

# Welcome to Mrs. Boland's Class



Spring 2023

## English I Inclusion Course Information

Email: [Sboland@greenville.k12.sc.us](mailto:Sboland@greenville.k12.sc.us)

Phone: 864-355-2540

Room Number 110

### English I Inclusion:

This course is an inclusion course, which means that we are lucky enough to have an additional co-teacher in the classroom this semester to increase the amount of 1:1 assistance for all students in the room. My co-teacher this year is Ms. Cupps.

Lauren Cupps contact info:

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Phone: 864-355-2853

### English Objectives:

*Students will:*

- **Read and comprehend** a variety of *literary* and *informational* texts in print and non-print formats
- **Use** word analysis and vocabulary strategies to read fluently
- **Create** written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English
- **Write** for a variety of purposes and audiences
- **Access and use** information from a variety of sources
- **Participate** in critical discussions in class

### Materials required EVERYDAY

- 3-ring binder with college-ruled paper
- Blue or black pens, #2 pencils
- Highlighter
- Headphones

### Consequences:

- Verbal Warning
- Parent Contact/ Afterschool Detention
- Parent Contact/ Referral      \*\*Major infractions will result directly in a referral\*\*

### Attendance:

- Students are **EXPECTED** to attend class each day
- If a student is absent for any reason, it is **their responsibility** to obtain and complete any makeup work; check one of the following for makeup work: Google Classroom, ask a classmate, and/or check with the teacher
- Missed tests or assessments are to be completed on the student's own time by appointment before or after school. Arrangements must be made within 5 days of returning to school.

### Grading:

- **Mrs. Boland follows the GCSD Grading Policy**
  - Homework/Quizzes 40% of final grade
  - Tests/projects 60% of final grade
- **Late Grades**
  - Any assignment which is not turned in on time will be deducted 5 points off of the original grade earned for each school day the assignment is late. After five days, the student will be assigned a 0 for the assignment.
  - Late work will not be accepted after the end of a grading period.
- **Testing**
  - It is the **responsibility of the student** to request and set up a time with the teacher to take a re-test, if the student scored below 70%. It must be completed **within one week** for a maximum grade of 70%.
  - Retakes are not offered for basic quizzes such as vocab quizzes
- **Online Grading System**
  - EHS implements the PowerSchool program for attendance, grading, etc. Parents and students can access this information through the parent and student portals on the school website, as well as their Backpack.
  - Minor grades and tests will be available within 7 days of when it was submitted.  
*Due to the importance of providing unique individual feedback for major projects and papers, Mrs. Boland will have these available once grading is complete.*

### Extra Help/Tutoring/Make-Up/Retesting:

- Extra help and tutoring is available, *by appointment* after school. Appointments must be made in advance.
- Make-up work/re-testing is the responsibility of the student to schedule **on the day you return to school** or **within one week of receiving a grade below a 70% in the case of re-testing**

### General Course of Study - Pacing

**\*\*\* This is an outline only and is subject to change based on student needs and unexpected alterations to the schedule**

1. Unit 1 - Short Story and Intro to Key Concepts
  - a. This first unit will be designed to walk students through a variety of engaging short stories on various topics with the purpose of reviewing and deepening understanding of character, plot, author's craft, figurative language, and literary devices and concepts, as well as an introduction to basic analytical writing.
2. Unit 2 - Novel Study- *Unwind*
  - a. Since English I is the "genre studies" English course, we will be completing a novel study this year. The novel that my English I inclusion students always enjoy (and often seek out the sequel to!) is *Unwind* by award-winning YAL author Neal Shusterman. Three teens fight for their lives and each other. After America's Second Civil War, the Pro-Choice and Pro-Life armies came to an agreement. According to their Bill of Life, human life may not be terminated from the moment of conception....until thirteen. Between the age of thirteen and eighteen, a troublesome teen may be gotten rid of through a process called "unwinding". Connor is a rebel whose unwinding was ordered by his parents. Rita, a ward of the state, has been slated for unwinding due to cost-cutting. And Lev, his parents' tenth child, has been destined for unwinding since birth as a "tithe". As their paths intersect, they start to fight for their own destinies.

3. Unit 3 - *Romeo and Juliet*
  - a. Shakespeare's timeless tale of love, revenge, and the consequences of a family's feud. This is a classic, required by the English I curriculum. Students will study the play through the New Historical lens as an artifact of its time that still retains its validity to this day. Students will interact by performing, rewriting, analyzing, and re-interpreting selected scenes as well.
4. Unit 4 - War Poetry
  - a. This last unit will focus around poetry, and specifically that which was written before, during, and in the context of American wars. Students will explore poetry written by soldiers, veterans, nurses generals, and philosophers that explores the nature and consequences of warfare. Examples taken from WWI, WWII, Vietnam, the Middle East, etc.
5. Unit 5 - Mythology
  - a. This last unit will focus primarily on the text *The Odyssey*, but will also feature various other famous stories from Greek and World mythology. There will be an emphasis on the ways in which various world mythologies create and reinforce culture across time. These world mythologies may include Native American, Greek, Norse, Gaelic, Egyptian, Chinese, Japanese, and West African.

The class will be broken into these 5 major units, which will revolve around a key text or genre (such as the short story). It is important to note that EACH of these units is thematic, meaning that in addition to the keystone text, students will learn vocabulary, informational text comprehension, analytical and argumentative writing, as well as speaking and presentation skills. **There will typically be 1-2 homework assignments a week that students will begin in class and finish at home.**

### Film/Video Media

One of the most engaging aspects of the study of Literature is how well it can be paired with film/TV media in order to explore differing perspectives of classic pieces, the ways in which directors and authors make the same authorial choices, and learning how to interpret stories both visually and in writing. Here is a list of the major film/TV media we anticipate using in English I Inclusion this semester:

1. Unit 1: Short Story
  - a. 2081
2. Unit 2: Novel Study
  - a. Clips from popular teen dystopian films including *The Hunger Games* and *The Maze Runner* to facilitate discussions of the genre.
3. Unit 4: *Romeo and Juliet*
  - a. 1996 film version and/or 1968 version
4. Unit 5: War Poetry
  - a. Videos of poets doing readings of selected poems
5. Unit 6: Mythology
  - a. Clips from film versions of *The Odyssey*
  - b. History channel videos on ancient cultures and myths
  - c. Crash Course mythology videos on various world mythologies