

Cosby High School

Part 1: Course Information

Instructor Information

Course: English IV

Instructor: Lynna Holt

School Telephone: 423-487-5602

E-mail: holtl@cocke.k12.tn.us

Office Hours: 8:00-3:45

Remind App Directions

STUDENT REMIND

5th Period: Text @abh6a4 to 81010

6th Period: Text @d998fc7

PARENTS/GUARDIAN REMIND

If your student is in 5th Period: Text @77g3dd to 81010

If your student is in 6th Period: Text @aekdac

(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

5th Period: 34jbrd3

6th Period: blocks7

Course Description

English IV is designed to strengthen students' reading, writing, listening, critical thinking and speaking skills. The skills taught in class will help students with understanding and acquiring a work career, military career, college, and professional careers after high school. Course content is meant to prepare students for college and/or entering the world of work, as well as passing the high school the A.C.T., the ASVAB, and to meet the Tennessee Language Arts Content Standards.

Prerequisite

- Must have completed 9-11 English classes

Textbook & Course Materials**Texts Used In Class**

- *7 Habits of Highly Effective Teens* by Sean Covey
- *The 6 Most Important Decisions You'll Ever Have To Make* by Sean Covey

Additional Resources:

- A variety of career based resources
- *Bring Your A Game* Curriculum by The Center For Work Ethic Development

Course Requirements

- 3 Ring Binder
- Paper
- Pencil
- Highlighters (optional)
- Colored Pencils (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

O'NET OnLine: An online platform for career exploration and job analysis. This site has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, developers, researchers, and more,

Purdue Online Writing Lab (OWL) (learning tool for any and all types of writing)

ACT Website (ACT preparation)

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. Consult references for guidance.
- 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 postsecondary 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 an 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: Pacing Guide

Students will use *7 Habits of Highly Effective Teens* Book for the following units:

Unit 1: 7 Habits of Highly Effective Teens
(1st and 2nd 9 Weeks, 80 days)

Students will learn about the following habits that can help students become more successful in their lives: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to Be Understood, Synergize, Sharpen the Saw.

Students will use *Bring Your A Game* Curriculum for the following units:

Unit 2: Researching/ Achieving My Career
(2nd 9 Weeks, 33 days)

Students will research their chosen career during this unit. They will focus on school requirements for the career (if any), learn and use Academic Vocabulary for their career, have a admission speakers as guests in the classroom,

Unit 3: Working In My Career/Career Communication
(3rd 9 Weeks, 33 days)

Students will research and learn what kind of training they will have to do when it comes to their career, how to deal with common work issues, what it takes to advance in their profession, how to work with others in the workplace, create media to “show” people how to do something from their profession, how to write assembly instructions for something in their profession, how to write memos and emails, how to create advertisements for their business/profession

Unit 4 My Human Resource Information.
(4th 9 Weeks, 25 days)

Students will learn how to read health, life, and car insurance policies. They will learn about banking and how to write checks, balance a checkbook, direct deposit, etc. They will also learn how to complete taxes for the year and how to deal with concerns about self in the workplace.

Part 4: Grading Policy**Graded Course Activities**

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 gram)

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN GradeBook. 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) 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

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.

(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

Attend Class

Students are expected to attend class on a 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.

Class Expectations

-We treat others with **RESPECT** and **KINDNESS** at all times in our classroom
-**UNPLUG** and **BE PRESENT**: Social media, friends, and everything else outside our classroom can wait. Learning and growing your mind is more important.

-Growing our brains is not supposed to be easy. **ASK FOR HELP!** Be an advocate for yourself and your education.

-YOU are an important part of our class! We need you with us to start on time. So, please **ARRIVE PROMPTLY**.

-You are free to choose, but you are not free from the consequences of that choice. Therefore...**STOP, THINK,** and **MAKE GOOD CHOICES** for yourself and our classroom.

-Establish and maintain an INSPIRING WORK ethic. Mrs. Holt doesn't **GIVE** grades; You **EARN** the grade that you receive.

-**JUST BREATHE.YOU GOT THIS!** In our classroom, we always support and encourage each other when it comes to our education, our safety, and our well-being.

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 the 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.

Plagiarism

According to Harbrace Handbook, 15th edition:

- Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes, but not limited to:
 - Copying verbatim all or part of another’s written work.
 - Using phrases, figures, or illustrations without citing the source.
 - Paraphrasing ideas, conclusions, or research without citing the source.
 - Using all or part of a literary plot, poem, or film without attributing the work to its creator.
- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment, within a specified time period and accept a letter drop OR taking a zero on the assignment. Parents are to be involved in making the decision.

Use of Artificial Intelligence (AI)

Technology is ever-changing and has a tremendous impact on our global society, local community, and classrooms. Artificial intelligence (AI), including generative forms of AI, is becoming more a part of our everyday lives. It is our responsibility to educate and train students to utilize AI in an ethical and educational way. Therefore, each student will need to be aware of the limitations and guidelines of its usage:

- Teachers may allow students to use approved AI programs for instructional purposes. Access to specific websites will be granted on an as needed basis, while taking all reasonable precautions to ensure the security of private student data when utilizing AI programs
- If a teacher should incorporate the use of AI in the classroom, students will be instructed on the responsible use standards which include but not limited to the following:
 - Effective use of generative AI;
 - When it is appropriate to use AI in assignments;
 - How to determine whether AI responses are accurate
 - Users assume responsibility for incorporating AI content responsibly; and
 - The difference between cheating and seeking support.
 - The use of AI could be subject to the Academic Dishonesty Policy.
- Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc.
- Dual Enrollment classes may have additional restrictions and limitations regarding the use of Artificial Intelligence based on the college AI policy in place for that institution.

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.

Religion in the Classroom

- The Board affirms that it is essential that the teaching about religion-and not of a religion –be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:
 - Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
 - The inclusion of religion shall be for educational purposes only;
 - The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
 - Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

STUDENT/PARENT AGREEMENT

"We have read and understood 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 2024-2025 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.

Mrs. Lynna Holt

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English Teacher

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