</p> <p>All the above standards will be assessed</p>
<p><b>The Call To Adventure</b> (A Walk In the Woods)</p> <p><b>2nd 9 Weeks</b></p> <p><b>November-December</b></p>	<p>1-2</p> <p>3-7</p>	<p>A Walk in the Woods Introduction</p> <p>Daily Oral Lesson: Adverb Clauses</p> <p><i>A Walk In the Woods</i> (Chapter 1-4) novel by Bill Bryson</p> <p>"Stopping By Woods On a Snowy</p>		<p>Collaborative Conversations → → →</p> <p>Adverb Clauses → → →</p> <p>Figurative Language →</p> <p>Determine Central Idea</p> <p>Analyze Author Ideas</p> <p>Context Clues</p> <p>Informative Writing →</p>	<p>9-10.SL.CC.1 (NT)</p> <p>9-10.RL.CS.4 (B)</p> <p>9-10.RI.KID.2 (B)</p> <p>9-10.RI.KID.3 (B)</p> <p>9-10.L.VAU.4 (B)</p> <p>9-10.W.TTP.2 (B)</p> <p>9-10.L.VAU.6 (B)</p>

<p><b>The Call To Adventure</b> (A Walk In the Woods)</p> <p><b>2<sup>nd</sup> 9 Weeks</b></p> <p><b>November-December</b></p>		<p>Evening” poem by Robert Frost</p> <p>“12 (from Gitanjali)” poem by Rabindranath Tagore</p> <p>“The Journey” poem by Mary Oliver</p>		<p>Vocabulary → → → → →</p>	
	7-9	<p>Daily Oral Lesson: Adjective Clauses</p> <p><i>A Walk in the Woods</i> (Chapters 5-8) novel by Bill Bryson</p>		<p>Adjective Clauses → →</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.KID.3(B)</p>
	9-11	<p>Daily Oral Lesson: Noun Clauses</p> <p><i>A Walk in the Woods</i> (Chapters 9-12) novel by Bill Bryson</p>		<p>Character → → → → →</p> <p>Noun Clauses → → →</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.CS.5 (B)</p> <p>9-10.L.VAU.4 (B)</p> <p>9-10.RI.CS.4 (B)</p>
	12-13	<p><i>The Art of Choosing</i> novel excerpt by Sheena Lyengar</p> <p>“Restless Genes” National Geographic article by David Dobbs</p>		<p>Text Structure → → →</p> <p>Word Meaning → → →</p> <p>Connotation/Denotation</p>	
<p><b>The Call To Adventure</b> (A Walk In the Woods)</p> <p><b>2<sup>nd</sup> 9 Weeks</b></p> <p><b>November-December</b></p>	14-15	<p>Daily Oral Lesson: Essential Clauses</p>			<p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.KID.2 (B)</p>

<p><b>The Call To Adventure</b> (A Walk In the Woods)</p> <p><b>2<sup>nd</sup> 9 Weeks</b></p> <p><b>November-December</b></p>	<p>15-20</p> <p>21-23</p>	<p><i>A Walk In the Woods</i> (Chapters 13-17) novel by Bill Bryson</p> <p><i>Wild: From Lost To Found On the Pacific Coast Trail</i> novel excerpt by Cheryl Strayed</p> <p>Daily Oral Lesson: Non-essential Clauses</p> <p><i>A Walk In the Woods</i> (Chapters 18-21) novel by Bill Bryson</p> <p>Culminating Writing Task</p>	<p>"El Condor Pasa" <i>Wild</i> movie video clips online</p> <p><i>Appalachian Impressions</i> DVD</p>	<p>Essential Clauses → →</p> <p>Central Idea/Theme →</p> <p>Author Purpose/Point of View → → → → →</p> <p>Text Structure → → →</p> <p>Non-Essential Clauses</p> <p>Textual Evidence → →</p> <p>Language, Style, Audience → → → → →</p> <p>Argumentative Writing</p> <p>All the above skills will be assessed</p>	<p>9-10.RI.CS.6 (B) 9-10.RI.CS.5 (B)</p> <p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.KID.1 (B)</p> <p>9-10.RI.CS.5 (B) 9-10.W.TTP.1 (B)</p> <p>All the above standards will be assessed</p>
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## Part 4: Grading Policy Graded Course Assignments

### Grading Scale (NEW FOR 2022-2023)

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

\*\*\*Disclaimer: Assignments may change at any time.

### Late Work Policy

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.

### Final Exam Policy

--As daily attendance at school is critical for academic success, Cosby High School has added an incentive to the academic program to reward individual daily attendance.

- All **non-EOC teachers** are required to administer a comprehensive final exam that assesses the mastery of standards taught throughout the semester.
- **EOC teachers** are required to administer a graded quiz or test during the final exam blocks on the dates listed above. EOC quick scores are used in the final exam column and weighted as the final exam. The graded quiz or test will be averaged with the 4th nine weeks grades.
- Exams are given on the last two days of both semesters. The grades on these exams will count 15% of the overall course average.

### School Year 2023-2024 Final Exam Dates

#### Fall 2023

December 14 – 2<sup>nd</sup> and 4<sup>th</sup> blocks

December 15 – 1<sup>st</sup> and 3<sup>rd</sup> blocks

#### Spring 2024

May 20 – 2<sup>nd</sup> and 4<sup>th</sup> blocks

May 21 – 1<sup>st</sup> and 3<sup>rd</sup> blocks

(In the spring, exam dates for seniors are adjusted to allow time to average



grades for graduation.)

ALL students in grades 9-12 have an opportunity to earn exemption on the final exam in non-EOC courses and/or final quiz/test given in the EOC courses. Teachers will follow the following guidelines in determining student exam exemption:

- The student has missed no more than 3 days (excused or unexcused) in the semester prior to the first day of finals.
- Absences for a school related activity (field trip, CTE program, athletic competition, etc.) does not count as an absence.
- The student is passing the class prior to the exams.

The student who qualifies for exam exemption may opt to take the exam on a no harm basis. If the exam grade damages the class average, then the exam grade will not count.

Teachers will administer tests in all courses and for all students except for those students who qualify for and accept the exemption.

## **Part 5: Course Policies**

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. This includes coming back from bathroom breaks, fire drills, and any other times out of class.

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 and makeup work within three days of returning to class. You may check Google Classroom for assignments and email me for work while absent.

## **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.