

Cosby High School

# English I Syllabus

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## Part 1: Course Information

### Instructor Information

**Instructor:** Lynna Holt  
**School Telephone:** 423-487-5602  
**E-mail:** [holtl@cocke.k12.tn.us](mailto:holtl@cocke.k12.tn.us)

### Remind App Directions

STUDENT REMIND  
2<sup>nd</sup> Block: Text @2ehk4d to 81010

PARENTS/GUARDIAN REMIND  
If your student is in 2<sup>nd</sup> Block: Text @2k3b4bk to 81010  
(I make a separate class for parents so that they are not bombarded with texts I send to my students about class and homework)

### Google Classroom Codes

2<sup>nd</sup> Block: xbk6ri2

### 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.

**Course Requirements**

- 3 Ring Binder
- Notebook Paper
- Pencil
- Highlighters (Pink, Blue, Orange, and Yellow) (optional)
- 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** (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.

## 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 Works/Pacing Guide

### 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>THE CALL TO ADVENTURE</b>  <b>1<sup>st</sup> 9 Weeks</b>  <b>1<sup>st</sup> Semester August- September</b>  <b>2<sup>nd</sup> Semester January- February</b>	1-5	Daily Oral Lesson 1-7: Capitalization, Spelling, and Punctuation  Big Idea Blast (StudySync): What will you learn on your journey  Content/ Academic Vocabulary  Recognizing Genre		Capitalization, Spelling, Punctuation →  Academic Vocabulary → → →  Recognizing Genre →  Collaborative Discussion/Integrating and Evaluating Information → → →	9-10.SL.CC.1 (NT)  9-10.L.CSE.2 (B)  9-10.L.VAU.6 (B)  All Reading Standards  9-10.SL.CC.1-2 (NT)
	6-8	Daily Oral Lesson 6-8: Semicolons  "Stopping By The Woods On A Snowy Evening" poem by Robert Frost		Semicolons →	9-10.L.CSE.2 (B)

<p>THE CALL TO ADVENTURE</p> <p><b>1st 9 Weeks</b></p> <p><b>1<sup>st</sup> Semester August-September</b></p> <p><b>2<sup>nd</sup> Semester January-February</b></p>	6-8	<p>"12" (from Gitanjali) by Rabindranath Tagore</p> <p>"The Journey" poem by Mary Oliver</p>		<p>Textual Evidence→→</p> <p>Figurative Language→</p> <p>Compare/Contrast→</p> <p>Literary Analysis→→</p> <p>Collaborative Conversations→→→</p>	<p>9-10.RI.KID.1 (B)</p> <p>9-10.RL.CS.4 (B)</p> <p>9-10.RL.IKI.7 (B)</p> <p>9-10.SL.CC.1 (NT)</p>
	9-11	<p>Daily Oral Lesson 9-11: Parallel Structure</p> <p>"Childhood Isolation and Finding His Voice: 'You Can't Teach Soul'" article by Jeff Weiss</p>		<p>Parallel Structure→</p> <p>Textual Evidence→</p> <p>Language, Style, and Audience→→→→</p> <p>Argumentative Writing→→→→→</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.KID.1 (B)</p> <p>9-10.RI.CS6 (B)</p> <p>9-10.W.TTP.1</p>
	12-14	<p>Daily Oral Lesson 12-14: Phrases and Clauses</p> <p><i>Highest Duty: My Search for What Really Matters</i> novel excerpt by Sully Sullenberger</p> <p>"Bessie Coleman: Woman Who Dared To Dream Made Aviation History" website article by U.S. Air Force</p>		<p>Phrases/Clauses→</p> <p>Character→→→→→</p> <p>Compare/Contrast→</p> <p>Theme→→→→→</p> <p>Literary Analysis→→</p> <p>Collaborative Conversations→→</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RI.KID.3 (B)</p> <p>9-10.RL.IKI.7 (B)</p> <p>9-10.RI.KID.2 (B)</p> <p>9-10.SL.CC.1 (NT)</p>

<p>THE CALL TO ADVENTURE</p> <p><b>1st 9 Weeks</b></p> <p><b>1<sup>st</sup> Semester August-September</b></p> <p><b>2<sup>nd</sup> Semester January-February</b></p>	15-18	<p>Daily Oral Lesson 15-18: Sentence Structure</p> <p><i>Wild: From Lost To Found On The Pacific Crest Trail</i> novel excerpt by Cheryl Strayed</p> <p>"Wild" movie clip of scene read</p>	<p>"Wild" movie clip of scene read in class</p>	<p>Sentence Structure →</p> <p>Central Idea → → →</p> <p>Author Purpose → →</p> <p>Textual Evidence → →</p> <p>Collaborative Conversations → → →</p> <p>Narrative Writing → →</p>	<p>9-10.W.TTP.2</p> <p>9-10.RI.KID.1 (B)</p> <p>9-10.RI.KID.3 (B)</p> <p>9-10.RI.KID.1 (B)</p> <p>9-10.SL.CC.1 (NT)</p>
	19-20	<p>Daily Oral Lesson 19-20: Colons</p> <p><i>The Art of Choosing</i> novel excerpt by Sheena Lyengar</p> <p>"Restless Genes" National Geographic article by David Dobbs</p>		<p>Colons → → → → →</p> <p>Connotation/Denotation Word Meaning → → →</p> <p>Informative Writing →</p>	<p>9-10.L.CSE.2 (B)</p> <p>9-10.L.VAU.5 (B)</p> <p>9-10.W.TTP.2 (B)</p>
		<p>Daily Oral Lesson: Active/Passive Voice</p> <p>"Apollo 13: Mission Highlights" article by NASA</p>		<p>Active/Passive Voice →</p> <p>Summarizing → → →</p> <p>Analyze/Infer → → →</p> <p>Figurative Language →</p> <p>Central Idea → → →</p>	<p>9-10.W.TTP.1-2 (B)</p> <p>9-10.RI.KID.2 (B)</p> <p>9-10.RL.CS.4 (B)</p>
	21	<p>Unit Exam Unit Exam</p>			<p>All the above standards will be assessed</p>

<p>THE ART OF DISGUISE (Romeo and Juliet)</p> <p><b>1<sup>st</sup> 9 Weeks</b></p> <p><b>1<sup>st</sup> Semester September-October</b></p> <p><b>2<sup>nd</sup> Semester February-March</b></p>	1-3	<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>Shakespeare Webquest</p> <p>Shakespeare A&amp;E Biography</p> <p>Perfect Mate Questions</p>	<p>Function of Verbs →</p> <p>Collaborative Conversations → →</p> <p>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>	
	3-5	<p>Daily Oral Lesson: Academic Vocabulary</p>	<p>"Romeo and Juliet" fight scene film clip by Franco Zefirrelli</p>	<p>Academic Vocabulary</p>	<p>9-10.L.VAU.6 (B)</p>	
		<p>"Romeo and Juliet" (Act I, Scenes i-ii) play by William Shakespeare</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 Baz Luhrman</p>	<p>Textual Evidence →</p> <p>Central Idea → →</p> <p>Author's Purpose →</p> <p>Evaluate Two Diverse Formats → → → →</p> <p>Precise word/phrases</p>	<p>9-10.RI.KID.1 (B)</p> <p>9-10.RI.KID.2 (B)</p> <p>9-10.RI.CS.4 (B)</p> <p>9-10.RL.IKI.7 (B)</p> <p>9-10.W.TTP.3.f (B)</p>	
	6-9	<p>Daily Oral Lesson: Sentence Structure</p>			<p>Sentence Structure →</p>	<p>9-10.L.CSE.1 (B)</p>
		<p>"Romeo and Juliet (Act I, Scenes iii-v) play by William Shakespeare</p>			<p>Language, Style, Audience → → →</p> <p>Connotation/Denotation</p>	<p>9-10.RL.CS.5 (B)</p> <p>9-10.RL.CS.4 (B)</p>

<p>THE ART OF DISGUISE (Romeo and Juliet)</p> <p><b>1st 9 Weeks</b></p> <p><b>1st Semester</b> <b>September-October</b></p> <p><b>2nd Semester</b> <b>February-March</b></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>Evaluate Two Diverse Formats → → → → →</p>	<p>9-10.RL.IKI.7 (B)</p>
		<p>Daily Oral Lesson: Colons</p>		<p>Colons → → → → →</p>	<p>9-10.L.CSE.2 (B)</p>
		<p>"Romeo and Juliet" (Act II) play by William Shakespeare</p>	<p>"Romeo and Juliet Balcony Scene film clip by Franco Zefirrelli</p>	<p>Analyze Text Explicitly/Infer → → Determine Theme → Character/Event Impact on Meaning → Figurative Meaning</p>	<p>9-10.RL.KID.1 (B) 9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B)</p>
	9-12	<p><i>Romiette and Julio</i> novel excerpt by Sharon Draper</p>	<p>"Romeo and Juliet" Balcony Scene film clip by Baz Luhrman</p>	<p>(Allusion) → Narrative Writing → → Evaluate Two Diverse Formats → → → → →</p>	<p>9-10.RL.CS.4 (B) 9-10.W.TTP.3 (B) 9-10.RL.IKI.7 (B)</p>
		<p>Daily Oral Lesson: Modifiers</p>		<p>Modifiers → → → → →</p>	<p>9-10.L.CSE.1 (B)</p>
		<p>"Romeo and Juliet" (Act III) play by William Shakespeare</p>	<p>"Romeo and Juliet" fight scene by Franco Zefirrelli</p>	<p>Story Structure → → Character → → → → → Theme → → → → → Evaluate Two Diverse Formats → → → → →</p>	<p>9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B) 9-10.RL.KID.2 (B) 9-10.RL.IKI.7 (B)</p>
		<p>"The Cask of Amontillado" short story by Edgar Allan Poe</p>	<p>"Romeo and Juliet" fight scene by Baz Zefirrelli</p>		
	13-14	<p>Daily Oral Lesson: Punctuation</p>		<p>Punctuation → → → → →</p>	<p>9-10.L.CSE.2 (B)</p>
	<p>"Romeo and Juliet" (Act IV-V) Play by William</p>	<p>"Romeo and Juliet" Death Scene by Franco</p>	<p>Analyze Text Explicitly/Infer; Textual Evidence → → → → → Summarizing → → → → →</p>	<p>9-10.RL.KID.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B)</p>	

<p>THE ART OF DISGUISE (Romeo and Juliet)</p> <p><b>1<sup>st</sup> 9 Weeks</b></p> <p><b>1<sup>st</sup> Semester September-October</b></p> <p><b>2<sup>nd</sup> Semester February-March</b></p>	<p>15-17</p> <hr/> <p>17-20</p>	<p>Shakespeare</p> <hr/> <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>Zefirrelli</p> <hr/> <p>"Romeo and Juliet" Death Scene by Baz Luhrman</p> <hr/>	<p>Figurative Meaning →</p> <hr/> <p>Evaluate Two Diverse Formats → → → →</p> <hr/> <p>Vocabulary → → → →</p> <p>Narrative Writing → →</p> <hr/> <p>Informative Writing →</p>	<p>9-10.RL.CS.4 (B)</p> <hr/> <p>9-10.RL.IKI.7 (B)</p> <hr/> <p>9-10.VAU.4a,c (B)</p> <p>9-10.W.TTP.2 (B)</p> <hr/> <p>9-10.W.TTP.2 (B)</p>
<p>Declaring Your Genius (The Odyssey)</p> <p><b>2<sup>nd</sup> 9 Weeks</b></p> <p><b>1<sup>st</sup> Semester October-November</b></p> <p><b>2<sup>nd</sup> Semester March-April</b></p>	<p>1-2</p> <hr/> <p>3-5</p>	<p>Daily Oral Lesson: Noun Clauses</p> <hr/> <p><i>The Odyssey</i> Introduction</p> <hr/> <p>Daily Oral Lesson: Spelling <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> <hr/> <p><i>The Odyssey</i> (Books) 2-4 epic poem by</p>	<p><i>The Odyssey</i> Background Powerpoint</p> <hr/> <p>History Channel's Clash of the Gods: The Odyssey video</p> <hr/>	<p>Noun Clauses</p> <hr/> <p>Collaborative Conversations → → →</p> <hr/> <p>Spelling → → → → →</p> <hr/> <p>Author Purpose/Point of View → → → → →</p> <p>Reasons/Evidence →</p> <p>Text Structure → → →</p> <hr/> <p>Verb Mood → → → →</p> <hr/> <p>Textual Evidence Summarizing → →</p> <p>Analyze How Events/</p>	<p>9-10.L.CSE.1 (B)</p> <hr/> <p>9-10.SL.CC.1 (NT)</p> <hr/> <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>

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

Declaring Your Genius (The Odyssey)  <b>2nd 9 Weeks</b>  <b>1st Semester</b> <b>October-November</b>  <b>2nd Semester</b> <b>March-April</b>	13-15	epic poem by Homer translated by Robert Fagles	by Andrey Konchalovskiy	Author's Purpose/ Point of View → → → → →	9-10.RI.CS.6 (B)
	16	"Georgia O'Keeffe" essay by Joan Didion			
	17-19	The Odyssey (Books 22-24) epic poem by Homer translated by Robert Fagles		Textual Evidence → →	9-10.RL.KID.1 (B)
	20	Culminating Writing Task		Argumentative Writing	9-10.W.TTP.1 (B)
		Unit Exam		All the above skills will be assessed	All the above standards will be assessed
TRUE TO YOURSELF ( <i>Touching Spirit Bear</i> )  Occasionally replaces <i>Romeo and Juliet</i>  <b>1st 9 Weeks</b>  <b>1st Semester</b> <b>September-October</b>  <b>2nd Semester</b> <b>February-March</b>	1-3	Daily Oral Lesson: Function of Verbs  <i>Touching Spirit Bear</i> Introduction	Background Powerpoint  Webquest	Function of Verbs →  Collaborative Conversations → → Analyze Text/Textual Evidence → → →	9-10.L.CSE.1(B)  9-10.SL.CC.1(NT) 9-10.RI.KID.1(B)
	4-7	Big Idea Blast  Daily Oral Lesson: Academic Vocabulary	Shakespeare A&E Biography  Anticipation Guide	Academic Vocabulary	9-10.L.VAU.6 (B)

	4-7	<p><i>Touching Spirit Bear</i> by Ben Mikaelson (Ch. 1-6)</p>		<p>Textual Evidence →                      Central Idea → →                      Author's Purpose →</p> <p>Evaluate Two Diverse Formats → → → →                      Precise word/phrases</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>
	7-9	<p>Daily Oral Lesson: Sentence Structure</p> <p>"A Walk in the Woods: Rediscovering America on the Appalachian Trail" Ch. 4 Excerpt by Bill Bryson</p>		<p>Sentence Structure →</p> <p>Language, Style, Audience → → →                      Connotation/Denotation</p> <p>Evaluate Two Diverse Formats → → → →</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RL.CS.5 (B)                      9-10.RL.CS.4 (B)</p> <p>9-10.RL.IKI.7 (B)</p>
	10-16	<p>Daily Oral Lesson: Colons</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson (Ch. 7-13)</p> <p>"Island of Blue Dolphins" Ch. 15 Excerpt by Scott O'Dell</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.L.CSE.2 (B)</p> <p>9-10.RL.KID.1 (B)                      9-10.RL.KID.2 (B)                      9-10.RL.KID.3 (B)</p> <p>9-10.RL.CS.4 (B)                      9-10.W.TTP.3 (B)</p> <p>9-10.RL.IKI.7 (B)</p>
		<p>Daily Oral Lesson: Modifiers</p>		<p>Modifiers → → → →</p> <p>Story Structure → →                      Character → → → →</p>	<p>9-10.L.CSE.1 (B)</p> <p>9-10.RL.CS.5 (B)                      9-10.RL.KID.3 (B)</p>

		<i>Touching Spirit Bear</i> by Ben Mikaelson (Ch. 14-18)		Theme → → → → →	9-10.RL.KID.2 (B)
	19-22	"It Takes A Village" Speech by Hillary Clinton		Evaluate Two Diverse Formats → → → → →	9-10.RL.IKI.7 (B)
		Daily Oral Lesson: Punctuation		Punctuation → → →	9-10.L.CSE.2 (B)
	23-26	<i>Touching Spirit Bear</i> by Ben Mikaelson (Ch. 19-24) <i>My Hermitage</i> by Alexander Posey		Analyze Text Explicitly/Infer; Textual Evidence → → → → → Summarizing → → → → → Figurative Meaning →	9-10.RL.KID.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RL.CS.4 (B)
		<i>Touching Spirit Bear</i> by Ben Mikaelson (Ch.25-28)		Vocabulary → → → → →	9-10.VAU.4a,c (B)
		<i>Blind</i> Ch. 2 Excerpt by Rachel De Voskin		Narrative Writing → →	9-10.W.TTP.2 (B)
		Culminating Writing Task (counts as Unit Exam)		Informative Writing →	9-10.W.TTP.2 (B)

## 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

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work, Quality of the work is above expectation, Shows above average understanding of the subject matter learned
B	80-89%	Very Good Work, Quality of the work met expectations, Shows an understanding of the subject matter learned
C	70-79%	Average Work, Quality of the work is average, Shows some understanding of the subject matter learned
D	60-69%	Poor Work, Quality of the work is below average, Shows lack of understanding of the subject matter learned
F	0-59%	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 the teacher 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 the teacher 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.

**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.

**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

Parents and Guardians,

I want to thank you for sharing your children with me for the 2022-2023 school year. To be honest, I learn from them, just as much as they learn from me and it makes my job so rewarding. If I can do anything for you and/or your child, please don't hesitate to let me know.

**Lynna Holt**

Lynna Holt  
English Teacher  
Cosby High School