**NWCCA English 1 Syllabus**

**Course Overview**

WCPSS English courses are intended to provide students with a variety of literary studies, composition experiences, and speaking opportunities. These courses are designed to focus on both project based learning (PBL) and STEM based learning.

During these courses it is important for students to become familiar with all classmates and develop collaborative skills throughout the semester. It will be extremely important for students to focus on time-management skills this semester in order to meet the course requirements. Students must be willing to challenge themselves in order to expand their understanding of and appreciation for literature. Organized and motivated students with a good work ethic will be successful this semester!

Year 1 English (English I) is the foundation for all other high school English courses. For that reason, there is a strong emphasis on grammar/writing instruction, and research instruction in English 1.

**Common Core Requirements**

· Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

· Read and comprehend complex literary and informational texts independently and proficiently

· Have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Students must contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

· Gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

**Semester Outline**

**Unit 1 *Home and Family***

*What connections exist between home and family?*

*What defines a home? What influences how we define a home?*

*How does the concept of home differ from a structure?*

*What defines a family? What influences how we define a family?*

*How are ideas of home and family both biological and psychological?*

**Required Standards:**

[RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/), [W.9-10.1, W.9-10.2,, W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/)

**Skills:**

·         1. Apply knowledge of story elements (flashback, foreshadowing, pacing, characterization) to explain the effects of structural decisions made by authors (how they create mystery, suspense, etc.)

·         2. Articulate an original and accurate analysis / inference.

·         3. Cite evidence to support analyses and inferences

·         4. Determine a theme / central idea in a text

·         5. Determine the figurative and connotative meaning of words in context; understand the impact of word choice on overall tone

·         6. Write an effective explanatory piece using conventions of the English language

**Texts:**

·         (novella) *Of Mice and Men*

**Assessments**:

·         One informative/explanatory writing piece

·         EOC analysis responses (written short answers)

·         *Of Mice and Men* Open-book test on the required unit skills 1 - 5 listed above

·         Unit vocabulary quiz (technical terms identification and selected vocabulary from our texts)

-      Ongoing Grammar quizzes

**Unit 2 *Identity and Culture***

*How does an individual’s culture shape his or her identity? Who am I versus who everyone else thinks I am?*

*What defines an individual’s culture?*

*How do cultural stereotypes impact personal identity?*

*How does one gain a sense of self identity and community identity?*

**Required Standards**:

[RL.9-10.3, RI.9-10.6, RI.9-10.7](http://www.corestandards.org/ELA-Literacy/RI/9-10/) [W.9-10.](http://www.corestandards.org/ELA-Literacy/W/9-10/#CCSS.ELA-Literacy.W.9-10.2)[1](http://www.corestandards.org/ELA-Literacy/W/9-10/)

**Skills:**

- 1. Analyze how complex characters develop over the course of a text, and identify the factors facilitating the character’s development

- 2. Determine an author’s purpose and analyze how the author uses rhetoric to advance that purpose

- 3. Analyze the use and function of various media to disseminate information (TED Talk vs. News report vs. novel vs. speech, etc.)

- 4. Research information about identity creation; conduct research on one’s own identity

- 5. Write an argumentative text to examine and convey complex ideas and information clearly and accurately

**Texts**:

- (novel) *Fahrenheit 451* by Ray Bradbury

**Assessment:**

- PBL on Identity Analysis (to include an argumentative writing piece)

**Unit 3: *Conformity and Rebellion***

*What factors influence whether individuals conform or rebel? (lead students toward types of survival)*

*What are conformity / rebellion?*

*In what circumstances are conformity / rebellion advisable or not advisable?*

*How does an individual’s identity determine whether a person conforms or rebels?*

**Required Standards:**

[RL.9-10.1, RL.9-10.5, RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/), [RI.9-10.4, RI.9-10.6, RI.9-10.8](http://www.corestandards.org/ELA-Literacy/RI/9-10/),  [W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/)

**Skills:**

- 1.  Cite evidence to support analyses and inferences

- 2. Interpret literary devices and analyze their effects

- 3. Determine the figurative and connotative meaning of words in context; understand the impact of word choice on overall tone

- 4. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- 5. Write an argument that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**Texts:**

- (play) “The Tragedy of Romeo and Juliet” by William Shakespeare

**Assessment:**

-PBL on Shakespeare in schools (to include argumentative writing piece)

**Unit 4: *Tradition and Progress***

*How are tradition and progress interconnected?*

*What is tradition? What are the benefits and drawbacks of tradition? How do traditions influence whom individuals become?*

*What is progress? What are the benefits and drawbacks of progress? How does progress influence whom individuals become?*

**Required Standards:**

\*\*Review of all standards

**Skills:**

- 1. Mastery of skills from Units 1 through 3

- 2. Articulate analysis and opinion in a formal discussion

- 3. Create original study tools to share with peers

- 4. Reflect on Unit themes

**Texts:**

(play) “A Raisin in the Sun” by Lorraine Hansberry

**Assessment:**

North Carolina Final Exam (NCFE)

**Grade Framework**

Grading Range:      90-100:   A 80-89:  B   70-79: C         60-69: D Below 60:  F

Grade Weights:    Major Assignments: 55% Minor Assignments: 35% Homework 10%

**Final Grade:** Quarter Average: 40% Quarter Average: 40% Final Exam (NCFE): 20%

Please review missing work policy outlined in the [Student-Parent Handbook](https://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/4/201920%20Student%20Handbook%20ENGLISH.pdf).

Parents and students can access student grades on PowerSchool.

