

The Theme for the year is: **Resilience**

The Big Idea for the year in reading is: **Analytical tools help students become insightful readers**

The Big Idea for the year in writing is: **Rhetorical Techniques help students become skillful practitioners of written language**

### Course Overview:

Students will have an advanced and accelerated experience with both literature and writing in the GT Magnet Program. Students will continue to develop critical reading skills by providing students the opportunity to engage with, discuss, and write about compelling books while developing an understanding of literary devices and building a strong academic vocabulary. Students will also develop their writing skills through choice in their writing topics with which to hone skills such as purposeful thesis statements, strong organizational structure, providing thorough and convincing evidence for the writer's claim, and effective use of precise language and correct conventions.

<p><i>1<sup>st</sup> Quarter-Reading: How can authors communicate the impact of large social forces on the experiences of individuals?</i></p> <p>Civil War Book Study:</p> <p><u>A River Between Us</u> <u>Incidents in the Life of a Slave Girl</u></p> <ul style="list-style-type: none"> <li>• Reader's Workshop/Socratic Seminars</li> <li>• Individual Response</li> <li>• Group project/presentation</li> <li>• Final Assessment</li> </ul> <p>Independent Novel of Choice <b>AND</b> Civil War/Historical Fiction Novel of Choice <b>AND</b> Resilience Reading</p> <ul style="list-style-type: none"> <li>• Independent Response in Electronic Reader's Notebook</li> </ul> <p>Literary Devices Vocabulary Building</p>	<p><i>1<sup>st</sup> Quarter-Writing: How can writers clearly explain the cause and effect of significant events or phenomena?</i></p> <p>Focus Traits- Thesis Statements; Organization</p> <ol style="list-style-type: none"> <li>1. Electronic Writer's notebooks</li> <li>2. Writer's workshop</li> <li>3. Portfolio essays</li> </ol> <p>Plagiarism</p> <p>Read: <u>On Writing</u> by Stephen King</p> <ul style="list-style-type: none"> <li>• Jigsaw Group Project</li> </ul> <p>Writing: Cause and Effect Essay Current Events PBLU Begins</p> <ul style="list-style-type: none"> <li>• Credible Research Skills</li> <li>• Bias and Critical Thinking</li> </ul>
<p><i>2<sup>nd</sup> Quarter- Reading: What techniques can authors use to influence or change society</i></p> <p>Social Criticism Novel Study:</p> <p><u>The Jungle</u></p> <ul style="list-style-type: none"> <li>• Reader's Workshop/Socratic Seminars</li> <li>• Individual Response</li> <li>• Group project/presentation</li> <li>• Individual Project</li> <li>• Final Assessment</li> </ul> <p>Independent Novel of Choice <b>AND</b> Social Criticism Novel of Choice <b>AND</b> Resilience Reading</p> <ul style="list-style-type: none"> <li>• Independent Response in Electronic Reader's Notebook</li> </ul> <p>Literary Devices Vocabulary Building</p>	<p><i>2<sup>nd</sup> Quarter-Writing: How can writers memorably share transformative personal experiences</i></p> <ul style="list-style-type: none"> <li>• Focus Traits- Organization; Conventions; Writing Process <ol style="list-style-type: none"> <li>1. Electronic Writer's notebooks</li> <li>2. Writer's workshop</li> <li>3. Portfolio essays</li> </ol> </li> <li>• Argumentative Writing</li> <li>• Current Events PBLU Project Completion</li> <li>• Passion Project</li> </ul>
<p><i>3<sup>rd</sup> Quarter-Reading: How do authors confront the eternal struggle between good and evil?</i></p> <p>World War Novel Study—Students will choose three of the following books:</p> <p><u>A Farewell to Arms</u>                      <u>All Quiet on the Western Front</u> <u>Enigma</u>    <u>A Separate Peace</u> <u>Guernsey Literary and Potato Peel Pie Society</u> <u>The Boy in the Striped Pajamas</u>    <u>Night</u> <u>I Have Lived a Thousand Years</u>    <u>Maus I</u> and <u>Maus II</u></p> <ul style="list-style-type: none"> <li>• Reader's workshop/Literature Groups</li> <li>• Individual Response</li> <li>• Group Project</li> <li>• Final Assessment</li> </ul> <p>Independent Novel of Choice <b>AND</b> World War Novel of Choice <b>AND</b> Resilience Reading</p> <ul style="list-style-type: none"> <li>• Independent Response in Electronic Reader's Notebook</li> </ul> <p>Literary Devices Vocabulary Building</p>	<p><i>3<sup>rd</sup> Quarter- Writing: How can writer's best demonstrate insightful classifications and/or division?</i></p> <ul style="list-style-type: none"> <li>• Focus Trait-Word Choice; Conventions-sentence fluency; Organization <ol style="list-style-type: none"> <li>1. Writer's notebooks</li> <li>2. Writer's workshop</li> <li>3. Portfolio essays</li> </ol> </li> <li>• Classification and Division Writing</li> <li>• Group Writing/Public Speaking Project</li> <li>• Research Skills Development</li> <li>• Begin College PBLU</li> </ul>
<p><i>4<sup>th</sup> Quarter- Reading: What can readers learn from an author's life experiences?</i></p> <p>Memoir Novel Study:</p> <p><u>Rocket Boys</u></p> <ul style="list-style-type: none"> <li>• Reader's Workshop/Socratic Seminars</li> <li>• Group Research project/presentation</li> <li>• Individual Response</li> <li>• Final Assessment</li> </ul> <p>Independent Novel of Choice <b>AND</b> Memoir Novel <b>AND</b> Resilience Reading</p> <ul style="list-style-type: none"> <li>• Independent Response in Electronic Reader's Notebook</li> </ul> <p>Literary Devices Vocabulary Building</p>	<p><i>4<sup>th</sup> Quarter- Writing: How does perseverance require resilience?</i></p> <ul style="list-style-type: none"> <li>• Focus Trait- Elaboration of Evidence; Conventions; Persuasion Techniques <ol style="list-style-type: none"> <li>1. Writer's notebooks</li> <li>2. Writer's workshop</li> <li>3. Portfolio essays</li> </ol> </li> <li>• Formal Research Paper and Presentation</li> <li>• Research Skills Development</li> <li>• College PBLU Project Completion</li> <li>• Grammar Study</li> </ul>

**Writer’s and Reader’s Electronic Notebooks:**

Due to Covid-19 protocols regarding the passing back and forth of student work, Students will be maintaining their readers’ and writer’s notebooks in an electronic format using their school OneDrive account. This is a place to generate new ideas about life, experiences, and wonderings. Students will then use their ideas to develop their own topics for their essays. Students will also be using their writer’s notebooks to explore various writing skill activities and to develop their own voice. Students will also use this interactive notebook to track their reading and prepare for both large group and small group discussions. Additionally, students will use designated pages to develop creative responses to their independent reading.

**Writer’s Workshop/Portfolio Essays:**

Every quarter, students will pre-write, draft, revise, edit and publish papers that are relevant to what they are learning in all of their core content classes with one main written product for the quarter. Over the course of the year, students will write at least one written product from the following genres:

- Argumentative—a piece of writing that presents an argument or proposes a change;
- Cause and Effect—a piece of writing that allows the writer to explicitly express connections between why things happen and the results of what happened
- Classification and Division—a piece of writing that exhibits student research in a specific organized manner as it relates to the thesis

**Class Literature:**

Each quarter, students will explore various types of literature, both fiction and non-fiction, to develop critical thinking and reading skills. The assigned books were selected by all the Magnet English teachers with the idea in mind that we need to challenge traditionally strong readers. These assigned books *are* the books we will read together; alternative titles are NOT offered; although there is plenty of choice in the independent reading requirements. Parents are encouraged to read the books along with their children to share in what the students are learning and discussing at school. Students will be engaging in class discussions, critical thought, and literature analysis throughout each literature study.

**Individual Reading:**

It is important for well-educated young adults to enjoy reading. To foster this ideal, each student will be responsible for independent reading while experiencing different genres and responding to books in different ways. I encourage parents to share their ideas with their child about interesting and fun books to read. Each quarter, students will typically be responsible for a novel of their own choosing, a book that is of the same genre of our class novel, and a reading about resilience—for this reading, students may choose any type of literary genre they wish: a book, an article, a magazine, a poem, short story, etc.

**Required Materials:**

- Students will be using their school assigned computer to use during class for all of their writing (due to Covid-19 protocols).

**Grading**

<b>ELA:</b>		<b>GT Challenges (Writing and Research)</b>	
Literary Structures:	15%	Writing Structures:	15%
Reading Process:	35%	Writing and Research Process:	35%
Assessment:	50%	Assessment:	50%

To be successful in this class, students must not only complete all of their work, but also must engage in the process. Those that do their work and engage in the content will have earned a grade reflecting a job well done. My job is to help students be successful. I will be happy to help any student who needs extra help and/or time to finish all of his or her work. I can schedule mutually agreeable times to help any student with whatever they need to be successful.

**Late Work Policy:** If an assignment is turned in late, the student will receive 80% of the grade earned. Students may also speak to me 24 hours **prior to the due date** if they know they will have difficulty meeting the due date and I will work with the student to find an equitable and reasonable solution that best reflects the student’s situation, both immediate and on-going.

**Homework:** Students are expected to read 30 minutes per day for homework; some of this reading is for our class novel discussions and some of the reading is for their independent reading. The only exception to this is students may substitute a day of reading to complete their independent reading reflection in their reader’s notebook. Students should contact me with any struggles they may have keeping up with their reading. Ample time will be provided in class to complete work related to reading and more than enough writer workshop time for writing essays as long as students use their class workshop time appropriately.

Additionally, students **may** occasionally have to complete any work that wasn’t completed in class. Please know that this shouldn’t be an everyday experience—if it is, it may be that your child is not using their class time wisely as plenty of class time will be given for students to complete their work. Please contact me so we can discuss further to develop strategies so that student homework time is kept to a minimum.

**Technology:** Students will use technology in this class. All papers will be typed and turned in via turnitin.com. Students will be using Microsoft TEAMS for the majority of their course work. In addition to this, I maintain a class Twitter (HoyEnglish) that is purely optional for students to follow. ☺

**Plagiarism:** I highly recommend that students don’t commit plagiarism. We will be reviewing the Magnet plagiarism policy in-depth within the first few weeks of school and you will be receiving a copy of it for your signature.

\*Please Note: This syllabus is a general outline of the school year and is subject to change. If there is a change, students and parents will be notified in a timely manner with regards to the change and its impact on student learning.