

English I

2025-2026 Syllabus

Part 1: Course Information

Instructor Information

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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 8th grade English course
- This is one of four English classes that students must pass to graduate high school.

Course Requirements

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

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

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

CNN10 Shmoop

StudySync

Read180

CNN10

Mastery Connect

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
1st 9weeks	Short Story Rewards/RTI Interventions Read180 Untwine	"Gift of the Magi" O. Henry "Cask of Amontillado" Edgar Allan Poe Touching Spirit Bear		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
TSAS				Grammar	
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				Capitalization, Punctuation, and Spelling	ACT Vocabulary

Quarter	Unit	Req. Major Readings/ Novel	Supplemental Works/ Resources	Writing	Vocabulary/ Essential Terms
2nd nine weeks	Touching Spirit Bear	Excerpts from "Romeo and Juliet" by William Shakespeare	"Poison Tree" by William Blake		Analogy Ethos Imagery Logos Metaphor Pathos Personification Premise Simile Symbol Theme
TSAS	Rewards/RTI Interventions	"Romeo and Juliet" by William Shakespeare	"The Teen Brain: Still Under Construction" by National Institute of Health	Grammar	
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 3rd 9 weeks 9-10.RL.IKI.7 9-10.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		Romeo and Juliet	"Romeo and Juliet" film by Baz Luhrmann Zefirelli "Teenage Brains are Malleable and Vulnerable, Researchers Say" by Jon Hamilton "Would You Marry a Stranger" by Jessica Birney	Semicolons and Colons Argumentative Essay Narrative Essay	ACT Vocabulary
3rd 0 weeks	Everything, Everything	<i>Everything, Everything</i>	"I, Too" by Langston Hughes "Strange Fruit" by Billie Holiday		Logical Appeals Reflection Rhetorical Question Summarize Synonyms Syntax Symbolism Transition Word Choice ACT Vocabulary
TSAS	Rewards RTI Intervention			Grammar	

Quarter	Unit	Req. Major Readings/ Novel	Supplemental Works/ Resources	Writing	Vocabulary/ Essential Terms
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 9-10.RL.IKI.7 9-10.SL.CC.1 9-10.SL.PKI.5 9-10.W.TTP.2 9-10.W.PDW.4-10				Parallel Structure, Phrases, and Clauses Writing Narrative Essay	
Midterm	Review/Prep				
4th 9 weeks	Rewards/ RTI Interventions	<i>The Scarlet Letter</i>			Atmosphere Compare Contrast Idealism Individualism Irony Flashback Mood Premise Primary Source Nature Nurture Romanticism Symbol Tone Parody ACT Vocabulary
TSAS				Grammar	
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 4 th 9 weeks 9-10.RL.CS.5 9-10.RI.CS.5 9-10.RI.CS.6 9-10.RL.IKI.7 9-10.SL.CC.1 9-10.SL.PKI.5				Word Connotation/ Denotation Research Project/Paper/ Citations/MLA Documentation	
	Review/ Practice/EOC Prep				
	Final/EOC				

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	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.

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

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.

Please see me for make up work.

Projects: all projects will count once 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

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.

Quizzes: will count once in the grading system

Tests and Exams: all tests and exams will count once 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

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.

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

Participation in class is required and a grade will be given for participation.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Ms. Shults 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 Ms. Shults 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 5 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.

This includes AI (see board policy).

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
- 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.
- Religion in the Classroom
- - 1. 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.
 - 2. The inclusion of religion shall be for educational purposes only.
 - 3. 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
 - 4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

- **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.