

## **Course Syllabus: English I**

Mr. Cavanagh, [CavanaghsSe@epsnj.org](mailto:CavanaghsSe@epsnj.org)

Room: 8B

### **Brief Course Description**

Freshman English I is an introductory high school English course designed to build foundational skills in reading, writing, speaking, and critical thinking. Students will explore a variety of literary genres, including fiction, nonfiction, poetry, and drama, while developing analytical reading and writing abilities. Emphasis is placed on grammar, vocabulary development, literary analysis, and structured writing such as essays and narratives. Students will also engage in discussions, presentations, and projects that enhance communication and comprehension skills, preparing them for future academic success.

### **Requirements:**

Please come to every class prepared with-

- School Uniform (absolutely nothing else, unless you have a note from the main office)
- Pen, pencil, notebook
- School-issued laptop and charger
- Respect for your education and learning and the learning of others around you

### **Attendance Policy:**

- If you arrive late, you will be marked tardy unless you have a pass.
  - Tardiness Consequences:
    - Verbal Warning (Twice)
    - Parent Contact & Administrative Action
- As per district policy: A student must be in attendance for 171 of the 180-day school year (95%). To be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned, the student shall be allowed no more than a total of nine (9) absences
  - Absences, early dismissals, nor suspensions do not make you “exempt” from classwork/projects/essays/tests. If you are absent without a doctor’s note you will be required to make up for all the missed work on your own time. Exemptions for work will be given at my discretion.

### **Plagiarism & AI Policy:**

- First Offense: zero on assignment, re-do of assignment allowed, verbal warning.
- Second Offense: zero on assignment, parental contact and administrative action.

### **Class Procedures, Routines & Norms**

- Uniforms will be checked upon arrival - violations will result in administrative contact.
- Uniforms consist of a navy-blue polo shirt with the Halsey logo, khaki pants (no jeggings, joggers, or cargo pants), and black shoes or sneakers. Sweatshirts, hoodies, and gym uniform components should NOT be brought to class.
- When you enter the room, place your cell phone in the cell phone caddy and sit in your assigned seat.
- Begin the assigned “Do Now”.
- No passes will be issued during the first 10 minutes of class, during the daily lesson, or the last 10 minutes of class. There is only one hallway pass and only one person is permitted to exit the room at a time. Plan your bathroom breaks accordingly.
- Raise your hand to speak.

### **Classroom Policies:**

- Disruptions during the lesson or behavior that is indicative of being off task (instead of completing work) will result in after-school detention or assigned after-school tutoring.
- **The due dates for your assignments are not a suggestion.** If an assignment is due “at the end of the period” then this is the expectation and may not be taken home to be completed.
  - This is to help me understand your proficiency in a skill and for you to maximize your time in class to complete assignments.
- Reading and vocabulary homework is assigned weekly. You will be required to read independently/silently in class as well. You will also be required to read aloud (with the class or in small groups).
- All essays will first be written in class.
- All students and their parents/guardians are invited to email me whenever needed. If students are unsure of an assignment, contact me via email. Grades are shared with parents/guardians via PowerSchool and parents are encouraged to make contact with me whenever they have questions regarding your grades or performance in class.

### **Grading Policy:**

Student’s assignments will be graded on a 100 point system for the year. How assignments are assigned to each category below drastically affects a student’s grade!

- Classwork/Homework: 40%
- Tests/Quizzes: 20%
  - Tests will be weighted in this category (meaning they are still scored out of 100 points, but that grade will be counted 2 or 3 times). This is to place an emphasis on writing essays, vocabulary acquisition, and completing “Do Nows” earnestly.
    - **Essays (2 essays per marking period) = 100 points (weighted 3x)**
      - If you were to score a 75 on an essay it would be one assignment in PowerSchool, but your score would be counted 3 times (75, 75, 75)
    - **Marking Period Vocabulary Test & Marking Period Do Nows (your Do Nows for the MP are averaged and entered as one assignment in PowerSchool) = 100 points (weighted 2x)**
      - If you were to average a 100 on all your Do Nows in a Marking Period it would be one assignment in PowerSchool, but your score would be counted 2 times (100, 100)
    - **Reading/Vocabulary Quizzes = 100 points (weighted 1x)**
      - If you were to score a 60 on a reading or vocabulary quiz it would be one assignment in PowerSchool and your score would be counted 1 time (100)
- Projects (1 per Marking Period): 20%
- Benchmarks: 20% -- **You will only be given 90 minutes to complete your benchmark assessment and you are only allowed to complete your benchmark in the classroom.**

\*Please note that I will make sure you are as prepared as possible for every assignment, essay, and benchmark. Benchmark scores will be taken directly from Schoolnet, with no adjustments, so it is very important to take care of your classwork, essays, and projects!

(Q1) Marking Period 1- 20%

(Q2) Marking Period 2- 20%

(Q3) Marking Period 3- 20%

(Q4) Marking Period 4- 20%

(E1) Final Exam- 20% = (Y1) Your grade for the year that determines GPA & if you receive credit!

### **Late/Missing Assignments:**

- Work is not considered late until I have entered grades for the assignment into PowerSchool. Pay close attention to when grades are entered and what date is assigned in PS for each assignment.
- If you fail to hand in a classwork or homework assignment you will be given a 0% with a 'M' in PowerSchool for "missing". You have one week (7 days) to hand in the missing work for a higher grade. After 7 days you can still turn in the work at any point during the marking period but the highest grade you can earn is 50%.
- **Projects CAN be turned in later than 7 days**, however, after 7 days you cannot earn higher than 70%.
- **I completely understand that you have other classes, social lives, families, and various other things that take up your free time and that is why it is expected that the work you are given will be completed in class.**

### **Instructional Goals / Learning Objectives**

#### **Reading: Literature & Non-Fiction**

- Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text.
- Analyze character development, theme, setting, and plot as they are refined throughout a text.
- Cite textual evidence to support claims and inferences (for fiction and non-fiction).
- Analyze the impact of the author's choices and structure as they develop ideas throughout the text regarding how to develop and relate elements of a story
- Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**Writing: 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:**

- **Narrative Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
  - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **Argumentative & Analysis Writing: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

### **Speaking & Listening**

- Participate in collaborative discussions, expressing ideas clearly and building on others' points.
- Listen actively and critically to peers, audio materials, and presentations.

### **Language Skills**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level material
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

### **Daily Schedule / Agenda**

- Do now & Post-Do Now Discussion
- Reading of Objective, Daily Vocabulary, & Direct Instruction (Daily lesson)
- Group Work—this is also when Small Group Instruction will take place
- Independent Work—You will always have one piece of independent work that relates to our daily objective to see how you are handling a skill & will be due before the end of the period.
- Exit ticket

### **Assessment Overview & Books Read in Class**

- Pre-SGO (Fall)
- There will be a project and presentation each marking period.
- There will be two essays (one timed, one untimed) each marking period.
- Benchmark exams will be administered MP1 (Narrative Essay), MP2 (Literary Analysis Essay), and MP3 (Argumentative Essay).
- Post SGO (Spring)
- NJSLA (Spring)
- English I Final (June)

### **Books** (provided digitally and physically)

*The Odyssey* by Homer

*Romeo & Juliet* by William Shakespeare

*Animal Farm* by George Orwell  
*Of Mice and Men* by John Steinbeck  
*Night* by Elie Wiesel  
*The Hunger Games* by Suzanne Collins

### **Support & Resources**

- Lunch time ELA Tutoring with Mr. \_\_\_\_\_ is available Monday through Friday during Periods ##.
- After school ELA Tutoring with Mr. \_\_\_\_\_ is available Monday through Friday, 2:30pm-3:30pm.

### **Student & Parent/Guardian Acknowledgment to be Returned to Mr. Cavanagh**

I, \_\_\_\_\_ (student name) have read and understand the class rules and expectations. I will follow these rules and will do my best to contribute to a positive classroom environment.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

