



English 1 Syllabus - Coffee County Raider Academy 2023-2024

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

English Inclusion Co-Teacher: Andrea Farless

Contact Information:

- Linda Baldwin - baldwinl@k12coffee.net
- Andrea Farless - farlessandrea@k12coffee.net
- Rachael Lawson - lawsonr@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 pillars 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.
- Emphasis on literature and the interaction among archetypal story patterns and the references of 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/Index cards -(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***
 - Semester Exam/End Of Course: 15% ***of the semester average***

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

Grade Scale

100 -90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59 and below	F

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.
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 that emphasize 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.
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. Failure to do so may result in behavior referrals as well as an impact on students' grades. [Effective Effort](#) is graded based on an grade/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 own work for tests and assignments without

Note - Subject to change.

unauthorized assistance from ANY source; 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 will be confiscated and sent to the main office along with a behavior referral per the Code of Conduct.**
- **Smart-watches are not to be used during class.**
- **Use of airpods/wireless headphones during class time is prohibited.**
- **Students are expected to use 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 -Unit Tests/Benchmarks ● Reading, Quizzes, Writing, Unit Projects-<i>Honors Only</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/Benchmarks ● Reading, Quizzes, Writing, Unit Projects -All classes
QUARTER 3 <ul style="list-style-type: none"> ● Unit 3 - Declaring Your Genius ● Unit 4 - The Art of Disguise ● 20 Day Assessments -Unit Tests/Benchmarks ● Reading, Quizzes, Writing, Unit Projects-<i>Honors Only</i> 	QUARTER 4 <ul style="list-style-type: none"> ● Unit 5- The Dance of Romance ● Unit 6 - Human Potential ● 20 Day Assessments -Unit Tests/Benchmarks ● Reading, Quizzes, Writing, Unit Projects-All classes

I understand that course work must be completed with an average of 60% mastery for credit in English 1. Students who are unable to meet this requirement will NOT earn full credit for English 1.

(Student Signature)

(Parent Signature)

(Date)

Note - Subject to change.

HONORS ENGLISH 1 REQUIREMENTS & COURSE EXPECTATIONS:

(Only applicable for students in Honors classes)

Admission to honors/AP Courses are 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 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 <u>or</u> 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:

<input checked="" type="checkbox"/> Performed-based tasks	<input checked="" type="checkbox"/> Original/Creative Interpretations	<input checked="" type="checkbox"/> Constructed Response
<input checked="" type="checkbox"/> Open ended questions	<input checked="" type="checkbox"/> Authentic products	<input type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Essays	<input checked="" type="checkbox"/> Short answer	<input checked="" type="checkbox"/> 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. Extended reading assignments that connect with the specified curriculum.
2. Research-based writing assignments that extend the course curriculum.
3. 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. 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. Integration of appropriate technology into the course of study.
7. Deeper exploration of the culture, values, and history of the discipline.
8. 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.

***I understand that Honors courses are optional and additional course work/assessments WILL be required for credit. I understand that 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). I understand that in Honors Classes, there are NO required opportunities for late work, re-do's, extra credit, etc.**

 (Student Signature)

 (Parent Signature)

 (Date)

Note - Subject to change.