

Note: There is an electronic (color) version of the syllabus in Google Classroom.



CHS 2020-2021 Freshman English Syllabus

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Please read the syllabus with a parent/guardian. Then, fill out & submit the Syllabus Google Form found in the ELA Google Classroom.

Freshman English instruction focuses on the central themes of maturation, diversity, and the development of **compassion, empathy, and respect for others**. The curriculum teaches the skills of reading, writing, discussion, language use, and vocabulary development through the study of literature. Core readings include novels, plays, short stories, poetry, and informative text. Writing modes targeted are informative, argumentative, and narrative.

Freshman English is an **introduction to the high school English curriculum**. It is also an opportunity for students to critically **explore their own maturation process through the lens of literature**. The rigors of the course are intended to be commensurate with the preparation students need for success later in high school, in college, and in the working world. Students are being trained to be **excellent critical thinkers, readers, textual analysts, writers, and creative, cogent producers of argument**. The course will demand both high quantity and quality of effective writing for a range of audiences and purposes. By so writing, students will demonstrate their mastery of the conventions of the standard written language. *Through the coursework, students will be expected to meet and exceed state core standards for reading, writing, listening, and speaking.*

Text: SpringBoard English Language Arts Bundle: Can be accessed via student *Clever* account

Digital: Access to *Clever* (single sign on), SpringBoard E-book, and Google Classroom

*Clever is our single sign on portal. Students log in to access online resources provided by the district and/or teacher. The URL specific to Hawkins County is <https://clever.com/in/hck12>. All students have a Clever account and they use their Google account log in with Clever. This info will be provided and explained in the info packets from CHS.

Supplies Needed: Folder/notebook to keep class work/notes, pens/pencils, & highlighters for annotating texts

Grading Scale

93-100%	=	A
85-92%	=	B
75-84%	=	C
70-74%	=	D
0-69%	=	F

Grading Percentages (subject to change):		Total: 100%
Online/In Person Class work (including daily assignments):		35%
Embedded Assessments:		30%
Quizzes:		20%
EOC:		15%

Syllabus Table of Contents

Overview	P.1
Red Mode	P.2
Yellow Mode	P.3
Green Mode	p.4
Curriculum at a Glance	P.5-6
Key Texts & Strategies	P.7
TN ELA Standards	P.8-10
Bell Schedule	P.10
Submit Google Form!	P.10

Learning Modes



RED All online/remote: see page 2
Yellow Hybrid –in person & online: see page 3
Green In person: see page 4

RED

INSTRUCTIONAL MODEL:

Remote/distance learning—all instruction will be transitioned to a remote learning platform via **Google Classroom**. Students can access google classroom and the course textbook through their **Clever Account**. Delivery of instruction will include a combination of live and recorded video lessons and E learning modules. Wi-Fi hotspots will be established and maintained on site for download/upload of all materials by students who do not have access to internet at home.

STUDENT EXPECTATIONS:

Students must keep up with their login info and become familiar with their Clever Account and Google Classroom.

Students are expected to complete FIVE assignments and ONE assessment (quiz, test, or writing prompt) per week in order to satisfy their participation and attendance requirements. All assignments must be uploaded (turned in) to Google Classroom by 8pm each scheduled Sunday (keep in mind that teachers' office hours and availability for assistance are school days, from 8am – 3pm, only). *

SUGGESTED GOOGLE MEET will be scheduled for each Friday, during the first 20 minutes of each English class period. Students are expected to mute themselves unless the teacher asks them to unmute. Students are expected to be respectful and not be a distraction during Google Meetings. (See below: teachers will have Google Meet open daily, on audio only, for each entire class period.)

It is encouraged that, if possible, students login to their English Google Classroom daily. They are to check the agenda to ensure that they are keeping up with their work and utilizing all resources provided by the teacher. Students are also expected to check their grade in Skyward often.

TEACHER AVAILABILITY:

Each day, Google Meet (audio only) will be on during each English Class Period. If the student needs help or has a question while completing items on the Agenda, please join the meeting (during the student's scheduled class time) to ask for assistance.

Office Hours: Monday through Friday (on scheduled school days), from 8am – 3pm, teachers will be available through email to answer any questions students may have; they will not be available outside of these office hours.

YELLOW

Instructional Model:

Hybrid instructional model (blend of traditional and distance learning) —students will be divided into two groups with Group X attending face-to-face on Mondays and Tuesdays and Group Y attending face-to-face on Wednesdays and Thursdays. Students will complete course work remotely on days at home via *Google Classroom*. Google Meet (audio only) will be available scheduled classes for clarification and questions. Teachers are available to receive and answer emails from 8am – 3pm on school days.

Class size and spacing: School-wide, students will be divided into two groups (X & Y), with only one group attending face-to-face at a time. Students will have assigned seating in each class to ensure distancing.

****Personal Protective Equipment (PPE):** Students are encouraged to wear face masks and use hand sanitizer.

****Entering classroom:** Students entering the classroom should report directly to their assigned seat. Students are not to make any stops between classes. They are to go directly to their class and take their assigned seat.

****While in the classroom: *All Green Expectations, Rules, and Consequences will be enforced (see page 4.)*** In addition, students are not allowed to wonder about the classroom. Only one student is allowed out of their seat at a time for any reason. Students must NOT touch another student's or teacher's belongings (especially PPE).

****Bathroom Procedure:** Bathrooms will be closed during class changes; therefore, there will be a scheduled bathroom break during each period. Students will line up (appropriately spaced) in the hall perpendicular to the freshman bathrooms and enter in limited groupings.

Team/Group Activities: Team and group activities will be completed using a digital format.

****Dismissal from class:** To ensure hallway distancing between classes, students in each period will be divided into two groups: Group A and Group B. Group A will be dismissed from class when the bell rings; subsequently, Group B will be dismissed one minute later.

Student Expectations:

Students must keep up with their login info and become familiar with their Clever Account and google classroom. Students are expected to check Google Classroom Agenda daily while on remote learning days and make sure they are completing requirements.

Students are expected to complete FIVE assignments and ONE assessment (quiz, test, or writing prompt) per week in order to satisfy their participation and attendance requirements. All assignments must be uploaded to Google Classroom by 8pm each scheduled Sunday (keep in mind that teachers' office hours and availability for assistance are school days, from 8am – 3pm, only).

Teacher Availability:

Each day, during your English Class Period, Google Meet (audio only) will be on for each class period. If the student needs help or has a question while completing items on the Agenda, please join the meeting.

Office Hours: Monday - Friday (on scheduled school days), from 8am – 3pm, teachers will be available through email; they will not be available outside of these office hours.

Class Rules: See Green Class Rules (page 4)

GREEN

Instructional Model: All in-person learning

Student Expectations:

Students are expected to complete FIVE assignments and ONE assessment (quiz, test, or writing prompt) per week in order to satisfy their participation and attendance requirements. All assignments must be uploaded to Google Classroom by 8pm each scheduled Sunday (keep in mind that teachers' office hours and availability for assistance are school days, from 8am – 3pm, only).

Students are expected to login to their English Google Classroom daily and check the agenda to ensure that they are keeping up with their work and utilizing all resources provided by the teacher.

General Safety Precautions: See Yellow ** (Entering Classroom, While in Classroom, Bathroom Procedure, Dismissal, and PPE)

Class Rules

DO Be here... on time, every time. Tardiness results in detention (30 minutes).

DO Be respectful... of classmates, teacher, yourself and property. Be kind.

****DO NOT TALK OR LEAVE YOUR SEAT WHILE THE TEACHER IS SPEAKING. ****

Do not talk about inappropriate things. Do not be rude or mean to anyone.

Do Be responsible... bring materials to class, INCLUDING LAPTOP, every day.

Cell Phones: *Must be kept in put away and out of sight (with sound and vibration off). One warning will be given per semester; the day of the warning, the phone will be kept at the teacher's desk until the end of class and a parent/guardian will be notified. School cell phone policy will be followed after the warning.*

Consequences for Disruptive Behavior: *Consequences reset daily*

*1st Offense: Warning only

*2nd Offense: Behavior Writing Task Assigned -Not doing the task will count as a 3rd offense

*3rd Offense: Parent Contacted

*4th Offense: Referral

Direct Defiance/Disrespect will immediately move to parent contact and/or referral.

SpringBoard ELA National Edition 2020-2021 at a Glance

Ninth Grade					
Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Unit Goals
<p><u>Unit 1</u> Telling Details</p>	<ul style="list-style-type: none"> • How do telling details work together to convey meaning? • How are writing and reading connected? • What tools do authors use to create meaning and affect their readers? 	<p>commentary revise</p>	<p>allusion character foil diction dramatic irony exposition irony resolution syntax</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Writing a Short Story</p>	<ul style="list-style-type: none"> • To read short stories and analyze their meaning and the author’s Craft • To monitor comprehension while reading and use strategies to make adjustments when needed • To write short analysis paragraphs in response to short stories • To plan, revise, edit, and publish a short story using genre Characteristics
<p><u>Unit 2</u> Pivotal Words and Phrases</p> <p><i>Romeo and Juliet</i> (Drama and poetry)</p>	<ul style="list-style-type: none"> • How do authors use words and phrases to move emotions, thoughts, and actions of readers? • Why do authors revise their work? • How does the mode of communication change the meaning of what is being communicated? 	<p>lede motive nut graf strategize</p>	<p>anaphora aside block dramaturge found poem monologues ode poetic structure prosody rhyming couplet sestina soliloquy sonnet stage directions subtext</p>	<p>EA 1: Presenting a Dramatic Interpretation</p> <p>EA 2: Presenting a Poetry Project</p>	<ul style="list-style-type: none"> • To read poetry and drama to analyze both their meaning and the author’s craft • To work collaboratively to analyze a play and prepare a thoughtful performance of a scene • To plan, write, revise, edit, and publish poems and analytical reviews of poems using genre characteristics and craft

<p>Unit 3 Compelling Evidence</p>	<ul style="list-style-type: none"> • What makes an argument convincing? • What makes a piece of evidence compelling? • What is the value of work for teenagers? • What is the value of a college education? 	<p>bias concession credibility fallacy objective plagiarism rebuttal scene sound bite storyboard subjective synthesize thumbnail sketch</p>	<p>ethos logos pathos rhetorical appeals</p>	<p>EA 1: Writing an Argumentative Essay</p> <p>EA2: Researching and Presenting a Career</p>	<ul style="list-style-type: none"> • To analyze an argument’s stated and implied claims, logical reasoning, supporting evidence, and stylistic elements • To analyze the characteristics of multimodal texts to interpret and synthesize graphical data • To compose an argument using genre characteristics and craft that effectively addresses a specific rhetorical situation (purpose, audience, and occasion) • To follow the research process to gain and synthesize information and present the results in an appropriate mode of delivery • To give a presentation that is effectively designed according to subject, purpose, audience, and occasion
<p>Unit 4 Powerful Openings</p> <p><i>To Kill a Mockingbird</i> (Novel)</p>	<ul style="list-style-type: none"> • What makes an opening powerful? • What makes you want to keep reading a book? • How can understanding a book’s context help you understand the book? 	<p>primary source retrospective secondary source</p>	<p>dynamic character motif omniscient narrator static character subplot</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Historical Investigation and Presentation</p>	<ul style="list-style-type: none"> • To analyze the devices and techniques novelists employ to develop their worlds and draw in readers • To analyze the characteristics and structural elements of informational texts, such as clear thesis, relevant supporting evidence, pertinent examples, and conclusions • To compose literary analysis essays focusing on genres characteristics and craft • To conduct and present research to better understand the context of a work of literature

KEY TEXTS		STRATEGIES FOCUS	
Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		Strategies given specific instructional time, in addition to those utilized throughout the year include:	
Short Story:	<p>“The Lamb to the Slaughter,” by Roald Dahl</p> <p>“Bread,” by Margaret Atwood</p> <p>“The Gift of the Magi,” by O. Henry</p> <p>“Martha, Martha,” by Zadie Smith</p> <p>“Games at Twilight,” by Anita Desai</p>	<ul style="list-style-type: none"> • SIFT • Questioning the Text • Visualizing • Diffusing • TP-CASTT 	<ul style="list-style-type: none"> • SOAPSTone • SMELL • Debate • Generating Questions • Socratic Seminar
Essay:	“Writing Badly to Write Well,” by Donald M. Murray	<p>Language and Writer’s Craft/Language</p> <p>Checkpoints/Focus on the Sentence: Instruction that provides grammar support in the context of actual reading and writing</p> <p>Grammar and Usage: Each unit contains additional grammar instruction opportunities in call-out boxes</p>	
Argument:	“The Decline of the American Teenager’s Summer Job,” by The Economist’s Lexington		
Argument:	“Why College Isn’t (And Shouldn’t Have to Be) for Everyone,” by Robert Reich	<ul style="list-style-type: none"> • Metaphors • Parallel Structure • Using Parallel Structure • Fragments, Run-On Sentence, and Splices • Topic Sentences and Transitions • Active and Passive Voice • Expanding Sentences • Combining Sentences • Incorporating Quotations • Effective Sentences • Revising to create Effective Sentences • Connotative and Denotative meanings • Using Conjunctions to create meaning • Subordinating Conjunctions and Complex Sentences • Understanding Verb Tense and Voice • Understanding Pronoun Antecedent Agree • Using Punctuation Within Sentences • Using Pronouns 	
Essay:	“The Work you Do, the Person You Are,” by Toni Morrison		
Speech:	“Remarks by the President in a National Address to American Schoolchildren,” by President Barack Obama	<ul style="list-style-type: none"> • Metaphors • Parallel Structure • Using Parallel Structure • Fragments, Run-On Sentence, and Splices • Topic Sentences and Transitions • Active and Passive Voice • Expanding Sentences • Combining Sentences • Incorporating Quotations • Effective Sentences • Revising to create Effective Sentences • Connotative and Denotative meanings • Using Conjunctions to create meaning • Subordinating Conjunctions and Complex Sentences • Understanding Verb Tense and Voice • Understanding Pronoun Antecedent Agree • Using Punctuation Within Sentences • Using Pronouns 	
Poetry:	<p>“The Fight,” by John Montague</p> <p>“Abuelito Who,” by Sandra Cisneros</p> <p>“Tamara’s Opus,” by Joshua Bennett</p> <p>“Prayer to the Pacific,” by Leslie Marmon Silko</p> <p>“Sestina,” by Elizabeth Bishop</p>		
Drama:	Romeo and Juliet, by William Shakespeare		
Letter:	Excerpt from “Letter from Birmingham Jail,” by Martin Luther King, Jr.		
Informational Text:	Jim Crow Laws, Martin Luther King, Jr. National Historic Site		
Novel Excerpts:	<p>From All the Light We Cannot See, by Anthony Doerr</p> <p>From 1984, by George Orwell</p> <p>From The Girl Who Fell From the Sky, by Heidi W. Durrow</p>		
Novel:	To Kill a Mockingbird, by Harper Lee		
Article:	“An Act of Courage: The Arrest Records of Rosa Parks,” from the National Archives		

Tennessee English Language Arts Standards: Grades 9-10

Language Standards

- 9-10.L.CSE.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type
- 9-10.L.KL.3 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.

Vocabulary Standards

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Literature Standards

- 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed

Reading Informational Texts Standards

- 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

- 9-10.RI.IKI.9 Analyze a variety of thematically related texts of historical and literary significance for the way they address related topics, facts, and concepts.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Speaking and Listening Standards

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- 9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research Standards

- 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Hawkins County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Instructional Materials	Descriptor Code: 4.400	Issued Date: 08/05/14
		Rescinds: 4.400	Issued: 03/04/14

1 All classrooms and learning centers shall be equipped with the instructional materials needed to
2 provide quality learning experiences for students.

3 The Board seeks to provide a wide range of instructional materials that cover all levels of difficulty,
4 generate critical thinking, and support the educational programs. The director of schools shall develop
5 procedures to review and reconsider instructional materials that are allegedly inappropriate.

6 A list of instructional materials used by the schools shall be revised annually by building
7 administrators under the direction of the director of schools. Instructional materials shall be available
8 for inspection by parents/guardians upon request, and the director of schools shall develop procedures
9 for the inspection of materials and distribute these procedures to each principal.¹

0 Upon request, parents/guardians shall have the ability to inspect the following items: instructional
1 materials, teaching aids, handouts; and tests that are developed by and graded by their child's teachers.
2 The director of schools shall develop procedures for the inspection of materials and distribute these
3 procedures to each principal.¹

Legal References

1. 20 USCA § 1232h(a); TCA 49-6-7003

Bell schedule

Regular Schedule		Council Meeting Schedule		Two Hour Delay	
1st block	7:55-9:15	1st block	7:55-9:08	1st block	9:55-10:55
2nd period	9:20-10:05	2nd period	9:13-9:52	3rd block	11:00-11:55
3rd block	10:10-11:29	CM	9:57-10:14	4th block/lunches	
4th block/lunches		3rd block	10:19-11:35	1st lunch	11:56-12:15
1st lunch	11:31-11:50	4th block/lunches		2nd lunch	12:17-12:36
2nd lunch	11:52-12:11	1st lunch	11:36-11:55	3rd lunch	12:38-12:57
3rd lunch	12:13-12:32	2nd lunch	11:57-12:16	4th lunch	12:59-1:18
4th lunch	12:34-12:53	3rd lunch	12:18-12:37	5th lunch	1:20-1:39
5th lunch	12:55-1:14	4th lunch	12:39-12:58	6th lunch	1:41-2:00
6th lunch	1:16-1:35	5th lunch	1:00-1:19	6th block	2:05-3:00
6th block	1:40-3:00	6th lunch	1:21-1:40		
		6th block	1:45-3:00		

Student:

After you have read the syllabus with a parent/guardian, please fill out and submit the Syllabus Google Form found in your ELA Google Classroom.