

Syllabus - English I, Fall 2024

Mr. R. Stewart

Contact Information - Communication Paths

Communication is key for success, growth, learning, and happiness. Parents and students are encouraged to communicate with me about any questions, concerns, or issues regarding my class, teaching, assignments, due dates, grades, or interactions. I am a passionate teacher who truly and sincerely cares about my subject, my students and their families, my profession, and my school. I will make every effort to work with and support students and their families. We are a community of people coming together to work, learn, interact, and build relationships. If there is an issue - positive or negative - I encourage parents and students to communicate openly, honestly, and respectfully with me.

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Please feel free to email me - this is the best way to contact me. I will work to reply within 24 hours. The student's first and last name MUST be in the subject of the email. I will not open emails unless I recognize the subject's name.

2. Phone Conference - THS - 828-456-2408, extension #6062

Please feel free to call me. The best times to call and leave voicemails are before 8:00, during my planning times: 9:40-11:10, and after school. Please know I have school duties and responsibilities during these times. I will return phone calls in a timely manner.

3. School Conference - Planning Period, 9:40-11:10

If you would like a school conference, please email or call me to schedule one. Students may schedule extra tutoring, conferences, or work times with me. Appointments must be made.

Course Description - English I

English I is the study of reading, writing, and language and is a survey of various genres. Learning standards are the required NC English Language Arts Standard Course of Study for grades 9-10 with a strong emphasis on reading and writing texts of appropriate complexity, speaking and listening opportunities, and language development through grammar and vocabulary. Literary analysis, the use of rhetorical devices, and the conventions of Standard English grammar are emphasized as well as the author's development of arguments, informative/explanatory texts, and narratives. This class will also include student utilization of technology. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and student collaboration to enhance learning. The NC English Language Arts Standard Course of Study consists of standards in the following categories: Reading, Writing, Speaking and Listening, and Language.

Reading - Grades 9-10

For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the NC ELA Reading Standards is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text. CCR Anchor Standards for Reading include key ideas and evidence, craft and structure, integration of ideas and analysis, and a range of reading and level of complexity.

Writing - Grades 9-10

To be college and career ready, students will learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students will learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete

writing process will be practiced, from prewriting and drafting, to revising and editing. CCR Anchor Standards for Writing include a variety of text types, purposes, research, and publishing.

Speaking and Listening - Grades 9-10

To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others. CCR Anchor Standards for Speaking and Listening include collaboration, communication, and the presentation of knowledge and ideas.

Language - Grades 9-10

Language skills are inseparable from and vital to reading, writing, speaking, and listening. It is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills for grammar and conventions, not just the identification of accurate language skills for grammar and conventions. CCR Anchor Standards for Language include conventions of standard English grammar, knowledge of language, and vocabulary acquisition and use.

Units of Study and Pacing - English I

*Disclaimer - The following units of study and pacing are a planned guide for the semester. They are subject to change as we navigate through the semester due to time constraints, schedules, resources, availability, new opportunities, and unforeseen circumstances. Changes or modifications will be communicated. Also, World Literature is a broad band of reading texts with a variety of perspectives. I will teach texts from an author's presented perspective - NOT any political, religious, or social agenda. Please be patient and understanding.

Reading

- Short Stories
- Poetry
- Nonfiction
- Novel: Lord of the Flies
- Novel: Animal Farm

Writing

- Daily Questions, Journal Writings, Personal Responses
- Short Constructed Responses
- Literary Analysis Responses and Essays
- Persuasive, Argumentative, Opinion Based writings
- Creative Writing

Vocabulary

- Parts of Speech
- Literary Elements
- Reading in context - short stories, poetry, nonfiction, novel studies
- Punctuation
- Grammar

Grading

First and Second 9 Weeks

There are 3 grading categories. Each category is worth a percentage of a student's overall grade. I will identify which assignments go into which category.

- Tests, Quizzes - 25%
- Classwork - 50%
- Projects - 25%

- Tests and quizzes are assessments for units of study to show understanding, mastery, and retention. These assignments will always be announced ahead of time with set dates and will be strictly graded or scored. They may be summative or formative assessments.
- Classwork and homework are work assignments that demonstrate a student's work ethic, completion, process for learning, and may include independent, paired partnerships, small group, or whole class assignments.
- Projects will include certain writing assignments and group project grades.

Semester 1 - Final Grade

- 1st 9 Weeks - 37.5%
- 2nd 9 Weeks - 37.5%
- EOC Exam - 25%

Schoolwork Expectations

- School is a place of work. Therefore, we are all at school and we attend school to work.
- Grades reflect a student's completion of and ability on their schoolwork.
- All students are expected to try and complete their schoolwork to the best of their ability.
- Schoolwork includes tests, projects, quizzes, classwork, and homework.
- All schoolwork must be completed, turned in, and have a proper heading. This includes paper/pencil assignments, projects, and digital/online assignments.
- Schoolwork not completed or not turned in will result in a 0. Work without a proper heading will not be graded and may result in a 0 and/or a lower grade than earned with points deducted.
- Excuses for missed schoolwork will not be accepted without prior communication, a plan, or a note from a parent or guardian.
- Late work will not be accepted without teacher approval and will only be accepted up to one week after the due date. It is the student's responsibility to communicate with me for any late work or needed extra time.

Tardies, Absences - Missed Work and Make-up Work

- **The daily agenda and work is posted on Google Classroom. Students are strongly encouraged to check these daily posts, communicate with me, talk to classmates, and NOT fall behind with missed and make-up work. Students are encouraged to complete work during an absent day IF possible.
- Students are responsible for getting missed and make-up work due to tardies and absences from class.
- It is rare for students to be exempt from missed or make-up work.
- If students are going to be absent for a school or athletic event, an extended time, or due to a trip: please communicate with me BEFORE the absence to create a plan to complete work.
- IF students are NOT able to complete work, students may have the weekend and one extra week to complete MOST missed and make-up assignments.. This is because it is impossible to complete two units at the same time.
- Another exception is with projects, long term assignments, or assignments with a specific due date. These assignments are expected on the assigned due date. Late assignments in this category will only be accepted with extenuating or emergency circumstances, and only with a note from a parent or guardian.
- Missed and make-up work must be turned into me. Work not turned in after one extra week will result in a 0.

Attendance and Tardies

School Attendance Policy - as stated in the Student Handbook

- Attendance will be taken by class period in the first 10 minutes of class.
- Any student absent more than six (6) days, excused or unexcused, in any class in a semester will need to follow the protocol below to ensure they do not fail due to attendance.
- Students with greater than 6 absences, but less than 10 absences will need to complete make-up time for absences 7, 8 and 9 during the attendance make-up blocks provided by the school.

- Students with 10 or more absences must make up time for absences 7, 8 and 9, and complete an appeal form to be considered by the attendance appeal committee.
- Make-up sessions will be offered by the school. Make-up time for these absences shall match the missed time hour-for-hour. The principal/designee may set a new guideline if extenuating circumstances can be proven.
- Any out-of-school suspension absence for a period of 10 days or less will not count against course credit. The suspended student shall be provided an opportunity to take textbooks home, to request to make-up daily classroom work, and to take any quarterly, semester or grading period exams missed during the suspension period.

School Tardy Policy - as stated in the Student Handbook

Being punctual is a habit worth developing. Students should arrive at school and report to each and every class on time. Students arriving late cause a disruption, which takes away from other students as well as their own education. When a student is late to school or to class, he/she is to report to the ISS Room (L3) to sign in and receive an admit slip. Once a student exceeds six(6) tardies (by class) the following procedure is followed:

1. Tardy 7-10 - Lunch Detention
2. Tardy 11-12 - 30 min. Work Detail
3. Tardy 13-14 - 1 hr. Work Detail
4. Tardy 15 and up - 1 Day ISS each

Behavior Expectations

Class Rules

1. Follow Directions at All Times
2. Complete Work Properly and On Time
3. Be on Time and Bring Needed Materials to Class
4. Respect Other People and their Property - Keep Hands, Feet, and Objects to Yourself
5. Always Try to Do your Best

Expectations

- I expect students to follow the Class Rules. I do not tolerate disrespect, irresponsibility, poor organization, or disruptions to the learning environment in my classroom. We have entirely too much work to accomplish.
- I have a very detailed and organized outline of Class Procedures to help my classroom run smoothly with the help of all of my students. This includes whether I am in the classroom or out of the classroom.
- I believe in mitigating disruptive behavior through building relationships, communication, setting high expectations, and planning organized and detailed classes.

Class Discipline Plan

- When the class rules are not followed, I believe in the - three strikes, you're out - discipline plan.
- Therefore, I will give 3 verbal warnings for intolerable or inappropriate behavior. These verbal warnings will include reteaching and redirecting behaviors. They will also be documented.
- The 4th time it will be an in-class isolation or lunch detention, followed up by a phone call home. This incident will be written up in the Educator's Handbook as a minor incident and the other 3 documented verbal warnings will be shared.
- The 5th time it will be written up in the Educator's Handbook to refer the student to administration for further assistance.
- Continuous problems will warrant further disciplinary action and preventive measures.
- **If the student is creating a direct disruption or participating in behavior that is threatening or dangerous, I will call the main office to request an administrator or school resource officer.

Student Use of Personal Devices - Cell phones, earbuds, smart watches, etc.

The student use and access to personal devices in my English classroom are a distraction and disruption to the learning environment, especially during direct instruction, reading time, formal writing times, whole class discussions, and in partnership and small group work times. They are a competing factor for student attention and focus. Therefore, the following rules and expectations exist.

- Cell phones and earbuds may be used on school grounds before school, during class change, during lunch, and after school.
- Cell phone and earbud use is prohibited in my classroom, unless otherwise stated. Smart watches used as cell phones and listening devices are included in this statement. Please disable notifications or take off your smart watch during my class.
- For my class, students are required to place their cell phones into hanging pouches at the beginning of class. Cell phones will remain in the pouches during the class period, then be retrieved at the end of class.
- If an emergency or urgent situation requires a student to text or make a phone call during class, they should request permission to use their cell phone.
- Students may be subject to disciplinary action if use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, and/or violating other school rules.
- The school and its staff are not responsible for any damage to or theft of a student's cell phone. Students must properly secure and take care of their own phones.

What qualities should students possess to participate in class?

There are expectations to keep in mind in regards to an English class. Research shows that highly successful English students have the following qualities:

- Possess an advanced understanding and use of language.
- Ask penetrating, intellectual questions.
- Make connections not normally recognized by their peers.
- Excel at literary analysis, oral communication, and writing.
- Read voraciously with an extremely high level of comprehension.
- Possess an excellent work ethic and are independent learners that show initiative.
- Independently demonstrate higher level reasoning abilities.
- Are passionate about what they read, write, and discuss with texts.