Course Overview:
Our theme for the year is Gaining Perspective. We will seek to look at people and characters in places and situations that may be different from our own in order to gain a better perspective on the views and feelings of others as well as learning more about ourselves in the process. This course will focus on reading comprehension, writing skills, language development, and speaking and listening while considering essential questions such as:

- How can we understand the point of view of others?
- How does literature reflect the human condition?
- How do authors develop characters?

Units and Activities: What will we be learning about and doing in this course?
In order to gain perspective, we will read, study, think, speak, and write about different people in a variety of situations. Students will read regularly, particularly during remote learning time, and this will include some full-class books and some choice books. See the unit outlines below.
*Note that the timeframe and number of units may shift due to student needs and opportunities.

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<th>Unit</th>
<th>Description</th>
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<td><strong>My Stories</strong></td>
<td>In this brief introductory unit, students will look at the stories of others, write a brief creative story, and share their stories choosing from a number of prompts ranging from their experience in the pandemic so far to their hopes and dreams for high school and beyond.</td>
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<td><strong>Disabilities</strong></td>
<td>We will explore conditions and disabilities that some people have yet that do not define them as people. The primary text will be Mark Haddon's <em>Curious Incident of the dog in the night-time</em>, but we will add Ted Talks, Short Essays, stories, and poems to look at different people and situations.</td>
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<td><strong>Attraction, Identity, and Security</strong></td>
<td>How do we know who we are, whom to love, and how to keep ourselves safe? This unit will offer a variety of coming-of-age literature that shares experiences around culture, gender identity, sexual orientation, and personal safety. The unit will begin with: <em>The Poet X</em> by Elizabeth Acevedo a novel in verse about coming of age as a Dominican American torn between her culture/religion &amp; her desire to be herself. Students will then have a choice of books to read including: <em>Speak</em> by Laurie Halse-Anderson about the value of finding your voice to get help. <em>Symptoms of Being Human</em> by Jeff Garvin about a gender fluid teen's challenges. <em>The Catcher in the Rye</em> by J.D. Salinger, about a teen struggling with isolation and depression as he seeks to find his place in the world.</td>
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<td><strong>The African American Experience</strong></td>
<td>This unit will look at the African American Experience from the history of slavery and racism in our country to the challenges that remain today. We will frame the issue by reading <em>Stamped: Racism, Anti-racism and You</em> by Jason Reynolds and Ibram X. Kendi and then follow it up by either reading <em>The Hate U Give</em> by Angie Thomas or <em>All American Boys</em> by Jason Reynolds</td>
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and Brendan Kiely along with an exploration of African American Rhetoric including poetry, speeches, and Hip Hop.

**Social Justice & Human Rights: Non-fiction**

What are human rights and what has to change so they are available to all people everywhere? Students will choose from among several different books dealing with different human rights issues around the world including:
- *I am Malala* by Malala Yousafzai
- *Long Way Gone* by Ishmael Beah
- *Night* by Elie Wiesel
- *First They Killed my Father* by Luong Ung

**Drama**

Each Wednesday during our Zoom sessions, we will read from a play. We will begin our Drama Wednesdays by reading Lorraine Hansberry's *A Raisin in the Sun* about an African American family's hopes and dreams and their struggle to achieve them in Chicago in the 1950’s. Later, we will move onto a Shakespeare Play (either *Romeo & Juliet* or *Macbeth*) and will connect these Wednesday readings into class learning as we complete the plays.

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**Standards: What knowledge and skills will I gain by the end of this course?**

**Anchor Standards:** This course will assess the knowledge and skills students build in key Anchor Standards from the *Common Core English Language Arts*. Students will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

**Reading:** Students will read literary and informational texts to determine meaning and analyze ideas, events, characters, and author’s choices connecting to larger themes in texts and life.

**Writing:** Students will produce clear and coherent writing (arguments, narratives or informative pieces) for a range of tasks, purposes and audiences. They will also conduct short and sustained research projects.

**Language:** Students will gain new vocabulary and will demonstrate command of standard English grammar and usage when writing or speaking.

**Speaking and Listening:** Students will initiate and participate in respectful collaborative discussions and will present information orally, often making use of strategic digital media.

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**Assessment of Learning:**
For information about assessment types, scoring, and overall grade calculation: click here.

Communication:

How Do I Access Work from Home, and What Should I Expect?
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

How Do I Know What My Grades Are?
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What’s Due?
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:
Students should have a 1.5-2 inch binder with dividers that can be used for the core classes of English, Modern World, Integrated Environmental Science, and Wellness. They will be provided with a notebook/journal that should be placed in the binder and brought to each class. Students will also be provided with all required books which must be maintained in good condition and returned at the end of the unit.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.
Classroom Expectations:

Be respectful - Be responsible - Be on time - Be on task - Have fun!

Each person has a voice in this class so listen respectfully and be open to the opinion of others even when they differ from your own. Be responsible for your work and behavior contributing positively to the class. Be on time so you can be a full class participant. Be on task so you are contributing to your own learning and that of your classmates. Enjoy the learning journey!

Plagiarism will not be tolerated. All work must be original or the sources cited with full quotations noted. Any work found to be plagiarized will result in a 0 and contact with parents or guardians. Note that summative writing assignments will be turned in on turnitin.com, a plagiarism check system.