**ENGLISH I: Course Syllabus**

*Teacher: Mrs. Parmenter*

***English I is a subject that is required for high school graduation.***

The **Common Core State Standards** (CCSS) for English Language Arts are based on research and evidence that describe the competencies necessary for all students to become college and career ready by the end of high school. The CCSS outline a vision of what it means to be a literate person in the 21st Century. CCSS contains four strands: Reading (Informational & Literature), Writing, Speaking & Listening, and Language.

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| Guilford County **Grading Scale** | Guilford County **Semester Weight**  | Mrs. Parmenter’s **Grading Weight** |
| A (90-100)B (80-89)C (70-79)D (60-69)F (0-59) | 1st quarter 40% 3rd quarter 40% 2nd quarter 40% 4th quarter 40%Final Exam 20% Final Exam 20% | 30% Classwork15% Homework30% Test/Quizzes25% Projects |

Extra Credit - 10 points credit on a low scoring assignment for:

* certain completed homework assignments
* returned interim reports with a parent’s or guardian’s signature

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| **Materials** | **Classroom Expectations** | **Consequences** |
| * Pencil
* Spiral notebook
* 3-ring binder
* Bilingual dictionary
 | **Respect**1.Listen to others.2.Remove hats in classroom.**Effort**1.Try to speak English.2.Participate in ALL activities.3.Ask for help.**Prepared**1.Bring all materials to class.2.Be on time.3.Come to class with homework completed. | 1. Verbal warning2. Special isolated seating/silent lunch3. Parent contact4. Student/Parent conference5. Admin referral |

Teacher Contact: parmenv@gcsnc.com or Ph: (336) **316-5883**

**English I Pacing Guide**

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| **Weeks** | **Units** | **Standards** | **Vocab** |
| 1-3 | **Telling and Showing Stories** | RL.9-10.2 SL.9-10.1RL.9-10.6 L.9-10.2RI.9-10.2 L.9-10.4aRI.9-10.6W.9-10.3W.9-10.4W.9-10.5 | fiction/nonfiction, characters, setting, plot, conflict, theme, tone, mood, imagery, symbolism, diction, point of view, dialogue, audience, metaphor,author’s purpose  |
| 4-6 | **Walking in Another Man’s Shoes: Perspectives in *To Kill a Mockingbird*** | RL.9-10.1 SL.9-10.1RL.9-10.3 SL.9-10.5RL.9-10.5 L.9-10.2RL.9-10.7 L.9-10.4aW.9-10.1 L.9-105aW9-10.6W.9-10.9 | The Great Depression, Jim Crow Laws, racial segregation, prejudice, perspective, justice, motivation, direct/indirect characterization, round, flat, dynamic, static characters,  |
| 7-8 | **United We Stand!** | RI.9-10.2 W.9-10.9RI.9-10.5 SL.9-10.3RI.9-10.8 SL.9-10.4W.9-10.1 SL.9-10.6W.9-10.4 L.9-10.1W.9-10.5 L.9-10.3 | seminal U.S. documents, speech/address, pathos, logos, ethos, parallelism, anaphora, antithesis, denotation, connotation, loaded words |
| 9-11 | **Looking at Both Sides of Controversial Issues****(Taking a Stand)** | RI.91-0.1 W.9-10.9RI.9-10.3 SL.9-10.3RI.9-10.4 L.9-10.2RI.9-10.8 L.9-10.3W.9-10.1W.9-10.4W.9-10.5 | annotate, delineate, argument, claim, evidence, warrant, counterclaim, rebuttal, logical reasoning, fallacy, valid, relevant, sufficient, credible, essay. |
| 12-15 | **Shakespeare: Transformer and Transformed** | RL.9-10.1 W.9-10.7RL.9-10.3 SL.9-10.1RL.9-10.4 L.9-10.1RL.9-10.7 L.9-10.4aW.9-10.2 | play/drama, playwright, The Globe Theatre, act, scene, tragedy, prologue, sonnet, foreshadowing, metaphor, simile, personification, apostrophe, monologue, soliloquy. |
| 16-18 | **Newsflash: Investigating and Reporting** | RI.9-10.3 SL.9-10.2RI.9-10.5 SL.9-10.4RI.9-10.7 L.9-10.2W.9-10.2W.9-10.6W.9-10.8 | investigate, biography, source, claim, fact, quotation, example, statistic, anecdote, bias, MLA citation, documentation, evidence, support. |

**English I**

**Student Contract**

*I have read and understood the course syllabus for English I.*

*I agree to bring all materials to class every day.*

*I agree to follow Mrs. Parmenter’s class expectations.*

*I understand there will be consequences if I do not follow the class expectations.*

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_