

English I

Instructors: Mr. Joshua Conger-Kallas

Web sites: [A.C. Reynolds High School](#) & Google Classroom

Classroom: 302

Administrators: Mr. Ben Alexander and Mrs. King

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Schedule: M,W,F (lit notes,vocab, quizzes) Tu, Th (reading days, projects, writing)

Textbooks: William Shakespeare, *A Midsummer Night's Dream* or *Romeo & Juliet* (Folger Library) online + print | Sophocles, *Oedipus Rex/Oedipus Cycle*

Hinds, Gareth. *Homer's Iliad and Odyssey* (print/online copy excerpts)

Greenblatt, et al. *Norton Anthology of English Literature, Seventh Edition*

Glencoe Literature textbook (orange), 7th edition; *CommonLit 360 Curriculum Units*

Purpose:

Students in grades nine - twelve will deeply study several periods of world literature, mythology, geography and the English language to complement their understandings of vocabulary, arts, Literature, Humanities and translation applied to the Present-day. We will use various texts and studies from multiple diverse perspectives, original sources and university organizations to further develop personal & professional English skills and apply linguistic competencies learned and practiced – among other areas – in English I towards successful graduation, sharing interests and abilities together.

We will be growing and maintaining the best possible English program for Reynolds students and families now and in the future. This centers on meeting students where they are and promoting an enjoyment of literacy, reading and writing both at school, in the community and at home. By exploring a number of challenging topics and authors, the benefits of learning about languages, legacy and cultures will assist kids with exciting skills in classrooms, teams, activities and their various continuing life goals with assisted learning in many class subjects, clubs, social groups, career/college readiness and everyday contexts!

Examples of Lesson Activities, Projects and Questions students will explore:

- How to write well and be a creative storyteller.
- What makes a book interesting or compelling to read? Why do literary genres, plots + themes matter?

- How to closely read and interpret difficult texts, prose and poetry in context using analysis skills and critical thought processes?
- How do advertising and popular media depictions of literature stories (in movies, art, and books) reflect and shape people's values?
- Writing Argumentative, Informative, and Personal Reflection Essays
- Reading + Interpreting Poetry
- Other topics of the students' (limited) choice.
- And, *one* research paper where students will conduct their own original research on an English topic and books of their choice(s).

Course Objectives:

Students will leave the course able to:

- Interpret, evaluate and use primary & secondary source materials.
- Take effective [Cornell/other] style notes on these documents.
- Analyze a document-based question to determine what prior knowledge they will need to answer the question.
- Expand vocabulary uses and definitions in complete sentences
- Develop an excellent thesis statement.
- Outline and Plan a three-part research paper.
- Write an introductory paragraph for their paper that engages the reader and clearly states the thesis.
- Code their notes for main ideas and details.
- Write support paragraphs that use primary sources for main ideas.
- Use details for and explanations of their main ideas in their support paragraphs.
- Use transitional words and phrases to link their paragraphs logically.
- Write a strong conclusion for their paper.
- Proof-read their work and the work of their student colleagues.
- Use their own and partners' suggestions to create a finished draft of their paper.
- Use their notes to efficiently study for exams.
- Plan and manage their academic time to accomplish short and long-term goals.

Course Requirements:

Students in the course will complete a portfolio that will give evidence that they have achieved the course objectives. The portfolio components will include:

Any art, papers, pictures, notes or resources to personalize notebooks & binders.

- Class work and homework – Students will have in-class work and homework (such as readings, projects, quizzes, and writing tasks) assigned each day. Classwork and homework constitutes 37.5% of their grade.
- Papers/Projects – Students will complete three (3) or more research papers and projects, one on a Argumentative topic of the instructors choosing, three Informational presentations of their own, limited, choosing, and one Personal

Reflection piece of original research on a topic, proposed to and approved by the teacher. The papers and larger projects together constitute 37.5% of their grade.

- Final Exam – Students will take a Final. The final will be a CommonLit Post Assessment Test with reading and writing comprehension questions from short stories, course lessons and standards based on the North Carolina State End of Grade exam and is worth 25% of their grade.

Class Supply List

For this class, you will need:

2 pencils or pens (blue or black ink only) – your choice Three Highlighters (Yellow, Blue, and Green)

A binder or a section of your all-school notebook Binder Paper for Cornell Notes.

Please bring your laptops, fully charged, every day!

N.b. Phones are not allowed or encouraged in class. Kindly keep tech devices in pockets, bags and designated wall case carriers (phone hotel caddy) every day.

Grading:

Grades will be based on a percentage of points earned over total points possible to be earned. Papers and projects will be graded on a rubric that students will have prior to starting their rough drafts and turning in their final products.

94-100% = A	89- 87% = B+	79- 77% = C+
93- 90% = A-	86- 84% = B	76- 74% = C
	83- 80% = B-	73- 70% = C-

< 70% = Not Yet, let's redo this... ☺

Failure is NOT an option – all sub-standard work will be revised until it meets minimum standards and above.

Assignment Descriptions

- 1) Student Mini Lessons - Specialized English Topics: Genre Reports (10 points)

For this course, you will work in pairs or small groups (≤ 3) to prepare a brief presentation (no more than 5-10 slides) and 1 page essay about a genre or author (fiction, romance, fantasy, sci-fi, biography, horror, mystery, etc) in literature that is grounded in research. This presentation should address aspects such as historical use, context, book examples and multiple sources, to provide your classmates with an overview of this writing subject. 1-2 mini lessons will be presented and peer-reviewed in class per week or

as scheduled. Presentations should last no more than 10 minutes. A grading rubric will be posted on the course website.

2) 5 Quizzes (20 points each)

Most of our in-class time is spent in hands-on activities and focusing on “how to” processes so it may be easy to sideboard the course readings. At the same time, the course readings provide valuable information to help you prepare for your future studies. Quizzes at intervals will provide a way to assess your understanding or progress with the content and vocabulary in the course readings while preserving class time.

3) Midterm (50 points)

The midterm will consist of a term identification section (vocab), reading comprehension section, short response questions, and a choice of essay topics. A test review period, study guide, and more detailed instructions will be provided in the days before the exam.

4) 3 Reading Discussion Socratic Seminars, Skits and Simulations (20 points each)

Students will conduct a number of seminar discussions, workshops and/or dramatic reenactments on the following themes:

- Epics, Poetry and Theater (Greek Plays, Shakespeare, Romeo & Juliet, Comedies + Histories) Promptbook Skits
- English Mystery Theater Party
- Civil Rights, Holocaust & Social Justice readings (Just Mercy, The Hate U Give, March series, Secret Life of Bees, NC Council for Holocaust Studies)
- Student Reading Growth & Writing Group Goals
- Mock Trial (*Greeks vs Paris*; *United States v. Literary Characters*)

5) 100 Leaders Personal Leadership Poster (10 points)

Following a lesson activity from the 100 Leaders website (<http://100leaders.org/>) - in which students will obtain handouts on authors & literary figures as a sample guide - you will make a one sheet poster from various media displaying your name, picture, sphere of influence (on a map), a quote or definition on leadership, and at least 3 key leadership qualities (strengths) you possess. (e.g. academic, athletic, social, artistic, service, etc.). These posters will be shared in class and evaluated on the rubric criteria (5 points) and gallery walk presentation (5 points).

6) Literary Movie and Book Project (30 points)

Your task will be to critique the historicity (historical authenticity or accuracy) of popular media sources' depictions of people and events in a review of a literature-related movie adaptation & books that can be corroborated with primary (texts & chapters from class) and peer-reviewed resources (journals, books, articles) with established credibility. Students will consult with the teachers on topics and academic resources to create a 2-3 page written essay (single spaced, Times New Roman, 12 pt. font, 1 inch margins) + visual component (minimalist art poster) to demonstrate comprehension of materials.

7) Social Justice and English Service Learning Project (100 points)

Honors and AP English students will compose an extensively outlined project proposal in the form of a 1-2 page letter to a community partner you want to coordinate with on a service learning experience (i.e. a local organization, school, business, or nonprofit): you will need to use professional etiquette, positive language, and respect in order to persuasively or convincingly present your knowledge and expertise to peers. Your letters will be reviewed in workshops and receive teacher feedback before submission. Pending approval, your team may then consult or work with members of the community part-time (10-15 hours total) to put into effect a public awareness campaign, build a physical product, or assist with existing programs that help different people relating to research, practice, and/or policy.

Your professional learning committee (PLC) group will create a tri-board poster or other presentable display (e.g. video/performance) and a 5 page paper, reflecting on the experience, analyzing what was accomplished, and relating the assignment to what you have learned in English I. We will do a formal gallery walk/symposium in the auditorium with different classes where you will have the opportunity to share, explain, and answer questions about your topics with parents, teachers, students, & invited field experts.

Due date: 4-6 weeks from issue date

Possible partner institutions: Habitat for Humanity, Relay for Life, MANNA, Girls on the Run, Hospitals, STEAM Camps, Schools, National Parks, Special Olympics, Student Organizations, Animal Shelters, Food Banks, Historic Sites, Theatres, Museums, Libraries, Research Think Tanks, Radio Stations, Veterans Affairs, First Responders, Local Businesses, Artists, Cultural Centers, Other Interests.

8. BCS Pen Pals Letters or Memoirs Writing Project

To potentially converse, communicate and connect remotely by writing letters, sharing questions & ideas, with other like-minded 9th-10th grade students in language classes across 1 or 2 Buncombe County High Schools (T.C., Reynolds, BCS Early College), coordinated with teachers, students & ACRHS English departments.