

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” -Carol Dweck

Teacher: Alexander Pogoloff

Contact Info: Phone: 864-355-0080

Email: apogoloff@greenville.k12.sc.us

Website: <https://sites.google.com/greenvilleschools.us/apogoloff>

Course Description:

English 1 is designed to prepare students for College and Career readiness as required by the South Carolina State Standards and the End of Course exam. The curriculum exposes students to a variety of genres, both literary and informational. Note: this course carries CP GPA weighting.

Course Goals and Outcomes:

The course standards for English 1 are based on the standards found in the “South Carolina College- and Career-Ready Standards for ELA.” Students who successfully complete English 1 with a passing 60% or higher will have demonstrated the ability, concepts, knowledge, and skills required to meet those course objectives. These course standards will be provided within the syllabus.

As a teacher, I am charged with the task of instilling students with skills to be successful after high school: creativity and innovation; critical thinking and problem solving; collaboration and teamwork; communication, information, media, and technology; and knowing how to learn. To be successful in their post-graduate lives, students must also possess integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills. In designing my lessons and assessments, I emphasize these skills and traits needed to be successful after high school.

Course Outline:

- **Unit 1: Against All Odds**
 - Narratives (selections)
 - House on Mango Street
- **Unit 2: Freedom at All Costs (part 1 and part 2)**
 - The Body Electric Podcast (Episodes from NPR’s The Body Electric)
 - The Hero’s Journey in *Where the Wild Things Are*
- **Unit 3: Breaking through Barriers**
 - Nonfiction
 - Research Essay project
- **Unit 4: Love and Loss**
 - Romeo and Juliet

Independent Reading and Major Texts for Course:

- Major works include:
- The House on Mango Street by Sandra Cisneros
- The Body Electric Podcast from NPR
- Romeo and Juliet by William Shakespeare
- Assorted short fiction texts, selected poems, and curated informational texts/articles
- In addition, students will also read independently. These novels will be self-selected based on interest. Students will choose from titles within the classroom library, the school library, or may read an approved novel that is appropriate for an educational setting with parent permission.

Class Expectations:

A classroom is an environment in which learning should take place. I expect each student to be responsible for his/her own learning during class. Any action a student takes during class which hinders his/her own learning or that of another student is considered inappropriate behavior. Therefore, I expect all students in my class to be responsible learners and display the qualities of responsible learners.

Responsible learners will:

- Be prepared for class. Bring all necessary materials to class including a charged Chromebook.
- Be in class, seated and ready to begin, when the bell rings.
- Not eat, drink (except bottled water) or groom themselves during class time.
- Not use their cellphones in class. These should not be visible.
- Place purses and book bags on the floor or under their desks.
- Respect their classmates' property, space, and ideas.
- Participate appropriately during class by being present in both body and mind.
- Know when to listen and when to speak.

We will follow the school-prescribed discipline matrix. Generally, Students who make negative choices will (according to the severity of the action):

- Be given a verbal warning.
- Be given a verbal warning and have a parent contacted.
- Be given a verbal warning, have a parent contacted and/or be given a referral.

Grades Policy/Practices:

Student progress is cumulatively assessed each nine weeks in the following way:

In each quarter:

60 Percent: Major Grades - Major Tests, Projects, and Major Writing Assignments

40 Percent: Minor Grades - Formative Assessments, Quizzes

Final Course Grade:

Each Quarter Grade at 45 Percent

Final exams will count for 10% of the overall course grade

Grading Scale: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

Make Up Policy (school-wide) for Missed and Late Work

I will follow the late work policy as indicated in the student handbook and [linked here](#).

College Prep Courses:

College Prep students may submit late work with the following point deductions:

- Maximum score of 70% if submitted by the time of the next major assessment/end of the next unit
 - Example: A student turns in the assignment late and scores 100%. That student earns a grade of 70 (70% of 100)
 - Example: A student turns in the assignment late and scores 80%. That student earns a grade of 56 (70% of 80)
- Maximum score of 60% if submitted by the end of the quarter
 - Example: A student turns in the assignment late and scores 100%. That student earns a grade of 60 (60% of 100)
 - Example: A student turns in the assignment and scores 80%. That student earns a grade of 48 (60% of 80)
- Content recovery work after the end of the quarter: maximum score of 60%
 - Example: A student turns in the assignment late and scores 100%. That student earns a grade of 60 (60% of 100)
 - Example: A student turns in the assignment and scores 80%. That student earns a grade of 48 (60% of 80)
- The grade floor for each quarter is 50

Stay in Touch:

I am available via phone, email, and Google Classroom. I encourage parents to use Parent Backpack and Google Classroom to support their students.

English 1 Annotated List for Major Works

Descriptions are taken from *Good Reads*

Major Works We Will Read as a Class

House on Mango Street by Sandra Cisneros

Acclaimed by critics, beloved by readers of all ages, taught everywhere from inner-city grade schools to universities across the country, and translated all over the world, *The House on Mango Street* is the remarkable story of Esperanza Cordero.

Told in a series of vignettes – sometimes heartbreaking, sometimes deeply joyous—it is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become. Few other books in our time have touched so many readers.

The Tragedy of Romeo and Juliet by William Shakespeare

In *Romeo and Juliet*, Shakespeare creates a violent world, in which two young people fall in love. It is not simply that their families disapprove; the Montagues and the Capulets are engaged in a blood feud.

In this death-filled setting, the movement from love at first sight to the lovers' final union in death seems almost inevitable. And yet, this play set in an extraordinary world has become the quintessential story of young love. In part because of its exquisite language, it is easy to respond as if it were about all young lovers.

The Body Electric- Podcast Series from NPR (description from Google AI/ Selected episodes)

Body Electric is a six-part interactive series from NPR that explores the relationship between technology and health. The series is hosted by Manoush Zomorodi, the host of TED Radio Hour. The series aims to educate the public about the impact of technology on the body and how to live better with devices.

Some of the topics covered in the series include:

How the body is adapting to the demands of the Information Age

Why half the world's population may become nearsighted within a generation

Why the rate of young people with Type 2 diabetes has doubled in the last 20 years

How to shift a culture that is oriented towards sitting and looking at screens

The effects of technology on posture, mental health, and screen time

The series includes interviews with experts and features an interactive component. New episodes are released every Tuesday in the TED Radio Hour podcast feed or at npr.org/bodyelectric.

English I

Syllabus Acknowledgement Form: Please return.

I (Student Name) _____ have read and understand the requirements of my English I Course as outlined in the syllabus **located on my teacher website and Google Classroom**. If I have questions regarding the syllabus, I may refer back to it on Google Classroom or request a printed copy. I understand that items in the syllabus are subject to change, however, I will be given ample notice both during class and on Google Classroom when these changes occur.

Parent/ Guardian signatures below acknowledge having read the primary texts for the course and granting permission to view lengthy portions of *Where the Wild Things are* (2009) and *Romeo and Juliet* (1996).

Student Signature: _____

Date: _____

Parent/ Guardian Name: _____

Parent/ Guardian Signature: _____