**Course Syllabus**

**English I Honors**

**Mrs. Briggs**

[**Theresal.Briggs@cms.k12.nc.us**](mailto:Theresal.Briggs@cms.k12.nc.us)

[**http://theresalbriggs.weebly.com**](http://theresalbriggs.weebly.com)

Tutoring: Tuesday 8:15 AM

**Course Description** English I is the comprehensive study of various genres of literature from around the world including non-fiction (essays, articles, speeches), fiction (novels, short stories), drama (e.g. Shakespeare), and poetry (epics, lyrics). Students will be working toward increasing their comprehension and critical thinking skills by analyzing these literary works and effectively expressing their ideas in oral and written form. Students will also select a novel of choice for their independent reading which will be followed by a written assignment. Ninth grade ELA is writing intensive to help build essential writing skills, and students can expect to produce a variety of written projects, including reading journals, analytical essays, current events responses and more. In addition, students will engage in a variety of discussions and oral presentations, as well as research and reasoning tasks, and the research process. Preparation for the next grade level of study and the upcoming NCFE test are also incorporated into weekly areas of foci.

**Honors** Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors course fosters intellectual curiosity by encouraging students to generate thought provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through disciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.  
  
**NCSCoS** The North Carolina Standard Course of Study will guide us in our study of English this year in line with CMS expectations.  
  
**Provided Course Texts** We will be reading a variety of texts, including short stories, poems, articles, chapters, and whole novels chosen from the following list: *A Lesson Before Dying*

*Life of Pi, I Know Why the Caged Bird Sings, Animal Farm, Lord of the Flies, The Other Wes Moore, To Kill a Mockingbird, Monster*, a Shakespearean play, and the English 9 HRW textbook and online text. **Students are highly encouraged to purchase the novels because they will be learning how to annotate, which is much easier when they can mark in their books. Please wait until each novel is assigned to purchase it, as the required reading may change throughout the year.** Various forms of media, including song lyrics, YouTube videos, topical articles, graphic novels, and more will supplement the literature.

**Course Objectives- Throughout the year, students will be able to:**  
• Use a variety of media to explain language and culture

• Examine argumentation and develop informed opinions

• Critically analyze, interpret, and evaluate texts

• Apply conventions of grammar and language usage

• Demonstrate an ability to discuss literature appropriately and intelligently

**Required Materials (please have these by the end of the first week of school)**  
5-Subject 8 ½” x 11” Notebook w/plastic cover (pockets, college rule, 200 sheets), notebook paper, blue/black pens, pencils, colored pens, assorted highlighters, Post-it notes and page markers, glue sticks, ear buds (for watching instructional videos only)

**Classroom Rules and Procedures**  
1. Be on time, on task and prepared to learn every day.

2. Keep all personal electronics put away.

3. Be responsible for your own learning.

4. Respect the teacher, the classroom, and other students.

5. Trash goes in the trashcan!

**Attendance and Tardies** We will follow the CMS guidelines regarding attendance and tardies. When the bell rings, you will be sitting in your assigned seat, unless otherwise directed. If you come to class late, and without a proper note, you will be marked tardy. You will not have permission to leave the class until I dismiss you. Do not line up at the door! Please note that CMS policy indicates that more than ten absences of a class results in automatic failure.  
  
**Makeup/Late Work** Students who miss homework or other assignments or due dates because of absences (excused or unexcused) are allowed to make-up the work. **Only students with excused absences will receive full credit for late assignments made up within 5 class days of their return to school.** Late assignments (formal or informal) will be accepted within 5 school days with a penalty of 10% per day. **Assignments turned in after 5 school days within the same grading period will receive a maximum grade of 50%. Assignments will not be accepted after the grading period is complete.**

It is your responsibility to check the makeup folders for missed work and to schedule any makeup quizzes or tests with me. Please email me or see me before or after school; do not ask me at the beginning or in the middle of class. This does not include major papers or projects that were assigned long before your absence. They are due immediately upon your return.

All work must be submitted for grading by the following dates. Work submitted after the grading period has ended will not be included in the final grade for that quarter.

1st Quarter October 23

2nd Quarter January 11

3rd Quarter March 21

4th Quarter May 31

**Materials** Come to class prepared. All work should be completed in a 5-subject notebook kept specifically for this class and will be collected and graded at the end of each unit. All class materials should be brought to class everyday unless otherwise indicated.  
  
**Participation** It is of the utmost importance that you come to class prepared as participation in class discussions, class work, etc. will be a percentage of your grade. Failure to comply will result in a 0% for your participation grade.  
  
**Restroom** Restroom requests will be honored on an emergency, as needed basis. Do not interrupt a lesson asking for permission to go to the restroom! No one will be leaving the class on a regular basis to use the restroom.  
  
 **Dress Code** In addition to your homeroom warning, this is your first and final warning from me: keep it classy. Refrain from wearing clothes that are excessively tight, short, offensive or revealing.  Any other clothing (i.e. hats or sweatbands) that is not in accordance with NWSA policy will not be tolerated as well. "Offenders" will be sent to the office without debate or explanation to call home.  
  
**Honor Code** All of your work (homework, writing, quizzes, tests, class work, etc.) will be original and references to other texts will be cited. Plagiarism/Cheating will result in a zero, a phone call home, and a referral.  
  
**\*\*We will follow the CMS Code of Conduct regarding behavior and behavior infractions.**  
  
**Grading Policy**  
A = 90 - 100  
B = 80 - 89  
C = 79 - 70  
D = 69 – 60

F = < 59  
• Grading for this course will follow CMS grading standards and will be weighted in the following categories:   
 **Informal:** Homework, journals, class work, participation = 30%

**Formal:** Tests, essays, projects = 70%

Students will have the opportunity to retest on any formal assessment where mastery (80%) has not been demonstrated. A student is provided the opportunity to retest **ONLY** after remediation (tutoring, relooping, and reteaching) within 5 days of the original test. The highest score on a retest will be 80%. **Retests will not be given on major writing assignments and projects that are scored with a rubric provided to students when the assignment is given.**

**Contact information**  
Parents and students, please feel free to contact me with any questions or concerns you have. The best way to reach me during school hours and after school hours is via e-mail, as I can respond very quickly.  **Email:** [**Theresal.Briggs@cms.k12.nc.us**](mailto:Theresal.Briggs@cms.k12.nc.us)

**Extra Help**

Extra credit assignments will be given throughout the year to assist students who need additional credit. These assignments are optional. All extra credit assignments must be completed when given. **I will not assign any additional extra credit, and I will not accept extra credit past the due date.** I will be available by appointment to work with students before or after school. Please arrange an appointment at least one day in advance.

|  |  |  |
| --- | --- | --- |
| **Cycle One** | **Approximate Dates:**  **August 7-November 20** | **Cycle Overview:** In this cycle, students will read, discuss, and write about classical and contemporary literature.  Students will explore what a text says implicitly and explicitly, analyze the meaning and use of a text’s literary elements, and evaluate how an author employs them to shape a narrative for specific purposes.  Through the creation of a literature-based argumentative essay, students will demonstrate knowledge of literary elements and choose appropriate ways to establish their voice as a writer. They will also produce writing that introduces a claim and offers evidence to support it based on research and critical thinking.  Students will have the opportunity to analyze and evaluate U.S. documents, non-literary texts, and other pieces of literature that have a global impact. |
| **Cycle 2** | **Approximate Dates:**  **November 26-February 28** | **Cycle Overview:** In this cycle, students will explore how an author uses characters, organization, and other literary devices to develop a theme and incorporate world events to highlight common human experiences.  Students will recognize character archetypes, compare the traits of these characters across genres, and analyze how characters impact the development of a piece of text. They will identify organizational patterns and evaluate the clarity of both literature and informational texts.  Students will participate in academic discussions and make informed claims about the world based on their readings. |
| **Cycle 3** | **Approximate Dates:**  **March 1-End of Year** | At the beginning of this unit common assessments will be utilized to determine your student’s data needs, keeping in mind standards of priority. A twelve-week text triangulation unit utilizing a novel several pieces of informational text, several excerpts from short stories, media clips, etc. will be incorporated to reloop and reteach necessary skills. |

**Assessment Practices:** Assessments will be given on a regular basis. There will be a major assessment for each unit in addition to the midterm and final exam. Many different kinds of measures will be used to assess students such as tests, papers, projects, and presentations. Some students learn best by reading and writing, others through collaboration with peers, others through listening, creating a schema or design, or hands-on practice. All types of assessments will be used at various times throughout the year. Rubrics for projects and major assignment expectations will be provided and posted in the classroom.

**Course Syllabus**

**English I Honors**

**Mrs. Briggs**

**Signing this form indicates:**

**1. I have read and discussed the policies and procedures for English II.**

**2. I understand all of the policies as they have been presented and will adhere to them throughout the course of the year.**

**3. I understand that I will be given a progress report of my grades to share with my parent/guardian; this report will be considered parent contact.**

**4. My parent guardian has read, understood, and agreed with these policies as well.**

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

**(Parent/guardian print name)    (Parent/guardian signature)                       (date)**

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

**(Student print name)     (Student signature)           (date)**

**Parents and Guardians: Please list any alternative methods of contact (i.e. email addresses, work phone numbers and extensions) which I may use to keep in touch with you. Also, please let me know of any additional information I may need to know about your student.**

**E-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/cell number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Additional Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signing this form indicates: