

Cosby High School

Part 1: Course Information

Instructor Information

Course: English I

Instructor: Earlene D. Fancher

School Telephone: 423-487-5602

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

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 8th 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
- *Touching Spirit Bear*
- *The Maze Runner*

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
- **OPTIONAL**
- 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
DIVIDED WE FALL 1st 9 Weeks August B=Blueprint NT=Non-Tested	1-7	Daily Oral Lesson 1-7: Capitalization, Spelling, and Punctuation		Context Clues → Textual Evidence → First Read → → → Character → → → Narrative Writing → Close Read → →	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)
	8-10	“Marigolds” short story by Eugenia Collier		→ Collaborative Conversations → → Capitalization, Spelling, Punctuation →	9-10.SL.CC.1 (NT) 9-10.L.CSE.2 (B)
	11	Daily Oral Lesson 6: Semicolons		Semicolons →	9-10.L.CSE.2 (B)
		The Big Idea		Argumentative Writing → → → → Academic Vocabulary → → →	9-10.W.TTP.1 (B) 9-10.L.VAU.6 (B) 9-10.SL.CC.1-2 (NT)
		Daily Oral Lesson		Recognizing Genre → → → →	9-10.L.CSE.1 (B)

DIVIDED WE FALL 1st 9 Weeks August-September	12-14	7-8:Parallel Structure "Sure You Can Ask Me A Personal Question" poem by Diane Burns Daily Oral Lesson: Phrases and Clauses <i>Angela's Ashes</i> novel excerpt by Frank McCourt	None	Parallel Structure → Text Structure → Author POV/Purpose → Phrases/Clauses → Collaborative Conversations → → Language, Style, and Audience → → Textual Evidence → Close Read → → → Colons → → → → Textual Evidence → Short Response Writing → → → → Using Active/Passive Voice → → → → → Analyzing Text/Textual Evidence → → → Primary/Secondary Sources → → → Arguments/Claims → Argumentative Writing → → → → →	9-10.RL.CS.5 (B) 9-10.RL.CS.6 (B) 9-10.L.CSE.1 (B) 9-10.SL.CC.1 (NT) 9-10.RI.CS.4 (B) 9-10.RL.KID.1 (B) 9-10.RI.RRTC.10(NT) 9-10.L.CSE.2 (B) 9-10.RL.KID.1 (B) 9-10.W.RW.10 (B) 9-10.L.CSE.1 9-10.RI.KID.1(B) 9-10.RI.IKI.9 (B) 9-10.RI.IKI.8 (B) 9-10.W.TTP.1 (B) 9-10.L.CSE.1-2 (B) 9-10.L.VAU.6 (B) All the above standards will be assessed
	15-17	Daily Oral Lesson: Colons "Welcome To America" poem by Sara Abou Rashed	None		
	18	Daily Oral Lesson: Active/Passive Voice "I Have A Dream" speech by Martin Luther King, Jr.	Audio		
	19	Unit Exam Unit Review	None		
	20	EXAM	None		

				Grammar and Conventions → → All the above skills will be assessed	
THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks SEPTEMBER		Daily Oral Lesson: Function of Verbs		Function of Verbs →	9-10.L.CSE.1(B)
	1-2	TCAP Pretest lesson		Collaborative Conversations → → Analyze Text/Textual Evidence → → →	9-10.SL.CC.1(NT) 9-10.RI.KID.1(B)
THE ART OF DISGUISE (Romeo and Juliet)	3-4	Braving the Wilderness			
	5-6	When Everything Changed		Academic Vocabulary	9-10.L.VAU.6 (B)
	7-9	Why I Lied...		Textual Evidence → Central Idea → → Author's Purpose →	9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RI.CS.4 (B)
	10-12	The Necklace			
	13-15	The Metamorphoses		Evaluate Two Diverse Formats → → → → Precise word/phrases	9-10.RL.IKI.7 (B) 9-10.W.TTP.3.f (B)
	14-18	St. Lucy's Home for Girls....			9-10.L.CSE.1 (B)
THE ART OF DISGUISE (Romeo and Juliet)	19	Unit I Review		Sentence Structure →	

1st 9 Weeks	20	Test		Language, Style, Audience → → → Connotation/Denotation	9-10.RL.CS.5 (B) 9-10.RL.CS.4 (B)
	1	ELA Benchmark Test			
THE ART OF DISGUISE (Romeo and Juliet)	2-6	Beowulf		Evaluate Two Diverse Formats → → → →	9-10.RL.IKI.7 (B)
	7-9	The Pardoner's Tale			9-10.L.CSE.2 (B)
2nd 9 Weeks					
October		Sir Gawain and the Green Knight		Colons → → → → →	9-10.RL.KID.1 (B) 9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B)
	10-13	Gulliver's Travels		Analyze Text Explicitly/Infer → → Determine Theme → Character/Event Impact on Meaning → Figurative Meaning	9-10.RL.CS.4 (B) 9-10.W.TTP.3 (B)
	14-16	A Modest Proposal			9-10.RL.IKI.7 (B)
October-Nov ember	17	Shakespeare Introduction		(Allusion) → Narrative Writing → → Evaluate Two Diverse Formats → → → →	9-10.L.CSE.1 (B)
		Big Idea Blast			9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B) 9-10.RL.KID.2 (B) 9-10.RL.IKI.7 (B)
		Daily Oral Lesson:		Modifiers → → → →	

THE ART OF DISGUISE (Romeo and Juliet) November-December	18-20	Academic Vocabulary	Romeo and Juliet Background Powerpoint	Story Structure → → Character → → → → Theme → → → → → Evaluate Two Diverse Formats → → → →	9-10.L.CSE.2 (B) 9-10.RL.KID.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RL.CS.4 (B)
		Daily Oral Lesson: Sentence Structure	Shakespeare Webquest		9-10.RL.IKI.7 (B)
	1-3	"Romeo and Juliet" (Act I, Scenes iii-v) play by William Shakespeare	Shakespeare A&E Biography	Punctuation → → →	9-10.VAU.4a,c (B) 9-10.W.TTP.2 (B)
	4-7	"Romeo and Juliet" (Act II) play by William Shakespeare	"Romeo and Juliet Balcony Scene film clip by Franco Zefirrelli	Analyze Text Explicitly/Infer; Textual Evidence → → → → Summarizing → → → Figurative Meaning →	9-10.W.TTP.2 (B)
	8-14	"Romeo and Juliet" (Act IV-V) Play by William Shakespeare	Perfect Mate Questions "Romeo and Juliet" fight scene film clip by Franco Zefirrelli	Evaluate Two Diverse Formats → → → →	
	16	Review for Test	"Romeo and Juliet" Balcony Scene film clip by Baz Luhrman	Vocabulary → → → →	
	17	Test	Google Maps "Romeo and Juliet" Balcony	Narrative Writing → → 	

3rd Nine Weeks January			Scene film clip by Baz Luhrman	Informative Writing →	
			Google Maps		
			"Romeo and Juliet" Fight Scene film clip by Baz Luhrman		
	1-2	"The Pose" short story by Anwar Khan			RL.KID. 1
	3-4	"An Indian Father's Plea" letter by Robert Lake Thom	_____	Analyze and draw inferences	RL.KID.2
	5-6	"The Cask of Amontillado" short story by Edgar Allan Poe	_____	Determine theme or central idea of text	L.VAU.4
	7-8	Outliers: The Story of Success novel excerpt by Malcolm Gladwell	_____	Determine meaning of unknown words A & B)	RL.KID.2
	9-10	"The Origin of Intelligence" essay (no listed author)	_____	Determine theme or central idea of text	R. CS.4

February	11-12	<i>Quiet: The Power of Introverts In A World That Can't Stop Talking</i> novel excerpt by Susan Cain		Analyze cumulative impact of specific word choices	
	13-14	"A School's Peace Room aims to End Fighting in the Halls" Newsletter			R. CS. 6
	15-18	"The Most Dangerous Game" short story by Richard Connell		Analyze how point of view shape content and style	RL.KID. 1
	19	"Stopping By Woods On a Snowy Evening" poem by Robert Frost		Analyze and draw inferences	R. CS.5
	20	"12 (from Gitanjali)" poem by Rabindranath Tagore		Analyze how author's choices create effects	
	1	"The Journey" poem by Mary Oliver			
	2-4	The Road Not Taken			

February	5	Finish Poetry <i>A Walk in the Woods</i> Introduction			R.IKI.7
	6-8	Daily Oral Lesson: Adverb Clauses <i>A Walk In the Woods</i> (Chapter 1-4) novel by Bill Bryson			
	9-12	Daily Oral Lesson: Adjective Clauses <i>A Walk in the Woods</i> (Chapters 5-8) novel by Bill Bryson			
	13-15	Daily Oral Lesson: Noun Clauses <i>A Walk in the Woods</i> (Chapters 9-12) novel by Bill Bryson			
	16-18	Daily Oral Lesson: Essential Clauses <i>A Walk In the Woods</i> (Chapters 13-17) novel by Bill Bryson			
	19-20			Analyze how point of view shapes content and style	R. CS.6

March	1-3	<i>A Walk In the Woods</i> (Chapters 18-21) novel by Bill Bryson			
	4-7	<i>Wild: From Lost To Found On the Pacific Coast Trail</i> novel excerpt by Cheryl Strayed			R.IKI.7
March		Daily Oral Lesson: Non-essential Clauses			
	8-10			Evaluate topic in two diverse formats	
		Culminating Writing Task			
	11-12				
		A Modest Proposal			R. CS. 4
	13-14				
		My Last Duchess			
	15-16				
		Prophyria's Lover			
	17-18			Determine the meaning of words, figurative and connotative	
		Lady of Shallott			
	19-20				
		Ozymandais and Ode on a Grecian Urn			R. KID.2

April	1-3				
	4-5	EOC Testing			
	6-7	Lake at Innesfree and When you are Old		Determine central idea proved objective or critical summary	
April	9-10	7 Ages of Man			R. KID.1
	11-13	The Horses			
	14-16	Rocking Horse Winner			R.CS.4
May	17-19	A Shocking Accident		Analyze and draw inferences	R.CS.5
	1-15	No Witchcraft for Sale		Analyze impact of specific word choice on meaning and tone	R.KID.2
	16-17	<i>Touching Spirit Bear</i> by Ben Mikaelson Chs 1-28 (Standard) Final Exams		Analyze how author's choice creates effects such as tension and surprise Determine central idea and analyze its development	R.KID.1

				Analyze what text says explicitly and draw inferences	
Declaring Your Genius (The Odyssey) (To be used if more time)	1-2	<i>The Odyssey</i> Introduction Daily Oral Lesson: Spelling <i>The Odyssey</i> (Book 1) epic poem by Homer translated by Robert Fagles	<i>The Odyssey</i> Background Powerpoint	Noun Clauses	9-10.L.CSE.1 (B)
				Collaborative Conversations → → →	9-10.SL.CC.1 (NT)
				Spelling → → → → →	9-10.L.CSE.2 (B)
	3-5	<i>The Odyssey</i> (Books) 2-4 epic poem by Homer translated by Robert Fagles		Author Purpose/Point of View → → → → → →	9-10.RL.CS.6 (B) 9-10.RI.CS.6 (B) 9-10.RI.IKI.8 (B) 9-10.RI.CS.5 (B)
				Reasons/Evidence → Text Structure → → →	9-10.L.CSE.1 (B)
	6-10	<i>The Odyssey</i> (Books 5-9) epic poem by Homer translated by Robert Fagles		Verb Mood → → → →	9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B)
		Daily Oral Lesson: Active/Passive Voice			
		<i>The Odyssey</i> (Books 10-13)		Textual Evidence Summarizing → → Analyze How Events/	9-10.RI.KID.3 (B) 9-10.RI.CS.5 (B)
		Daily Oral Lesson: General Academic Vocabulary		Key Ideas Impact Meaning → → → →	
				Arguments/Claims →	9-10.L.CSE.1 (B)

	10-11	epic poem by Homer translated by Robert Fagles Daily Oral Lesson: Capitalization <i>The Odyssey</i> (Books 14-21) epic poem by Homer translated by Robert Fagles		Active/Passive Voice →	9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B) 9-10.RL.IKI.9 (B)
	12	"Georgia O'Keeffe" essay by Joan Didion The Odyssey (Books 22-24) epic poem by Homer translated by Robert Fagles Culminating Writing Task		Story Structure → → Character → → → → Analyze Variety of Literary Texts → → →	9-10.L.VAU.6 (B) 9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B) 9-10.L.VAU.4 (B)

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 – 2nd and 4th blocks
December 15 – 1st and 3rd blocks

Spring 2024

May 20 – 2nd and 4th blocks
May 21 – 1st and 3rd 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.