

English I Syllabus

Thematic Connection: Kids have a voice. "Let no man despise thy youth: but be thou an example of the believers, in word, in conversation, in love, in spirit, in faith, in purity." I Timothy 4:12

Semester I

Literature/Reading

1. *Night* (Students need to purchase; wrap up from summer reading)
2. *The Hiding Place* by Corrie ten Boom (Students need to purchase)
3. Thematic studies over varied genres: Poetry, Short stories, non-fiction articles, and excerpts: Including, but not limited to the following: "Celebration of Grandfathers", "Fifth Grade Autobiography", "Why Leaves Turn Color in the Fall", "Harrison Bergeron", "By the Waters of Babylon", "Searching for Summer", other selections from literature book, poetry from WWII era and from the Psalms. **NOTE: These short story passages do not need to be purchased; I have class copies. These are subject to change due to time element through the course of the semester or substitution of texts that may better suit the needs of the class.**

Writing

1. Where I Come From Poetry/Personal Narrative Project
2. Fictional Writing
3. Expository Essay Writing via a PBL Research unit
4. Written Responses to Literature
5. Grammar/Vocabulary Integration

Semester II

Literature/Reading

1. *Antigone* by Jean Anouilh (Students need to purchase; please purchase the copy edited by Barbara Bray/Ted Freeman from Bloomsbury. The cover has birds sitting on tree limbs with red splotchy background; ISBN: PB: 978-0-4136-9540-6)
2. *To Kill a Mockingbird* by Harper Lee (Students need to purchase)
3. Thematic Studies over varied genres: Poetry, Short stories, non-fiction/argument articles, and excerpts: Including, but not limited to the following: argument pieces from AP workshop such as Florence Kelley's speech to the Suffrage Convention, "Time to Assert American Values", "Rough Justice", political speeches, poetry integration. **NOTE: Passages do not need to be purchased; I have class copies.**

Writing

1. Expository Writing
2. Argument/Rhetoric Writing via PBL unit
3. Research Project/literary analysis
4. Written Responses to Literature/Texts
5. Grammar/Vocabulary Integration

Honors Differentiation

1. Reader Record Card for each grading cycle
2. Additional out-of-class writing assignments
3. Additional sources for research project

NOTE: While syllabus is subject to change based upon student needs, I will work to follow the above information.

