

English I Honors

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Office Hours: Tuesday afternoons from 3:15-3:45 (please have a ride to pick you promptly at 3:45) or Thursday mornings 7:40-8:10 (Don't forget to get a pass from me so you will be allowed to come down the hall). Note: Students need to make arrangements with me ahead of time so I will know how to plan for the session.

Course Description:

Course Number: 302403HW

Grade Level: 9

Carnegie Unit Credit: 1

Text: HMH Introduction to Literature Level 9

English 1 Honors is a course for academically gifted students who have the ability to pursue an accelerated English program. These students may be preparing for Advanced Placement English - college level courses - in high school; therefore, the coursework will reflect more rigor than English I CP. Note: This course carries Honors GPA weighting. Prerequisites: High level of performance in reading and writing skills, ability to think critically and demonstrated enthusiasm for language arts, and/or teacher recommendation. All GTA identified students should enroll in the GT or Honors level course.

Student Learning Outcomes:

By the successful completion of this course, you will be able to:

1. Read and analyze fiction and non fiction texts.
2. Be able to write successfully for a variety of purposes and audiences.
3. Participate in class and group discussions using accountable talk strategies.

Course Outline

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<u>Unit 1: Against All Odds</u> <i>Unit Essential Question: What does it take to survive a crisis?</i>	<u>Unit 2: Breaking Through Barriers</u> <i>Unit Essential Question: Are some differences too great to overcome?</i>	<u>Unit 3: Love and Loss</u> <i>Unit Essential Question: How can love bring both joy and pain?</i>	<u>Unit 4: Freedom At All Costs</u> <i>Unit Essential Question: Can each of us find freedom?</i>

Key learning objectives: - Analyze text structures - Analyze author's perspective - Analyze arguments and rhetorical devices - Analyze literary devices - Make inferences - Analyze poetic language and structure - Analyze word choice Reading Genres: Literary Nonfiction, Arguments, Short Story, Poetry, Memoirs, Graphic Memoirs, Articles, Speech, and Informational Texts Unit I Task: Students will write, present, and respond to an argument and answer various text dependent prompts. Assessments: Unit Cold Read Summatives <i>Note: There will be a focus on answering text dependent questions both orally and in writing throughout the year. South Carolina State Standards are linked separately.</i>	Key learning objectives: - Analyze central ideas and details - Analyze text structure - Analyze author's purpose, message, and rhetoric - Analyze voice and tone - Analyze setting and theme - Analyze figurative language - Analyze media representation Reading Genres: Editorial, Personal Narrative, Short Story, Poetry, Visual Essay, Speech, and Blog Unit II Task: Students will write a personal narrative and answer various text dependent prompts. Assessments: Unit Cold Read Summatives	Key learning objectives: - Summarize/paraphrase to enhance comprehension - Use vocabulary decoding skills - Interpret/analyze author's use of figurative language - Analyze impact of perspective, context, and/or key elements - Determine how details impact theme - Analyze author's creation of suspense/humor through perspective and text structure - Evaluate text for central idea and supporting details - Evaluate an author's argument - Write informative texts information - Use the rules of and make intentional decisions about standard English grammar and convention Reading Genres: drama, poetry, articles, literary analysis Unit III Task: Students will write a literary analysis and/or an informative essay and answer various text dependent prompts. Assessments: Unit Cold Read Summatives	Key learning objectives: - Analyze how figurative language impacts mood, tone, and meaning - Initiate and participate in structured discussions and collaborations - Analyze how the author's rhetoric contributes to the effectiveness of the text - Analyze how multiple text structures and/or features impact the author's purpose - Evaluate the effectiveness of the types of reasoning and rhetoric - Conduct short and more sustained research to answer a question(s) or solve a problem(s) - Use the rules of standard English grammar and convention Reading genres: short story, speech, interview, articles, poetry Unit IV Task: Research and debate project, Socratic Seminar and various text dependent prompts. Assessments: Unit Cold Read Summatives
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Annotated Book List:

Text: HMH Introduction to Literature Level 9 and Grammar Practice 9

Required Materials:

- Composition Notebook
- Three ring binder with a section designated for English

3. Notebook paper
4. Pen/pencil/highlighters
5. Earbuds

Class Expectations:

1. Be prepared to work/discuss in class everyday
2. Have your materials ready at the beginning of class each day
3. Work for the entire class period
4. Daily starter activities are expected to be completed within the first 12 minutes of class.
 - Monday, Wednesday, Friday classes will begin with a journal prompt
 - Tuesday/Thursday classes will begin with a grammar activity

High School Course Policies

This course is a high school Carnegie Credit course; therefore, we will be following the high school grading and attendance policies based on Greenville County School District Assessment Guidelines for High School Courses:

Grades:

- A 90-100
- B 80-89
- C 70-79
- D 60-69

Students will complete 3 major assignments and 12 minor assignments per quarter. Assignments will be graded based on completion and accuracy. ***Students will receive a zero for any work that is not handed in. There is no grading floor in this course. Student Backpack is an essential resource for keeping track of grades.***

Minor assignments will count for 40% of a student's semester grade and major assignments will count for 60% of a student's semester grade. There will also be a final exam which counts for 10% of the final grade.

Grade Weighting

- 1st Semester - 45%
- 2nd Semester - 45%
- Final Exam - 10%

Attendance:

The school year consists of 180 school days. To receive credit, high school students or students in middle school taking courses for graduation credit must attend at least 170 days of each 180-day course, as well as meet all minimum requirements for each course.

In order to receive high school credit after the 10th unlawful absence, "seat time recovery" is required for every subsequent absence that is unlawful. (Note: the 10 unlawful absence limit applies to each 180-day course.) A student may have up to 10 absences excused by a parent note in each 180-day course. Parent notes in excess of 10 in a 180-day course will be considered unexcused unless accompanied by official medical documentation or is otherwise approved by the principal as a lawful. A student must attend the majority of a class session during a school day to receive credit for that class. ([Greenville County Schools website](#))

Late Work Policy

Greenville County Schools is committed to Building a Better Graduate by creating college and career ready students. As such, students must develop character traits that align with workplace expectations. Some examples of these include responsibility, strong work ethic, and self-direction. Students are expected to give their best effort when completing assignments and should strive to complete them by the due date. Students are expected to turn in ALL assignments and should never have a Not Handed In (NHI) recorded in the grade book. Extra opportunities are available for students to make up work through ROAR, tutoring times, and at other times designated by the teacher. Late work will be accepted within 5 days from the due date. Points will not be deducted for late work.

Retake Policy

Since the goal is for students to master content and skills, students will be allowed to retake/redo major tests only; however, students must commit to doing their part in preparing for the re-test.

Students must initiate the request to retake/redo a test within 5 days of receiving the grade on the test. Students are allowed to retake/redo a major test one time and only one major test per class can be retested each quarter. The student must complete a **BRMS Request to Retest form**, which can be found in the teacher's Google classroom, and submit the form to the teacher. The form must be signed by the parent and student prior to being submitted. Following a re-test, the higher grade will be recorded in the grade book. **Teachers may also require a student to take a retest.** Following a re-test, the higher grade will be recorded in the grade book.

In order to retest the student must complete **two** of the tasks listed below to prepare for the re-test.

☒ Attend a minimum of **one** tutoring session with the teacher during office hours. **THIS IS REQUIRED.**

☐ Review notes, study guides, and other related materials.

☐ Prepare flashcards, Quizlets, or other strategies to review content.

☐ Other _____

Makeup Work Policy

It is the responsibility of each student to inquire about make-up work upon returning from an absence. Students must also check google classroom for classwork and homework information for any days missed. ***Students can be required to attend teacher tutoring sessions or academic intervention sessions in order to make up missed work.***

Magic School

- ***STUDENTS MAY ONLY USE MAGIC SCHOOL AI WHEN SPECIFICALLY DIRECTED BY THE TEACHER.***

- Students will use MagicSchool AI, a generative AI platform designed specifically for education. As tools like ChatGPT and Gemini become standard in the professional world, utilizing MagicSchool prepares students for the future workforce by teaching safe and responsible technology use.

- Students will use these tools for real-time feedback and dynamic problem-solving. To ensure appropriate use, teachers retain access to all student chats. MagicSchool strictly protects privacy and does not collect or utilize student data. All AI software, including MagicSchool, complies with GCS Board Policy and Administrative Rule IA.

Generative AI

This course will ONLY utilize MagicSchool AI to supplement traditional instruction. Greenville County Schools prioritizes the ethical use of these technologies for brainstorming and self-guided learning.

- **Critical Thinking First:** AI must not replace original thought or coursework.
- **Academic Integrity:** Using AI to complete and submit assignments as original work constitutes plagiarism.
- **Required Citation:** If teacher-approved, all AI use must be properly cited.
- **Content Awareness:** Students must remain vigilant regarding potential biases and inaccuracies in AI-generated content.
- **Policy Compliance:** All AI programs align with GCS Board Policy and Administrative Rule IA.

Parent/guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____