

# English I Honors Syllabus

## Teacher Contact Information

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## I. Course Focus and Purpose

English I Honors serves academically gifted and talented students with proven proficiency in language arts as demonstrated on their state PASS and MAP tests, strong classroom performance, and teacher recommendations. Successful completion of the course, as demonstrated by passing the End of Course examination facilitates students' progression to Advanced Placement English courses in high school.

Students' learning goals and objectives follow state 9<sup>th</sup> grade English academic standards and correlating district curriculum maps. These 15 academic units emphasize writing and composition alongside challenging literary studies. Included in the units are grammar, vocabulary, and independent readings.

## II. Course Levels

English I Honors is the highest level English class available to 8<sup>th</sup> grade students in South Carolina. Students enrolled and successfully completing the EOC (End of Course) examination receive 9<sup>th</sup> grade credit and proceed at an accelerated rate through their high school English courses. Such pacing allows students to earn college credit while still in high school.

## III. Text and Materials

The following include core and supplementary learning tools selected to help students meet the goals of the course:

### Textbooks:

*Collections* (9<sup>th</sup> Grade), Houghton Mifflin Harcourt

*Hot Words for the SAT*, Barron's

*Performance Assessment* (9<sup>th</sup> Grade), Houghton Mifflin Harcourt

*Close Reader* (9<sup>th</sup> Grade), Houghton Mifflin Harcourt

### Major Works/Novels:

*To Kill a Mockingbird*, Harper Lee; *Mythology*, Edith Hamilton; *Romeo and Juliet*, William Shakespeare; *Night*, Elie Wiesel; *Great Expectations*, Charles Dickens; *The Odyssey*, Homer; *Lord of the Flies*, William Golding; *Julius Caesar*, William Shakespeare; and *Antigone*, Sophocles. Other titles may be added if time permits.

**Materials and Resources:**

Three-ring binder with five dividers (starter, vocabulary, grammar, writing, literature), loose-leaf paper, pens, pocket folder with brads, and colored pencils

**IV. Learning and Developmental Goals**

For a complete presentation of the South Carolina Department of Education standards, please visit

[Final Approved SC College- and Career-Ready Standards for ELA 2015 \(2\).pdf](#)

**V. Assessing, Evaluating, and Recording Student Progress**

Grading reflects students' daily and long-term approach to academic rigor. The five-section notebook (Starter, Vocabulary, Grammar, Literature, and Writing) must reflect regular participation, note-taking, reflection, use of the writing process, and analysis of literature. Announced and unannounced notebook checks, quizzes, short writing and literary assignments, and homework will supply minor grades --40% of the grade. Major grades, also 40%, will include unit tests, book reports, literary projects, major papers, and formal literary presentations. Assessments with a subjective element--like essays and presentations--will be evaluated for content, organization, voice, and conventions. At the conclusion of each semester, students will take a cumulative examination supplying the remaining 20% of their grade.

Student progress may be monitored in my grade book. Grades are updated by 4:00 each Friday.

**Homework Policy**

Homework is due at the beginning of the assigned period. If a student is in class but finishing the homework after the class-start bell, the work will be considered late.

**Late Work and Make-Up Work**

Incomplete or not-handed-in (NHI) assignments are strongly discouraged: Students attempting to excel in advanced courses must cultivate self-discipline and organization. Late work results in point deductions, assignment to working lunch, and parent/student conferences.

Make-up work resulting from an excused absence must be completed and turned in within five days of the absence. If the assignment was issued before the absence, the original due date still applies.

## VI. Class Procedures and Disciplinary Policy

### Rules and Procedures

For all RMS discipline policies, please refer to the student handbook.

To ensure a productive learning environment, four classroom rules apply:

1. Come to class on time, sit in your assigned seat, and begin the starter.
2. Ask permission before leaving your seat.
3. Raise your hand and wait to be called on before speaking.
4. Prepare before class (restroom, drinks, grooming, phones stowed and on “silent”) and before leaving (clean work space.)

Disruption of the learning environment results in the four-step plan:

1. Verbal warning
2. Parent phone call
3. Detention
4. Disciplinary referral

### Procedures for Non-Instructional Duties

1. Students will keep their purses and personal items below the desk and not in the aisles.
2. Students will sharpen their pencils before class.
3. Students will bring all of their materials to class. Locker passes will not be written.
4. After an absence, students will put RMS “admission to class” slips in the front basket for signature.
5. Students wishing to drink water in class will use reusable, clear, hard-plastic bottles.
6. Students will walk in a single-file line to computer labs, the Media Center, and assemblies.

### Plagiarism

Ideas or work taken from others— including written work (quoted or paraphrased); theories, statistics, or formulas; pictures, graphics, and other illustrative material—must be fully and properly acknowledged in students’ written, visual, and oral presentations. For eighth grade at Riverside Middle School, students who plagiarize the work of others will face serious consequences:

- The teacher will notify parents of any student who plagiarizes the work of others.
- The parents will be contacted, and the student will be requested to redo the assignment ethically.

### Extra Help Hours

Mrs. Hansen will be available for extra ELA help during FLEX time. The schedule for FLEX is as follows: Monday, 2<sup>nd</sup> Period; Tuesday, 3<sup>rd</sup> Period, Wednesday, 5<sup>th</sup> Period, and Thursday, 6<sup>th</sup> Period. In addition, upon appointment, Mrs. Hansen is also available for extra help from 3:15 until 3:45 on Tuesdays and Thursdays.

### Academic Planning Period

Upon appointment, Mrs. Hansen is available for phone conferences from 12:30 until 12:50 PM Tuesday and Friday.

## VII. Plan for Communication with Parents

Mrs. Hansen's website provides the class syllabus as well as a "Weekly Planner" showing the current content and assignments at a glance. PowerTeacher publishes student grades for parent oversight.

In addition, Mrs. Hansen provides progress reports and report cards, attends parent/student conferences, and responds to parent email or phone messages within 24 hours of the request.

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When the need arises for a student academic or behavioral conference, the school guidance office will arrange and assist with the meeting.

## VIII. General Course Overview

Each quarter, in accord with the GCSD curriculum pacing guides and state academic standards, students study both a unit of literary skills development and a unit of detailed writing instruction.

### Instructional Units and Sequencing:

English I Honors Unit:	Literary Selections/Writing Emphases	Weeks	Essential Questions
<a href="#">1. Writing process and ethical outcomes</a>	summarizing, paraphrasing, and citing a source	2	How can I become a more effective and ethical writer?

<p><u>2. The Struggle for Freedom</u></p>	<p>"Once Upon a Time" - Nadine Gordimer - textbook</p> <p>"I Have a Dream" - Martin Luther King, Jr - textbook</p> <p>"Nobody Turned Me Around" - Charles Euchner - textbook</p> <p>"When Mr. Pinzada Came to Dinner" - Jhumpa Lahiri - textbook</p> <p><i>Wreath for Emmett Till</i></p>	<p>2</p>	<p>Why is the human cost of pursuing freedom, equality and justice worth the struggle?</p>
<p><u>3. Literary unit of choice: fiction or poetry</u></p>	<p><i>To Kill a Mockingbird</i></p>	<p>3</p>	<p>How do authors use elements of literature to craft specific themes? How can I discover universal themes through literary study and apply those themes to myself and to my world?</p>
<p><u>4. Writing: Informational/Research</u></p>	<p>Effective introductions, effective conclusions, paraphrasing, parallel structure, verbals, verb mood</p>	<p>3</p>	<p>How do I use effective writing strategies and techniques to craft an informational or expository piece of writing?</p>
<p><u>5. Myths and Legends of Choice</u></p>	<p>Selections from Edith Hamilton's Mythology, including "Pyramus and Thisbe"</p>	<p>2</p>	<p>How can I infer a particular culture's worldview based on that culture's myths and legends? Why do certain myths and legends endure? How do myths and legends reflect universal archetypes that enrich my</p>

			understanding of other works?
6. <u>Love and Suffering (Drama)</u>	<i>Romeo and Juliet</i>	3	<p>Why does the intensity of a relationship based in love cause us to also experience suffering?</p> <p>What can we learn from literary characters whose love ends in suffering?</p>
7. <u>Writing: Argument #1</u>	Argument writing	2	How can I develop a reasonable and effective literary argument?
8. <u>A Matter of Life or Death: Informational</u>	<p>Excerpt from <i>Night</i>, page 307 in <i>Collections</i>.</p> <p>"Is Survival Selfish," page 317 in <i>Collections</i>.</p>	2	<p>Is survival selfish?</p> <p>What human qualities are necessary for survival?</p> <p>How do survival situations create ethical dilemmas for human beings, and how do we solve them?</p>
9. <u>Literary Choice: Fiction or Informational text</u>	<p>Textbook: Selections from Unit 1 (Narrative Structure) and Unit 2 (Point of View)</p> <p><i>Great Expectations</i> by Charles Dickens</p>	3	How does a writer use manipulate a text's structure and use point of view to convey meaning? How do structure and point of view impact a text

			and affect the audience?
<u>10. Writing unit- Argument/Research/Presentation</u>	Unit 1 Argument Essay: "Relationships" - Performance Assessment consumable	3	How can I effectively present a reasonable argument?
<u>11. Heroes and Quests</u>	<i>The Odyssey</i> (Holt Unit 11) Selections from Edith Hamilton's <i>Mythology</i> "Where I Find My Heroes," Oliver Stone	3	Why is the hero's journey significant across cultures and eras? How does conflict shape a hero?
<u>12. Writing: Argument #3</u>	Common logical fallacies	2	Why should I evaluate an argument's effectiveness? How does the use of evidence and rhetoric improve arguments, and what factors could discredit them?
<u>13. Literary Choice: Fiction or Poetry</u>	Novel: <i>Lord of the Flies</i>	2	How does an author's diction impact the meaning and tone of a work? How do literary conventions such as irony or figurative language affect a work of prose and/or poetry? Why do authors choose specific words and conventions to convey an idea?
<u>14. Writing unit - Narrative</u>	personal narrative (memoir) or a fictional narrative (fanfiction, alternate ending, alternate point of view)	2	How can I use narrative strategies to effectively engage an audience and tell a complete story? What details about a person's experience inspire me to

			tell that story? How do I use real or imagined events and people to write a narrative?
<u>15. Show what you know:</u> <u>Performance task</u>	performance task	2	How can I demonstrate what I have learned this year?