**English I/English I Honors**

**Syllabus 2019-2020**

**Mr. Reynolds**

**Room 206**

**reynolc4@gcsnc.com**

**www.gcsnc.com/Page/56938**

**COURSE OVERVIEW**

Welcome to English I/Honors! This class is designed around the North Carolina Standard Course of Study and focuses on reading, writing, speaking, listening, and language to help students improve their literacy skills. This course is *required* for all 9th graders and is one of the four credits of English required to graduate. Assessment will be in the form of essays, projects, class work, homework, quizzes, and tests. Many assignments will need to be completed on the student’s own time (readings, essays, homework, etc.).

**COURSE OBJECTIVES/UNITS**

Students will:

* Read various forms of literature and non-print texts (fiction and nonfiction) to develop an understanding of author, theme, purpose, and self.
* Analyze, infer, conclude, and question literary techniques in a given piece of text.
* Conduct research including gathering, evaluating, and organizing information to support a thesis while using MLA citation methods.
* Write a variety of short and more sustained essays with an introduction, thesis, body paragraphs with evidence, transitions, and conclusions that demonstrate application of the writing process.
* Present information with and without technology for a variety of purposes.
* Collaborate in various group sizes to express opinions, make suggestions, persuade others, and contribute to the group process.

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| Standard Number | Text type | Standard-based skill |
| RL 9-10.1,2 , 6, & 7W. 9-10.3-5 | Narrative text | Comprehending short narrative texts in the grades 9–10 text complexity band proficiently, with scaffolding as needed.  |
| RL.9-10.7& W9-10.4 | Novel Study | Determining abstract literary concepts such as theme, mood, and tone over an extended reading selection and/or across two selections. |
| RL.9-10.9L9-10.5a & b | Drama/Shakespeare | Analyze how authors, including Shakespeare, create tension and surprise in their stories, specifically through the use of dramatic elements, and continue to explore how themes emerge and develop over the course of a text. |
| RI.9-10.8-9 | Poetry | Discover multiple techniques to help unpack the “suitcase” of poetry: to help students determine the meaning of words and phrases and analyze the cumulative impact of specific word choices on meaning and tone |
| RI.9-10.7SL9-10.2 | Argumentation and Research | Observe and analyze how people construct arguments through a variety of texts including advertisements and historical documents, culminating in a research project that utilizes understanding of argumentation to persuade.  |
| W.9-10.9RI all | Conventions of English Language(throughout the year) | Demonstrate command of the conventions of standard English grammar and usage including capitalization, punctuation, and spelling, in both written and oral communications. |
| **Throughout the year,** students will utilize the following standards: RL & RI9-10.1 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and RL & RI 9-10.2 determine the author’s theme/central idea and purpose for all texts. |

POSSIBLE READINGS (subject to change)

Selected short stories; *Fahrenheit 451; House of the Scorpion*; *Lord of the Flies*; *Animal Farm*; Poetry; Shakespearean drama and poetry; Non-Fiction and varied historical documents*;* Varied films/documentaries.

***\*The above reading materials are subject to change.* Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. ‘Mature content’ may include, but is not limited to pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.**

**REQUIREMENTS**

Class Materials: 3-ring binder, composition book, paper, pencils, pens (blue or black ONLY), colored pencils, highlighters

 Regular access to a computer, printing, and internet

Regular and Timely Attendance: You are only allowed 3 unexcused absences per quarter.

 \*More than 3 unexcused absences will result in a grade of 59/F for the quarter.

 You are on time if you are in your seat, ready to work when the tardy bell rings

 Tardy Policy: 1st Tardy results in a verbal/written warning

 2nd Tardy results in a warning and parent contact

 3rd Tardy results in parent contact and lunch detention

 4th and higher results in administrative referral

\*If you are more than 5 minutes late to class without a note, you will be written up for skipping according to school policy. The tardy policy restarts every quarter.

Completion of Assignments, Tests, Quizzes, Papers, Projects, and Supplemental Reading

**Late work will not be tolerated. If an assignment is not turned in when it’s due, it is considered late. A grade no higher than a 60 will be assigned to all late work which must be turned in no more than two school days later. Late work will not be accepted after this point and the student will earn a 0 for the assignment. (Teacher may choose to augment this policy on an individual basis.)**

**OTHER BEHAVIORAL ITEMS**

Respectful Behavior: Students are expected to act in a manner that is respectful to EVERYONE in the classroom. A Rules/Expectation Sheet that covers these items in more detail will accompany this syllabus.

Electronic devices: Cell phones and other electronic devices **are not to be seen or heard throughout class** unless permission is given for a specific class activity. If they are seen or heard, the student will be sent to ISS in accordance with school policy.

Cheating: Cheating is a serious offense that will carry heavy consequences. Any student **giving or receiving** answers on classwork, homework, projects, tests, essays, or quizzes will receive a zero for that assignment, and the parent/guardian will be contacted. Assignments that are copied from an Internet or print source will result in similar consequences.

**GRADING**

Tests/Major Papers/Projects 40%

Classwork/Participation/Homework 30%

Quizzes 30%

Final Examination 20% of Final Grade

**NOTEBOOK SECTIONS:**

Vocabulary; Notes/Handouts/Classwork; Homework; Tests/Writing Assignments/Projects

**TUTORIALS**

Tutorial days are Mondays from 4:05-4:45. Please let me know at least ONE DAY in advance that you will be coming. Tutorials are for the serious student. Disruptive students will not be allowed to stay for tutorials.

**IMPORTANT DATES**

Progress Reports: September 25 December 3 February 24 May 4

End of Grading Period: October 25 January 17 March 26 June 5

**Classroom Rules and Expectations**

**Mr. Reynolds**

1. Participate in a meaningful fashion.This includes being prepared for class. Bring all materials (pencils, pens, papers, book, assignments, etc.) to class. This also includes turning in assignments on time.
2. Demonstrate the same respect to others and their property as you would want shown toward you and your property. This includes teachers in the room and school property.
3. Maintain regular attendance and be on time. Being on time means being in your seat and ready to start work when the bell rings. Excessive absences and tardiness will not be tolerated. Consequences are on the syllabus.
4. Raise your hand (and wait to be called upon) in order to speak or leave your seat.
5. You may not leave the classroom without the teacher’s permission and a hall pass. Bathroom and water breaks are expected to be managed during class change time. Restroom breaks should be reserved for emergencies only.
6. No food or drinks are allowed in the classroom.
7. Personal electronic devices are prohibited during instructional time unless the use of the device is warranted by the activity AND the teacher permits said use.
8. All other rules in the GCS and Grimsley student handbooks.
9. Any disregard for the above rules/expectations will result in one or more of the following: Written/Verbal Warnings, Teacher Detention, Parent/Guardian Contact, Discipline Referral to Administration.

**Please make sure you go over the syllabus and the classroom Rules/Expecatations sheet with your parent(s)/guardian(s). This syllabus and the accompanying Rules/Expectations sheet must stay in your notebook at all times throughout the school year. They should be in the front of your notebook.**

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**STUDENT INFORMATION FORM**

**Mr. Reynolds**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Pronouns:** He/Him She/Her They Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Parent Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work/Daytime Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Do you have regular access to the internet at home? \_\_\_\_\_\_\_yes \_\_\_\_\_\_\_\_no**

**Do you have regular access to printing documents at home? \_\_\_\_\_\_\_yes \_\_\_\_\_\_\_\_no**

**If you have any special learning problems, special seating preferences, or any study habit you would like to address, please indicate if you wish.**

**I have read and understand the course syllabus and rules/expectations. I have a personal copy and know that a copy of the same policy is posted in the classroom.**

**Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**