

# Joliet Central High School

## Mrs. Petronio's English 1H Syllabus

Mrs. Emily Petronio  
 201 East Jefferson Street  
 Joliet, IL 60432  
 Room 321  
 (815) 774-7400 x46295  
 epetronio@jths.org

### Pre-AP Honors

I expect honors students to maintain an academic presence in class always. Forget bad habits of putting your head down on your desk or playing games on your computer when you have free time and get into good habits of taking out your independent reading book and revising your assignments. If this class is too challenging for you, you must let me know so that I can process a level-change form as soon as possible. If you fail this class at the semester, you are not guaranteed to be in the honors level the following semester and you will have to make up the course during winter or spring credit recovery or at the pre-AP level in summer school.

### Academic Integrity

I expect students to turn in work authentic to them as individuals. Students who cheat in any way (including using AI) will need to make up the assignment to receive credit for it; no extension will be given for that assignment. In addition, I will contact home and possibly contact the student's coach, activity sponsor, and/or dean. Refer to page 43 of the Student Handbook for more information: <https://jthsorg.finalsite.com/family-resources/back-to-school-resources>.

### Grading Scale

| A (Exemplary) | B (Proficient) | C (Emerging) | D (Incomplete) | F (No evidence) |
|---------------|----------------|--------------|----------------|-----------------|
| 90-100%       | 80-89%         | 70-79%       | 60-69%         | 0-59%           |

**NOTE:** English 1H is a weighted course, so an A is a 5.0, not a 4.0 on the Grade Point Average.

### Assessment

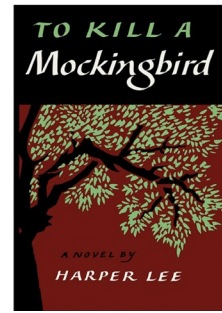
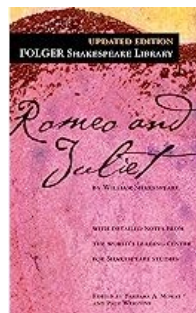
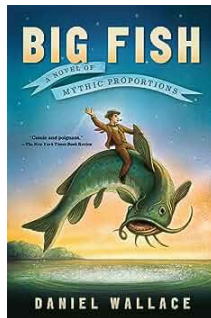
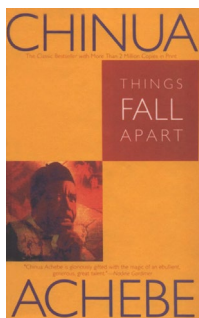
|   |   |
|---|---|
| <p><b>Late Work</b><br/>         Late summative work will be accepted for no penalty two weeks after the original due date with proof of remediation; if the assignment is turned in after that extension, the grade will be a zero. Formative work will be accepted one week after the deadline.</p> | <p><b>Types of Assessment</b><br/> <b>Prerequisite work (COM, INC, MIS, ABS)</b><br/>         -Pre-writing and post-writing activities<br/>         -In-class or group activities<br/> <b>Formative (20%) or no grade</b><br/>         -Performance Tasks<br/>         -Learning Checkpoints<br/>         -Comprehension quizzes<br/>         -Independent reading<br/>         -Grammar practice<br/>         -Vocabulary practice<br/> <b>Summative (80%)</b><br/>         -Embedded Assessments<br/>         -Final exam</p> |
| <p><b>Revision</b><br/>         Students may revise assignments that were turned in on time as often as they want to earn a desired grade (the exceptions are presentations or in-class prompts); the student and teacher will communicate individual deadlines for multiple revisions.</p>           |   |

## Course Plan

|  |  |
|--|--|
| <p><b>Unit 1: Compelling Evidence</b></p> <p><i>What makes an argument convincing?</i><br/> <i>What makes a piece of evidence compelling?</i></p> <p><b>Texts:</b> Various research articles relating to the novel <i>Things Fall Apart</i></p> <p><b>Skills:</b> Creating an annotated bibliography and writing an argument essay</p>   | <p><b>Unit 2: Telling Details</b></p> <p><i>How do telling details work together to convey meaning?</i><br/> <i>How are writing and reading connected?</i><br/> <i>What tools do authors use to create meaning and affect their readers?</i></p> <p><b>Text:</b> <i>Big Fish</i> by Daniel Wallace</p> <p><b>Skills:</b> Writing a literary analysis and presenting a character trope</p>  |
| <p><b>Unit 3: Pivotal Words and Phrases</b></p> <p><i>How do authors use words and phrases to move the emotions, thoughts, and actions of readers?</i><br/> <i>Why do authors revise their work?</i><br/> <i>How does the mode of communication change the meaning of what is being communicated?</i></p> <p><b>Texts:</b> <i>Romeo and Juliet</i> and various poems</p> <p><b>Skills:</b> Writing a literary analysis essay and presenting a poetry project</p> | <p><b>Unit 4: Powerful Openings</b></p> <p><i>What makes an opening powerful?</i><br/> <i>What makes you want to keep reading a book?</i><br/> <i>How can understanding a book's context help you understand the book?</i></p> <p><b>Texts:</b> <i>To Kill a Mockingbird</i> by Harper Lee</p> <p><b>Skills:</b> Writing a literary analysis essay and presenting a civil rights issue</p> |

## Texts

Students will be issued full-length texts to use during class and to return when finished with the text. All other materials will be posted on the Google Classroom page or provided as a handout.



## Weekly Scope and Sequence

| Monday  | Tuesday   | Wednesday | Thursday | Friday  |
|---------|---|-----------|----------|---------|
| Grammar | Bellwork, Group work,<br>Formative classwork/homework, Summative work<br><b>SIP Days:</b> School Links activities |           |          | Reading |