

English I Syllabus

Ms. Fike room 4206 fikes@gcsnc.com 336-674-4300 ext.

Ms. Fike's Teaching Philosophy: I believe the purpose of teaching is to create life-long learners who are successful in academics, talents, and communication. Teaching should produce students who will become positive influences, leaders, and workers.

Teacher Role: My role is to facilitate student learning. I work to differentiate material, manage the classroom, and encourage student interactions. My role is to provide students with the support and enrichment they need to be successful in a safe, warm, and positive environment.

Student Role: The student's role is to lead discussions, actively listen, and consume knowledge in the classroom. I like to see students take away the understanding of how education can enhance their future, and how it connects to their everyday lives. A student's role is to use the provided support and environment to benefit their learning.

Materials Required for Class

- Bring your textbook (my Perspectives English Language Arts Volume 1 and 2) EVERY DAY!
- Bring your laptops (charged overnight) along with your charger EVERY DAY!
- 1 inch 3 ring binder used specifically for your English class
- Loose-leaf notebook paper
- Pencils
- (Optional) Colored Pencils-so you can take notes and annotate with different colors
- (Optional) Highlighter
- Mrs. Fike's classroom Wish List (optional): Tissue Boxes, Index Cards

GRADING SCALE

A=100-90 B=89-80 C=79-70 D=69-60 F=59 and below

Your average will be calculated according to the following scale:

Level I (40%): Tests, essays, projects, etc.

Level II (30%): Quizzes, mini projects, performance tasks, etc.

Level III (30%): Classwork, homework, etc.

The final exam will be 20% of your total grade for the year. It is a state-made exam, not teacher made.

PLAGIARISM POLICY

Students are expected to abide by the Southeast Guilford High School cheating policy. The same expectations will be held for plagiarism as well. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own including student work and online information without citation.

ANY INSTANCES OF CHEATING AND/OR PLAGIARISM WILL RESULT IN AN AUTOMATIC ZERO WITH NO OPTION TO MAKE-UP THE WORK.

ENGLISH DEPARTMENT LATE WORK POLICY

- Late homework assignments may be taken only **ONE DAY** late yet my earn no grade higher than a 60/D.
- Late major assignments (such as essays or projects) will be penalized **TWENTY POINTS** per day. Major assignments from honors students will only be accepts up to three days late.
- Students who are absent have **THREE** days to make up any missing work.
- **It is the student's responsibility to inquire about missing work!!**

TUTORIALS

Students should attend tutorials for extra assistance and/or to make up missing work. My regularly scheduled tutorials are Thursday mornings (8:45-9:15am) or by appointments. Virtual tutorials are available upon request.

READING

Students will be given time to read a novel or their choice during silent reading time at least once a week, if not more. There is a media center at the school, and they will be able to check out a book at there, but they can also bring one from home. They should always have it with them.

CLASSROOM EXPECTATIONS

	All Settings	Arrival	Teacher-Directed Instruction	Cooperative Groups
Be Respectful & Kind	-Use positive and constructive language when speaking with others -Follow teacher directions	-Enter the room quickly using quiet conversation -Be in your seat on time	-Actively listen to the teacher -Raise your hand to ask a question or comment	-Actively listen to your peers -Disagree appropriately
Be Responsible & Have Integrity	-Come to class -Arrive on time with all materials -Stay on task	-Get started on the bellringer as soon as the bell rings	-Have out only appropriate materials. -Take notes on content -Ask if you need help!	-Actively contribute to discussions -Complete your share of the work
Display Self-Discipline	-Keep your hands to yourself -Wear appropriate clothing -Do your own work: no cheating!	-Be on time and in your seat when the bell rings -Don't let others distract you	-Be quiet while teacher is teaching	-Stay on task -Don't wonder around the room -Keep others on task
Stay Strong, Have Courage & Perseverance	-Don't pack your belongings before instructed to do so. -Do not leave your seat before the bell rings.	-Keep others accountable to be in their seats on time and working on the bellringer.	-Keep others in check so that class runs smoothly	-Stay on task always!

ADDITIONAL INFORMATION

It is my job to create a classroom environment that is conducive to learning by being safe, fun, and beneficial for all students. If at any time a student has a concern, please contact me immediately! Parents may contact me before or after school at 336.674.4300 ext 1689. The best method to contact me is through email at fikes@gcsnc.com.

TENTATIVE COURSE OUTLINE:

This year GCS high school English Language Arts courses have adopted a new curriculum through SAVVAS Realize called myPerspectives. The textbook is accessible online and there is also a consumable textbook. This means you can write in the book for your assignments.

Our literary theme this semester is “Discovering Identity”. Each work will focus on real people or fictional characters who search to define their roles in society while discovering who they really are. Videos of some works will be used to enhance learning. *If there is an objection to the content of this course or any of the video versions of these texts, please contact the teacher to develop an alternate plan. A conscious effort is made to incorporate literature from a variety of cultural groups. Several of these works deal with controversial issues; however, they treat the issues realistically in the historical context intended.*

Unit 1: Journeys of Transformation: Why are we drawn to seek new horizons? What do we learn when we go? *Essential Question: What can we learn from a journey?* **Priority Standards:** RL.9-10.1, RL.9-10.3, L.9-10.5, W.9-10.2

Possible Texts Read: *The Odyssey*

Unit 1: Me, Myself, and I What makes each of us who we are? Is our identity constant or does it change? *Essential Question: What shapes our identity?* **Priority Standards:** W.9-10.3, RI.9-10.6, RI.9-10.5

Possible Texts Read: “A Quilt of a Country”, “Rules of the Game”, “With a Little Help From My Friends”

Unit 2: Survival The quest for survival is a powerful human instinct. What determines who lives and who dies? *Essential Question: What does it take to survive?* **Priority Standards:** RI.9-10.1, RI.9-10.3, W.9-10.1

Possible Texts Read: “The Seventh Man”, “The Value of a Sherpa Life”

Unit 3: The Literature of Civil Rights During the Civil Rights movement, writings and speeches inspired sweeping social change. What gave those words the power to change a nation? *Essential Question: How can words inspire change?* **Priority Standards:** RI.9-10.2, RI.9-10.5, RI.9-10.6, W.9-10.2

Possible Texts Read: *To Kill a Mockingbird*, “I Have a Dream”-speech, Letter from Birmingham Jail

Unit 4: Star-Crossed Romances: Do we determine our own direction in life and in love? Or are we simply at the mercy of fate? *Essential Question: Do we determine our destinies?* **Priority Standards:** RL.9-10.3, RL.9-10.5, L.9-10.4, L.9-10.5, W.9-10.1

Possible Texts Read: *Romeo and Juliet*

Unit 5: Me, Myself, and I What makes each of us who we are? Is our identity constant or does it change? *Essential Question: What shapes our identity?* **Priority Standards:** W.9-10.3, RI.9-10.6, RI.9-10.5

Unit 6: World's End: What draws us to imagine doomsday scenarios? And why are they so entertaining? *Essential Question: Why do we try to imagine the future?* **Priority Standards:** RL.9-10.1, RL.9-10.3, RI.9-10.4, W.9-10.3

Possible Texts Read: “By the Waters of Babylon”, “There Will Come Soft Rains”