

English I Syllabus  
 Mrs. Tammara Brown  
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 Email me anytime!



**Required Materials:**

1" 3 ring binder / Folders  
 Loose leaf paper  
 Pens and Pencils

**School Motto:**

To Prepare and Excel

**Teacher Philosophy:**

It is my desire to help all students achieve success in life through education. I plan, teach, and care with tenacity. The skills gained in this course are applicable to all post-secondary pathways (workforce, college, military, TCAT, etc.). I believe that every student can be successful with effort, and I believe that all students are different. Although I wish each student had his or her own individualized education plan, it is not possible; however, I will do my best to accommodate and differentiate for all.

**Course Content and Objectives:**

Objectives are derived from the Tennessee English I Languages Arts Standards. For a copy, please can go to [https://www.tn.gov/content/dam/tn/education/standards/ela/stds\\_english\\_language\\_arts.pdf](https://www.tn.gov/content/dam/tn/education/standards/ela/stds_english_language_arts.pdf) or visit our school webpage at <http://www2.york.k12.tn.us/academics/humanities.html>

**Grading Policy:**

1<sup>st</sup> - 3<sup>rd</sup> nine weeks:

Targets= 40%  
 Tests = 60%

4<sup>th</sup> nine weeks:

Targets= 35%  
 Tests = 50%  
 End of Course= 15%

**Classroom Policy:**

Follow class expectations in relation to Character Education: Responsibility, Fairness, Caring, Respect, Trustworthiness, and Citizenship. Follow guidelines set forth in the Student Handbook.

**Attendance Policy:**

Standards taught in this class are high stakes skills; therefore, students who are absent for any reason will be expected to come in for before or after school tutoring to learn the standards missed during absences. Just come see me!

**Retesting Policy:**

Due to the significance of the standards for this class, any student who earns below a 70 on many quiz/target grades is expected to come in for tutoring. The students may re-quiz over the skills within three days of learning the quiz grade. The recorded quiz grade will be the highest. Students will have one opportunity to re-quiz. Just come see me!

**Chromebooks:**

Chromebooks are available for use in the classroom. They MAY NOT be taken out of the classroom by students. Each student will be assigned a Chromebook, and will be expected to take care of it when it is in his/her possession. If the Chromebook becomes damaged in the student's possession, the student will be held responsible. My computers are my babies!

**Other Information:**

- Plagiarism will not be tolerated.

- Electronic devices will not be used in the classroom without explicit teacher direction. Therefore, they should be turned off and put out of sight. If they are seen or heard, they will be taken as explained in the Student Handbook. The first offense will result in confiscation of the phone for 24 hours.
- Per the Student Handbook, food or drink is not permitted - It's not good on the carpet!

**Accommodation Options:**

All IEPs, 504s, and ILPs will be followed per state guidelines. Students with issues that are not easily apparent should meet with the teacher at the first available opportunity to determine options.

**Textbooks:**

- \* *Literature Grade Nine: Common Core Edition*
- \* Novels: *A Christmas Carol* and *Animal Farm*
- \* *Elements of Language*. 3<sup>rd</sup> course.
- \* *Vocabulit*
- \* A plethora of exemplars and supplements

**Tentative Pacing at a Glance:**

1st 9 weeks =

Introduction, Parts of Speech, Diagramming, Punctuation, Sentences  
Assignments: Multiple grammar exercises, Nonfiction readings, Annotating, Online assignments, Vocabulary  
Assessments: Pre-test, Vocabulary quizzes, 2 unit tests

2nd 9 weeks =

Fiction - Literature, Paragraph, Narrative, Expository  
Assignments: Nonfiction readings, Annotating, Online assignments, Group project, Vocabulary  
Assessments: Vocabulary quizzes, literature quizzes, 2 unit tests, 2 essays, Final

3rd 9 weeks =

Nonfiction, Persuasive, EOC, ACT  
Assignments: Nonfiction readings, Annotating, Online assignments, Group project, Vocabulary, ACT  
Assessments: Vocabulary quizzes, 2 unit tests, 2 essays

4th 9 weeks =

Romeo and Juliet, Speaking and Listening  
Assignments: Nonfiction readings, Annotating, Online assignments, Group project, Vocabulary, Research  
Assessments: Vocabulary quizzes, 2 unit tests, 2 essays, Final

Important Skills (that overlap EOC, College Readiness, and ACT): these skills along with the Common Core Standards will be the building blocks of the course

- Annotating
- Grammar
- Figurative Language/Breaking apart abstract pieces
- Vocabulary
- Break down the question
- Academic Writing

*I have read and understand the student procedures, expectations, and consequences for this class.*

\_\_\_\_\_  
parent/guardian signature

\_\_\_\_\_  
date

\_\_\_\_\_  
student signature

\_\_\_\_\_  
date

**This will be added to and changed.**

9 weeks	Content	Texts	Standards	Teach Throughout
1st	Introduction Parts of Speech Diagramming Punctuation Sentences	Alma Mater ACT Sheet/Packet “Superman and Me” by Sherman Alexie	LANGUAGE <ul style="list-style-type: none"> <li>● I can use the rules of grammar in writing and speaking (i.e. capitalization, punctuation, and spelling)</li> <li>● I can use effective parallel structure.</li> <li>● I can use phrase and clauses to make my writing interesting.</li> <li>● I can explain the function of semicolons and colons and use them correctly in writing.</li> <li>● I can write and edit work using MLA standards.</li> <li>● I can apply my knowledge of language to various contexts in order to make more effective choices in reading and listening.</li> <li>● I can determine the meaning of unknown words (or those with multiple meanings) by using contexts clues, breaking the words apart, using a dictionary (online or digital), or word origin.</li> <li>● I can identify different types of figurative language and be able to identify them within a reading passage.</li> <li>● I can understand word relationships (synonyms, antonyms, homophones, etc.) and be able to identify and use correctly.</li> <li>● I can determine various meanings of words as they are being used in context.</li> <li>● I can identify, explain, and determine the importance/purpose of figures of speech within a text.</li> <li>● I can determine meanings of words through contexts and dictionary meanings.</li> <li>● I can use advanced vocabulary for college and career readiness in communication.</li> <li>● I can independently build my vocabulary knowledge.</li> </ul>	Vocab - Vocabulit - Commonly Confused -Vocab from content - Comparative vs Superlative ACT Language EOC - study island Newsela
2nd	Fiction - Literature Paragraph Narrative Expository	Disney Pixar Plot Clips “Charles” by Shirley Jackson “Big John” - song <i>Flower for Algernon</i> by Daniel Keyes (910) 1) Poem: “A Man” by Nina Cassian 2) Newspaper: “Soldier home after losing his leg in Afghanistan” by Gale Fiege 3) Magazine: “Where I Find My Heroes” by Oliver Stone 1) “The Piece of String” 2) “Harrison Bergeron” with film adaptation 3) “Monsters on Maple” 4) “The Pedestrian”	READING - LITERATURE <ul style="list-style-type: none"> <li>● I can analyze what a text says by breaking it down and drawing conclusions.</li> <li>● I can cite the strongest evidence to support my conclusions.</li> <li>● I can determine a theme or central idea of a text.</li> <li>● I can analyze the development of the theme within the text.</li> <li>● I can write an objective or critical summary of the text.</li> <li>● I can analyze how characters change throughout the text and how this impacts the meaning.</li> <li>● I can analyze how events change throughout the text and how this impacts the meaning.</li> <li>● I can analyze how ideas change throughout the text and how this impacts the meaning.</li> <li>● I can determine figurative meanings.</li> <li>● I can determine connotative meanings (loaded language). Example: died versus passed away</li> <li>● I can analyze the overall tone.</li> <li>● I can analyze the author’s choices in regard to structure, plot, and time.</li> <li>● I can analyze the author’s point of view and/or purpose.</li> <li>● I can compare and contrast the same topic, subject, and/or theme in two formats.</li> <li>● I can analyze related texts.</li> <li>● I can evaluate allusion.</li> <li>● I can evaluate how author draws on another text to provide a deeper understanding.</li> <li>● I can independently comprehend a variety of literature that is on grade level.</li> </ul>	Vocab - Vocabulit - Commonly Confused -Vocab from content ACT Language EOC - study island Newsela

		<p>5) "Monkey's Paw"          6) "Cask of Amontillado"          7) "The Scarlet Ibis"          8) "The Most Dangerous Game"          9) "The Lottery"</p> <p>Matthew 13</p> <p>"Cat's in the Cradle"          vs "My Papa's Waltz"</p> <p>Fairy Tales,          Greek Mythology, &amp;          The Odyssey-          Archetypes          (i.e. Arachne, Icarus,          Narcissus)</p> <p>Compare 3 Rubrics</p> <p>5 Anchor Texts</p> <p>Look at Grade 10          Exemplar</p> <p><i>The Christmas Carol</i>          with film adaptation</p>	<p>WRITING - NARRATIVE</p> <ul style="list-style-type: none"> <li>I can engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.</li> <li>I can sequence events so that they build on one another to create a coherent whole.</li> <li>I can create a smooth progression of experiences or events.</li> <li>I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</li> <li>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul> <hr/> <p>WRITING - EXPOSITORY</p> <ul style="list-style-type: none"> <li>I can provide an introduction that is relevant to the rest of the text and effectively engages the audience.</li> <li>I can organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</li> <li>I can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>I can provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>I can use appropriate formatting, graphics, and multimedia to aid comprehension.</li> <li>I can use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>I can establish and maintain a formal style and objective tone.</li> <li>I can establish and maintain an appropriate style and tone.</li> <li>I can produce grade level clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul>	
3rd	<p>Nonfiction</p> <p>Persuasive</p> <p>EOC</p> <p>ACT</p>	<p>1) "Causes of the Civil War"          2) "Grant vs Lee: A Study in Contrasts"          3) "The Gettysburg Address"          4) "O Captain, My Captain"          5) "White House Funeral Sermon"          6) "Drummer Boy of Shiloh"          7) "5 Things You May Not Know About Lincoln, Slavery, and Emancipation"</p> <p>1) <i>The Boy in the Striped Pajamas</i>          2) <i>Night</i></p>	<p>READING - NONFICTION</p> <ul style="list-style-type: none"> <li>I can analyze what a text says by breaking it down and drawing conclusions.</li> <li>I can cite the strongest evidence to support my conclusions.</li> <li>I can determine a theme or central idea of a text.</li> <li>I can analyze the development of the theme within the text.</li> <li>I can write an objective or critical summary of the text.</li> <li>I can analyze how the author presents and develops key ideas to affect meaning.</li> <li>I can determine figurative meanings.</li> <li>I can determine connotative meanings (loaded language).              Example: died versus passed away</li> <li>I can analyze the overall tone.</li> <li>I can analyze how the author's ideas are developed throughout the text.</li> <li>I can determine the author's point of view and/or purpose.</li> <li>I can use rhetoric.</li> </ul>	<p>Vocab</p> <ul style="list-style-type: none"> <li>- Vocabilit</li> <li>- Commonly Confused</li> <li>- Vocab from content</li> </ul> <p>ACT</p> <p>Language</p> <p>EOC</p> <ul style="list-style-type: none"> <li>- study island</li> </ul> <p>Newsela</p>

		<p>3) <i>The Diary of Anne Frank</i>  4) “Who was Anne Frank?”  5) “It’s Raining on the House of Anne Frank”  6) “First They Came”  7) “Terrible Things”  8) Polish Diary</p> <p>Cam Newton</p> <p>Washington Post Article</p> <p>Ain’t I A Woman vs Clinton</p> <p>Love is a Fallacy</p>	<ul style="list-style-type: none"> <li>I can compare and contrast the same topic, subject, and/or theme in two formats.</li> <li>I can evaluate how reasoning and evidence affects the argument or claims in a text.</li> <li>I can analyze a variety of related texts (with historical and literary significance) on how they approach a topic.</li> <li>I can independently comprehend a variety of nonfiction that is on grade level.</li> </ul> <hr/> <p>WRITING - ARGUMENTATIVE</p> <ul style="list-style-type: none"> <li>I can introduce precise claim(s).</li> <li>I can develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>I can create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</li> <li>I can provide a concluding statement or section that follows from and supports the argument presented.</li> <li>I can use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>I can establish and maintain a formal style and objective tone.</li> <li>I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>I can support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.</li> <li>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> </ul>	
4th	<p>Romeo and Juliet</p> <p>Speaking and Listening</p> <p>Trial - Is Friar Innocent?</p> <p>Song Presentation</p>	<p><i>The Tragedy of Romeo and Juliet (1210)</i></p> <p>Movie Adaptations</p> <p>Shakespeare in the Classroom</p>	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> <li>I can work cooperatively with others on a variety of grade level topics.</li> <li>I can use and judge multiple sources from diverse formats.</li> <li>I can evaluate these sources for credibility.</li> <li>I can evaluate a speaker’s point of view.</li> <li>I can evaluate a speaker’s reasoning.</li> <li>I can evaluate a speaker’s use of evidence and rhetoric.</li> <li>I can identify fallacies or exaggerated evidence.</li> <li>I can present information so that listeners can follow the line of reasoning and organization.</li> <li>I can use visual media and displays to present interesting information.</li> <li>I can appropriately adapt a speech to a variety of contexts and tasks.</li> <li>I can demonstrate a command of formal english in an oral presentation.</li> </ul> <hr/> <p>WRITING - RESEARCH</p> <ul style="list-style-type: none"> <li>I can use technology, including the Internet, to produce, to publish, to update, and to display information flexibly and dynamically.</li> <li>I can conduct and write research projects to answer a question or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</li> <li>I can use multiple search terms to generate a variety of print and digital sources.</li> </ul>	<p>Vocab</p> <ul style="list-style-type: none"> <li>- Vocabulit</li> <li>- Commonly Confused</li> <li>-Vocab from content</li> </ul> <p>ACT</p> <p>Language</p> <p>EOC</p> <ul style="list-style-type: none"> <li>- study island</li> </ul> <p>Newsela</p>