



English 1 Syllabus - Coffee County Raider Academy 2024-2025

English 1 Teachers: Linda Baldwin, Rachael Woods, Vanessa Reynolds, and Kim Seavey

English Inclusion Co-Teacher: Andrea Farless

Contact Information:

- Linda Baldwin - baldwinl@k12coffee.net
- Andrea Farless - farlessandrea@k12coffee.net
- Rachael Woods - woodsra@k12coffee.net
- Vanessa Reynolds - reynoldsv@k12coffee.net
- Kim Seavey - seaveyk@k12coffee.net

Course Description

In this course, students will work with various forms of literature (poetry, fiction, nonfiction, etc...). Students will practice the following Cornerstones of Language Arts in order to reinforce: **Knowledge of Language, Vocabulary Acquisition and Use, Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Comprehension and Collaboration, Presentation of Knowledge and Ideas, Text Types and Protocol, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing.**

Course Goals

Students who complete this course successfully will be able to:

- Focus on understanding the nuances of language and the evolution of language rules to communicate in a social context leading to success in post-secondary and workforce environments.
- Focus on literature and the interaction among archetypal story patterns as well as the references to classical, traditional, and religious texts in contemporary texts.
- Understand literary nonfiction as a means of contemplation of concepts on matters of science, social studies, and specialized disciplines.
- Understand sophisticated informational text from specialized disciplines as it can be used to research and support an argument.
- Participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively;
- Present information/ideas formally and informally in such a way that others can follow a line of reasoning;
- Effectively integrate information from appropriate diverse formats;
- Evaluate a speaker's point of view; and
- Make strategic use of digital media.

Note - Subject to change.

Required Text(s) and Material(s) - **Please contact the FRC or teacher if you have material needs**

- StudySync 9–12: A Comprehensive High School English Curriculum-(School provided)
- Wired headphones -(Student provided)
- Postit's -(Student provided)
- Composition notebook 100 pg. -(Student provided)
- Glue Stick -(Student provided)
- Pencils, colored pencils (with handheld sharpener), highlighters, and pens -(Student provided)

Course Grading

- Cornerstones of ENG 1: 45% ***of the quarterly average***
- Effective Effort: 25% ***of the quarterly average***
- Common Assessments: 30% ***of the quarterly average***
 - o Semester Exam/End Of Course: 15% ***of the semester average***

****Grades can be found in Synergy via ParentVue and StudentVue. Various instructional materials can be found on StudySync and class activities/assignments can be found in Google Classroom.**

Grading Scale	Semester Exam Exemption Requirements- *attendance per period per Semester
A - 100-90%	A - 3 absences
B - 89 - 80%	B - 2 absences
C - 79- 70%	C - 1 absence
D - 69-60%	D - Not exempt regardless of attendance
F - 59% and below	F - Not exempt regardless of attendance

Course Policies and Information for Students

1. ATTENDANCE POLICY - Students are responsible for requesting and returning all missing/make-up work within 3 days after their **excused** absence. Unexcused absences and tardies may impact a student's effective effort grade and Semester Exam Exemptions. Students must be present for at least half of the class period to be considered present.
2. CORNERSTONES/ASSESSMENTS - Students will be instructed and assessed based on the [TN state standards](#). The ELA standards are designed to prepare students with the most important knowledge and 21st-century literacy skills necessary to succeed in post-secondary and workforce arenas. Teachers will use the board-approved curriculum to teach state standards emphasizing critical and divergent thinking, problem-solving, active listening, recognition of patterns and anomalies, and evaluation and questioning of source material as per state law and assessed with State EOC testing.

Note - Subject to change.

3. **EFFECTIVE EFFORT** - Students should be working on developing their self-monitoring and accountability. This includes coming to class each day prepared to work with their instructor on the assignment, project, test, or learning opportunity for that day. Students at CCRA are expected to complete all assignments per the Code of Conduct. Failure to do so may result in behavior referrals and impact students' grades. Effective Effort is graded based on an age-appropriate and approved rubric.
4. **ACADEMIC HONOR CODE** - *Academic honesty is demonstrated* by students when the ideas and the writing of others are properly cited; students submit their work for tests and assignments without unauthorized assistance from ANY source (including AI); students do not provide unauthorized assistance to others; and *students report their research or accomplishments accurately*. Violations of this code will likely result in a grade of zero and is at the discretion of the teacher per the Code of Conduct.*
5. **TECHNOLOGY POLICIES**: Students will be expected to use school-owned Chromebooks **in class**. The Chromebooks **will not be removed from the classroom**. Follow all CCSS Technology Use policies, as all use is recorded and monitored for safety purposes.
 - **Personal cellular devices are NOT allowed to be used or to be out in class. Students will place cell phones in the pocket chart on the classroom wall upon entering class if they do not have a bag. Any cell phone used during class (without explicit permission) will be confiscated and sent to the main office along with a behavior referral per the Code of Conduct.**
 - **Smartwatches are not to be used during class (without explicit permission).**
 - **Use of AirPods/wireless headphones during class time is prohibited (without explicit permission).**
 - **Students are expected to use the provided technology for academic purposes only.**

Disclaimer: The instructor reserves the right to make modifications to this information throughout the semester.
 Texts used/offered in class can be found in your [StudySync](#) book/library or on the CCRA [website](#).

Tentative Pacing Guide	
QUARTER 1 <ul style="list-style-type: none"> ● Unit 1 - Divided We Fall ● Unit 2 - The Call to Adventure ● 20-Day Assessments -Benchmark/Unit Tests ● Reading, Quizzes, Writing, Unit Projects-<i>(Honors Only Q1 & Q3)</i> 	QUARTER 2 <ul style="list-style-type: none"> ● Unit 2 - The Call to Adventure ● Unit 3 - Declaring Your Genius ● 20-Day Assessments -Unit Tests/Benchmark ● Reading, Quizzes, Writing, Unit Projects -All classes Q2 & Q4
QUARTER 3 <ul style="list-style-type: none"> ● Unit 3 - Declaring Your Genius ● Unit 4 - The Art of Disguise ● 20-Day Assessments -Unit Tests/Benchmark ● Reading, Quizzes, Writing, Unit Projects- <i>(Honors Only Q1 & Q3)</i> 	QUARTER 4 <ul style="list-style-type: none"> ● Unit 5- The Dance of Romance ● Unit 6 - Human Potential ● 20-Day Assessment -Unit Test ● Reading, Quizzes, Writing, Unit Projects-All classes Q2 & Q4

24-25 ENG 1 Reading Selections

24-25 ENG 1 Independent Reading Selections (all students):

- **Unit 1-** Marigolds, The Necklace, Metamorphoses, St. Lucy's Home for Girls Raised by Wolves, Braving the Wilderness, Why I Lied to Everyone in High School About Knowing Karate, I Have A Dream, Sure You Can Ask Me a Personal Question, The Future in My Arms
- **Unit 2-** Stopping by Woods on a Snowy Evening, 12-from Gitanjali, The Journey, Leon Bridges on Overcoming Childhood Isolation, My Highest Duty, Bessie Coleman, Volar, The Art of Choosing, Wild: From Lost to Found on the PCT, Restless Genes
- **Unit 3-** An Indian Father's Plea, Harrison Bergeron, The Odyssey (Butler Translation and Graphic Adaptation), The Most Dangerous Game, Georgia O'Keeffe, Outliers- The Story of Success, The Origin of Intelligence, Animal Farm
- **Unit 4-** Blues Ain't No Mockinbird, A Story of Vengeance, Romiette & Julio, Romeo & Juliet, West Side Story, The Cask of Amontillado, Remarks to the Senate, The Hill We Climb, The Pose, We Wear the Mask
- **Unit 5-** Catch the Moon, Dusting, Love in a Headscarf, The Raven, How Do I Love Thee, Redbird Love, Anthem
- **Unit 6-** TBA

24-25 ENG 1 Honors Independent Reading Selections: *in addition to the reading above

- **Unit 1-** Of Mice and Men
- **Unit 2-** Choose from A Walk in the Woods, Bless Me, Ultima, The Hobbit, Unbroken, American Born Chinese
- **Unit 3-** Outliers: The Story of Success
- **Unit 4-** Choose from Romeo & Juliet, Romiette & Julio, Lord of the Flies, The Hate U Give, The Death of Ivan Ilych
- **Unit 5-** Choose from Great Expectations, Untwine, To Kill a Mockingbird, I Know Why the Caged Bird Sings, Everything, Everything
- **Unit 6-** TBA

Note - Subject to change.

English I Reading Requirements and Novel Projects Overview 2024-2025

- **Novel Selection:**

- **Honors students are required to read FIVE novels outside of class that are required for independent projects and presentations.** They will present **four** of these formally to the class with some sort of visual (Your creativity is boundless!). Novel selections will come from the board approved curriculum.
- **Non-Honors students are required to read TWO novels (Animal Farm & Anthem) that are required for independent projects and presentations.** They will present **both** of these formally to the class with some sort of visual (Your creativity is boundless!).
- Novels have been selected from the StudySync curriculum that continue following the themes and concepts discussed in the regular classroom curriculum.
- Each of these texts has a specific focus and way it should be connected to the Cornerstones of English/Language Arts.
- A Reader Response sheet is required for ALL novel projects you complete. (Google Classroom)
- You cannot duplicate projects/presentations without specific permission from the teacher. Choose different projects from the list (or be creative and make up a different type of presentation--must be approved by the teacher).
- ******"Notebook paper projects" - ie. those that do not follow the directions given below WILL NOT be accepted. Period. It's a 0. Tell your mom and them...*****
- **Novel Projects will be counted as Common Assessments(test) grades and will NOT BE ACCEPTED LATE.**

- **Presentations:**

- Presentations can be given live (in class or during Reaching Raiders) or pre-recorded/shared with the teacher PRIOR to your presentation.
- This is an independent project-based assignment in which you are encouraged to use your creativity to show mastery of the Cornerstones of English 1. All projects should include a clear understanding of the following: summarization, plot, theme, characterization, literary devices, symbols, etc.
- Presenting is a significant portion of your overall project grade and will be used for Speaking & Listening Cornerstone grades as well.
- Students will be given an opportunity to grade a portion of their own as well as their peers' presentations.
- Be prepared when it is your time to present. Absent students will be asked to record their presentations, not given a make-up time/date.
- Speak for 3 to 4 minutes (per person). Points will be deducted for going over and under this time frame. Groups of more than 3 will need to be approved.
- Practice your performance! Think about **PVLEGS**--Poise, Voice, Life, Eye Contact, Gestures, Speed

Note - Subject to change.

HONORS ENGLISH 1 REQUIREMENTS & COURSE EXPECTATIONS:

(Only applicable for students in Honors classes)

Admission to honors/AP Courses is set by the Board of Education and provided here. The course, as required by state law, will be more rigorous in both the in-class activities as well as the expectations for work completed independently (a checklist of assessments/components is provided here).

Students who are unable to meet the requirements of the course may be subject to denial of application, schedule changes, or possibly disciplinary actions as deemed necessary by the administration.*

Rigorous Course Requirements & Application		
Course Type	<u>Dual Enrollment (DE)</u> <u>Advanced Placement (AP)</u> <u>College Level Exam Program (CLEP)</u> <u>State Dual Credit (SDC)</u> <i>Must have parental and SCC approval</i>	<u>Honors</u> <i>Must have parental and SCC approval</i>
Rigor Points	Students must take the course exam in order to receive rigor points.	Rigor points are awarded for taking the course.
GPA or Grade	3.25 GPA	90 or higher in previous Honors Courses, 93 or higher in Regular Courses
ACT	19 ACT Composite Score <i>or</i> EOC scores of On Track or Mastery	None
Attendance	Attendance – 10 days maximum absences (can be appealed)	Attendance – 10 days maximum absences (can be appealed)

Advanced Placement (AP) & College Level Exam Program (CLEP) : In order to receive college credit, students must take and pass the College Board Exam. If the student does not pass the College Board Exam, they will only receive CCCHS credit. **All students will be required to take the AP or CLEP exam; students will be responsible 50% of the exam fee. Students on free & reduced lunch will be eligible for a discount on AP Exams only; scholarship opportunities are also available.**

Dual Enrollment (DE): Dual Enrollment college-level courses are offered through Motlow State Community College or University of Tennessee at Martin. In order to receive college and high school credit, students must pass the course.

State Dual-Credit (SDC): Dual-Credit college-level course taught in a classroom. Students must pass the DC exam in order to obtain college credit. If the student does not pass the Dual-Credit Exam, they will only receive CCCHS credit. **Students are required to take the Dual Credit Exam.**

Honors: Honors courses are more rigorous and faster paced than general courses.

CHECKLIST FOR HONORS & ADVANCED PLACEMENT COURSES

Rules of the State Board of Education: Minimum Requirements for the Approval of Public Schools

According to the State's "Framework of Standards for Honors Courses," all honors courses must substantially exceed the content standards, learning expectations, & performance indicators approved by the State. Teachers must model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research & learning, and appropriate use of technology.

Name of Course: English 1 Honors

Administrators will review each course annually to ensure the honors/advanced courses meet the following criteria set forth by the state:

A. All honors courses must include multiple assessments exemplifying coursework. Check assessments included in respective honors course:

<u> x </u> Performed-based tasks	<u> x </u> Original/Creative Interpretations	<u> x </u> Constructed Response
<u> x </u> Open ended questions	<u> x </u> Authentic products	<u> </u> Portfolios
<u> x </u> Essays	<u> x </u> Short answer	<u> x </u> Analytical writing

B. An honors course shall include a minimum of five of the following components. Check at least five which will be included in the respective course.

1. x Extended reading assignments that connect with the specified curriculum.
2. x Research-based writing assignments that extend the course curriculum.
3. x Projects that apply course curriculum to relevant or real-world situations, i.e. oral presentations, powerpoint/slide presentations, etc. *Connection to the community is encouraged.*
4. Open-ended investigations in which the student selects the questions and designs the research.
5. x Writing assignments that demonstrate a variety of modes, purposes, and styles
Mode: narrative, descriptive, persuasive, expository, and expressive
Purpose: to inform, entertain, and persuade
Styles: formal, informal, literary, analytical, and technical
6. x Integration of appropriate technology into the course of study.
7. x Deeper exploration of the culture, values, and history of the discipline.
8. x Extensive opportunities of problem solving, experiences through imagination, critical analysis and application.
9. Job shadowing experiences with presentations which connect class study to the world of work.

***Honors courses are optional and additional coursework/assessments WILL be required for credit. If the work is not completed the student may become ineligible for the course, as well as potentially face disciplinary action per the Student Code of Conduct (opting-out of instructional opportunities). In Honors Classes, there are NO required or offered opportunities for late work, re-dos, extra credit, etc. per Coffee County Schools Board Policy.**

How to Earn the Grade I Want in English I

<p>I want an <i>A</i> for the quarter/semester</p> <p>I will...</p> <ul style="list-style-type: none"> • Choose multiple ways to show UNDERSTANDING & provide REASONS & EVIDENCE to Think/Write questions • Complete 96-100% of All assignments (to include bellwork, vocab, paragraph writing, think questions, reading quizzes, assessments, etc.) • Attend class ON TIME (or have excused absences) 100-96% of the week. • Maintain focus & control daily with no needed reminders • Collaborate appropriately & provide constructive feedback to peers AND collaborate with peers outside of class on English I assignments. 	<p>I want a <i>B</i> for the quarter/semester</p> <p>I will...</p> <ul style="list-style-type: none"> • Choose 1+ ways to show UNDERSTANDING & provide DETAILS to Think/Write questions • Complete 80-95% of All assignments (to include bellwork, vocab, paragraph writing, think questions, reading quizzes, assessments, etc.) • Attend class ON TIME (or have excused absences) 80-95% of the week. • Maintain focus & control with only occasional reminders • Collaborate appropriately & provide constructive feedback (help NOT answers) to peers with little or no reminders.
<p>I want to PASS for the quarter/semester with a <i>C</i> or <i>D</i></p> <p>I will...</p> <ul style="list-style-type: none"> • Provide "fact-based" answers that meet minimum requirements. • Complete at least 65-79% of ALL assignments. • Attend at least 65-79% of class on time each week. • Maintain focus/control inconsistently (needs occasional cues). • Collaborates with peers appropriately with reminders. 	<p>I will STRUGGLE to earn PASSING credit for the quarter/semester</p> <p>If I...</p> <ul style="list-style-type: none"> • Attempt ANY writing assignments with one word or incomplete/irrelevant answers. • Complete less than 64% of all assignments. • Attend class less than 64% of the week. • Struggle to maintain focus/control, even with reminders. • Struggle to collaborate appropriately with peers.

Note - Subject to change.