

SYLLABUS

2011-2012

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COURSE TITLES/LEVELS: English I Honors (2nd and 3rd Periods)

ROOM NUMBER: G-107

I. Course Description & Prerequisites

Students enrolled in this course have demonstrated high achievement in language arts, as indicated by scores on the language arts sections of PASS and/or MAP tests, exceptional performance and grades in the seventh-grade accelerated language arts course of study, and teacher assessment. Goals and objectives are aligned with state curriculum standards for English/Language Arts and follow the district's curriculum guide for English I Honors for eighth-grade. The course is designed primarily for students who intend to enter the Advanced Placement program during the high school years. Course activities are designed to help students improve their skills in reading, writing, communication, and research. Students will study at least two novels or major works of literature each term. They will complete a variety of writing assignments, including a personal narrative, a research project, a persuasive essay, creative pieces, critical analyses of literature, and a multimedia presentation. Vocabulary work includes a cumulative study of word stems, SAT Hot Words, and selected words within the course literature. The study of grammar will be approached through mini lessons and study of language in context of student work and literature. Students are expected to complete at least one book of his or her choice during each quarter, and there will be a culminating project based on the student's reading.

II. Text & Materials

The following texts and supplementary materials will be utilized to help students meet the goals outlined for this course:

Texts:

Elements of Literature (Third Course), Holt, Rhinehart, Winston;
Word Within the Word and *The Magic Lens*, Royal Fireworks Press;
Hot Words for the SAT, Barron's

Major Works/Novels:

The Odyssey, Homer; *Mythology*, Edith Hamilton; *Romeo and Juliet*, William Shakespeare; *A Midsummer Night's Dream*, *As You Like It* or *Julius Caesar* (if time permits), William Shakespeare; *To Kill a Mockingbird*, Harper Lee; *Great Expectations*, Charles Dickens; *Lord of the Flies*, William Golding; *The Pearl*, John Steinbeck; *Animal Farm*, George Orwell; *We Are Witnesses*, Jacob Boas and/or *The Book Thief* Markus Zusak—if time permits

Other:

Additional selections (autobiography and biography) assigned for literature circles; Selected children's books, short stories, poetry, drama, and non-fiction pieces; Selected videos and CDs as appropriate; Handouts—including adapted exercises from Nancie Atwell's *Naming the World* and *Lessons That Change Writers*, the College Board's *Pre-AP: The Vertical Teams Guide for English*, and Jackson and Greene's *Pre-AP: Topics for Vertical Teams in English*

Materials/Supplies:

Colored pencils, paper, notebook dividers; post-it notes; note cards

III. Curriculum Standards

A full description of the SCDE curriculum standards with indicators for each is available at the South Carolina Department of Education home page (<http://ed.sc.gov/agency/offices/cso/>). Hard copies of standards and indicators will be distributed to students on the first day of class. The curriculum standards for English I follow below:

Standard E1-1

The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Standard E1-2

The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Standard E1-3

The student will use word analysis and vocabulary strategies to read fluently.

Standard E1-4

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard E1-5

The student will write for a variety of purposes and audiences.

Standard E1-6

The student will access and use information from a variety of sources.

IV. Some Essential Questions for English I – Genre Study

Standard 1:

1. How does comparing/contrasting ideas in different texts help me make inferences?
2. How does the point of view impact the story?
3. How does the author's use of figurative language (including extended metaphor, oxymoron, pun and paradox) expand my understanding of the text?
4. What is the relationship between the character, plot, conflict and theme in this text?
5. How does the author's craft of developing (tone, imagery, flashback, foreshadowing, symbolism, irony, allusion) affect my understanding of this text?
6. How do I determine the theme of a literary text?
7. What criteria could I use to compare/contrast literary texts from different genres?
8. How does reading independently for a long period of time increase my understanding of a text?

Standard 2:

1. How do I determine the main idea in an informational text?
2. What common themes do I find in a variety of informational texts?
3. How do I use the clues in the text to help me draw conclusions or make inferences?
4. How can an author intentionally present biased information to a reader?
5. How do text elements (such as print styles and chapter headings) provide information to the reader?
6. How do graphic elements (such as illustrations, graphs, charts, maps, diagrams, and graphic organizers) provide information for the reader?
7. How do propaganda techniques affect my understanding of an informational text?
8. How does reading independently for a long period of time increase my understanding of a text?

Standard 3:

1. How do I use context clues in the text to generate meaning for an unfamiliar or a multiple meaning word?
2. How does my knowledge of Greek and Latin roots and affixes help me understand the meaning of an unfamiliar word?
3. How does understanding a euphemism and its connotation increase my understanding of the text?
4. How does understanding the connotation or the denotation of a word increase my understanding of the text?
5. Why is the ability to spell new words using Greek and Latin roots and affixes important to me as a writer?

Standard 4:

1. What strategies can I use to organize my written works?
2. How does varying my sentence structure add interest to my writing?
3. What process will I use to create multi-paragraph compositions with a central idea, supporting details, and transitions between paragraphs?
4. How will the correct use of grammatical conventions improve my writing?
5. What process will I use to revise my writing?
6. What process will I use to edit my writing?
7. Why is spelling correctly important to the quality of my writing?

Standard 5:

1. How do I create informational pieces (such as a letter of request, letter of inquiry, or letter of complaint) with language appropriate for a specific audience?
2. How do I create a narrative that uses descriptive language to create tone?
3. How do I incorporate descriptions appropriate for (narrative, expository, or persuasive pieces).
4. How do I create a persuasive piece that includes a clearly stated position and concrete evidence for a specific audience?
5. How do I create technical pieces (for example, proposals, instructions, or process documentation) that use clear and precise language appropriate for the purpose and audience?

Standard 6:

1. How do I clarify and refine a research topic?
2. How can I present information gathered from a variety of sources in my final research product?
3. How do I document the source of information I gathered while conducting research for final product?
4. Why is using vocabulary appropriate to a specific audience important when crafting the final research product?
5. What organizational strategies can I use to pull together the information I gathered in research when creating the final product?
6. What appropriate graphics could I use in my research product?
7. What type of materials can I use in my research process and where would I find them?
8. How does following a structured research process increase the quality of my final product?

V. Instructional Plans (Attached)

The instructional plans for this course include an outline of content to be covered and the approximate time frame anticipated. The outline, which is tentative and subject to change, is available at the RMS web site (www.greenville.k12.sc.us/riverms) and available in printed form on request. An abbreviated syllabus showing the major reading and writing assignments for each quarter will be distributed to students during the first week of class.

VI. Assessment

Students are expected to participate in daily activities, and grades for class assignments will be recorded regularly. Completion of homework, daily as well as long-term writing assignments, also is expected. The course approach is to fully integrate literature and language arts instruction.

For English I, the average of daily homework and class work assignments will count 10 percent. Quizzes, short writing assignments, and other minor assessments will count for 30 percent of each nine-week grade. Major grades, for tests and projects, will count 60 percent. The mid-term exam will count as 20 percent of the first semester. The South Carolina End-of-Course Examination will count as 20 percent of the final grade.

At least two major writing projects will be assigned each term. A rubric for grading, with all or relevant criteria drawn from the SCDE 15-point rubric, will be used. The student's understanding of the writing process will be an essential part of the assessment; therefore, all drafts must be submitted with the final work and must show the student's conscientious effort toward revision. Students will complete a research paper during third quarter. They also will prepare at least one multimedia presentation, present one or more oral reports, participate in dramatic presentations, and participate in at least one interdisciplinary project and/or email exchange during the school year.

VII. Class Procedures & Discipline Policy

Procedures and policies concerning late assignments and make-up work:

Unexcused late work (including homework as well as major assignments) will not be accepted in this class. In the case of an excused absence, the student must turn in written assignments within five days of the absence and, also within the five-day period, must make up after school any quizzes or tests that were administered during the absence. (The student should make arrangements with the teacher to complete the work after school.) If an assignment was given before the absence, the student is expected to turn in the work on the day of his or her return to school.

Procedures for preparing final drafts of written work:

- Final drafts of all major writing assignments should be typed. All pre-writing and handwritten preliminary drafts are part of the assessment and must be submitted with the final draft.
- If the student does not have access to a computer or typewriter at home, the parent should notify the teacher at the beginning of the school year so there is time to explore possible options—completion before or after school in the classroom or media center, etc.
- The teacher will not excuse work that is late due to printer problems (no ink cartridge, etc.). The student should transmit the file via email to the teacher's email address no later than the evening before the assignment is due (gdenton@greenville.k12.sc.us). The student must also bring, on or before the assignment due date, a parent note which describes the nature/circumstances of the problem.
- When major technology problems occur unexpectedly (a computer crash, for example), the student may hand-write the composition neatly in black ink on unlined paper. The student must submit a parent note of explanation along with the handwritten work.
- In the case of a major technology problem the evening before the due date for a lengthy paper (more than 2-3 handwritten pages), the student may be granted a brief extension. The student must bring a parent note of explanation on or before the date the assignment is due.

Discipline Policies:

The teacher follow will try to work with each student in areas that need improvement. If problems persist, the teacher will notify the student's parent(s) and assign detention. If misbehavior continues, the teacher will submit a referral to the administration for action. Students who create severe disturbances in class will be removed immediately. Further, the teacher will support all school policies outlined in the RMS Student Handbook and will follow the Five-Step Discipline Plan required by school administration. Consequences for violating class and school rules: (1st offense) warning and/or lunch detention, (2) parent notification, (3) detention, (4) conference with teachers/administrators, (5) referral. The consequences for tardies to class are not part of the five-step process—see the RMS Student Handout for policies and procedures.

Classroom rules include:

- Be on time. (The teacher will follow school policy.) If you are late for any reason, you must sign the tardy notebook. Include time and reason for tardy even if you have a pass from another teacher.
- Bring appropriate materials.
- Have completed homework in class. (Students will not be able to return to their lockers during class.)
- Follow procedures for unexcused absences. (See student handbook.)
- Limit requests for restroom visits to extreme emergencies.
- Refrain from speaking out in class and calling out responses.
- Leave gum and candy at home.
- Refrain from leaving seat without permission.
- Refrain from socializing and behaving in a disruptive manner.
- Sit up during class. (It helps concentration.)
- Read and abide by rules and procedures outlined in the student handbook.
- Respect others' right to learn.

INSTRUCTIONAL PACING GUIDE

FIRST QUARTER

Literature Focus:

- Nonfiction, Short Stories, Poetry from *Elements of Literature* text
- Homer's *Odyssey*
- Edith Hamilton's *Mythology*
- Multi-cultural selections
- Autobiographical & Biographical Selections/Memoirs (Literature Circles Approach)
- Independent reading—student choice

Writing Focus:

- Review Paragraph Structure—Topic Sentence; Supporting Details; Leads
- Paraphrase; Quotations
- Integration of quotations and paraphrasing to support assertions
- Narration/Description (Memoirs)
- Multi-media, oral presentation
- Critical Analyses (weekly)

Grammar in Context:

- Review Parts of Speech and Parts of the Sentence
- Review Prepositional Phrases
- Review Types of Clauses/Punctuation
- Variety of Sentence Structure
- Subject-Verb Agreement
- Pronouns

Word Study

- Word Within the Word (Stems)
- SAT Hot Words
- Vocabulary in Context

SECOND QUARTER

Literature Focus:

- Shakespeare
 - *Romeo and Juliet*
 - *A Midsummer Night's Dream* (if time permits)
- *To Kill a Mockingbird* (Harper Lee)
- Selected Prose, Short Stories, Drama, Poetry—from *Elements of Literature* text
- Independent reading—student choice

Writing Focus:

- Compare and Contrast Essay
- Screenplay (if time permits)
- Critical Analysis

Grammar:

- Phrases (Verbals)
- Transitions
- Parallel Structure
- Tense
- Voice
- Person

Word Study:

- Word Origins/Stems
- SAT Hot Words
- Vocabulary in Context

THIRD QUARTER

Literature Focus:

- *Animal Farm* (Orwell)
- *Diary of Anne Frank* (drama—Goodrich and Hackett) – if time permits
- *The Book Thief*, if time permits (Zusak)
- *The Pearl* (Steinbeck)
- Literature Circles—thematic approach, incorporating the following genres:
 - Short Story
 - Poetry
 - Informational Text (editorials, literary critiques, speeches)
 - Media literacy
- Web Quest/Literature Circles
 - Famous Speeches
- Independent reading—student choice

Writing Focus:

- Research Skills/Literature Paper
- Conclusions
- Critical Analysis
- Persuasive Essay (Media Literacy—Propaganda/Bias)

Grammar in Context

- Clauses/Punctuation (Focus on Adj and Noun)
- Usage
- Punctuation

Word Study

- Vocabulary in Context
- Word Origins/Stems

FOURTH QUARTER

Literature Focus:

- Prose, Short Stories, Drama, Poetry—from *Elements of Literature* text
- *Great Expectations* (Dickens) – continue from 3rd term
- *Lord of the Flies* (Golding)

- *As You Like It* --if time permits (Shakespeare)
- *Antigone* (Sophocles)
- Independent reading—student choice

Writing Focus:

- Critical Analyses
- Creative Writing

Grammar:

- Usage
- Levels of Usage

Word Study:

- Vocabulary in Context
- Word Origins/Stems