HONORS ENGLISH 9/PBL
Course of Studies Syllabus
Brunswick High School
2020 – 2021

FACULTY CORE ELEMENTS	
SECTIONS/DAYS/TIMES	Section 3(A) – Mon/Thu (2nd Period)	Section 4(B) – Mon/Fri (4th Period)
INSTRUCTOR	Instructor: Mr. Linwood D. Swann Email: swannl@brunswickcps.org Phone: SCHOOL: 434-848-2716	MOBILE: 434-532-7070 (I am available by phone at the school during the hours posted below. Outside of those hours, please feel free to leave a message with the secretary. I will respond via phone or email. Alternatively, you may reach me via my mobile number during the same hours or during the evening.) Availability for synchronous communication: • Monday & Thursday (8:00 – 9:30) • Tuesday & Friday (11:30 – 1:15) NOTE: Wednesdays are set aside for teacher planning, department meetings, and professional development. I am still available, but times may vary.
COURSE PREREQUISITES/ CO-REQUISITES	Successful completion of English 8 Acceptance into PBL Program
COURSE DESCRIPTION	• The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.
REQUIRED TEXTBOOK, MATERIALS, AND RESOURCES/SUGGESTED RESOURCES	Mandatory Text(s): HMH (Online Version) Additional Required Online Resources: CommonLit GrammarFlip IXL Optional Text(s): Choice of grade-level appropriate reading (for daily reading) I will also provide links to online resources for student reading.
INSTRUCTIONAL METHODS	Virtual Lectures, multimedia elements, virtual discussions, case studies, projects, and individual assignments
STUDENT CORE ELEMENTS	
VIRTUAL LEARNING CLASSROOM EXPECTATIONS	1. Try to arrive at least 5 minutes before the start of class. Anyone who arrives after the start of class will receive a tardy. 2. Log into the virtual learning classroom from a distraction-free, quiet environment. 3. Appropriate classroom behavior is expected. 4. Phones and devices should be muted upon entering the virtual class. 5. As in the professional environment, the use of cell phones and other multi-media tools should not be used during synchronous communication during the course. 6. Your video MUST be on so that the teacher can see you unless (in rare circumstances) given permission from the teacher or administration.

	7. Remain mindful of your background (i.e. what or who is behind or around you and can be seen by others).
	8. Unless you are asked by the teacher to unmute yourself, keep all audio muted.
	9. Whenever you are unmuted, remain mindful of your background noise (i.e. what or who can be heard by others).
	10. If you would like to speak, use the "Raise Hand" feature or ask a question by using the chat feature. Then unmute yourself after you are called on.
	11. If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived.
	12. Only information which pertains to what we are learning in class should be posted or discussed.
	13. Use Proper Writing Style: This is a requirement! A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing. Remember your audience.
	14. Participate: Students must contribute to the conversations.
	15. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write.
	16. Refrain from extra and distracting activities. The entire focus should be on the teacher, lesson, and/or tasks.
	17. Profanity, sarcasm, bullying, and any other action deemed inappropriate will not be tolerated and will be addressed by the teacher and/or administration and may result in your removal from the virtual classroom. Don't post or share (even privately) inappropriate material.
	18. When typing, be aware of strong language, all caps, and exclamation points.
	19. Dress appropriately. Remember, this is a learning environment.
	20. Students may have a bottled water or some other beverage while in the virtual classroom; however, please do not eat or chew gum during class.
PLAGIARISM	Plagiarism is a punishable offense. If a student is caught plagiarizing another person's work, he and the other student (if applicable) who shared his work will both receive zeros. Students will also be referred to administration.
ATTENDANCE POLICY	Students who do not come to class will receive an absence. Absences are considered unexcused until they are excused through the administration.
RECOMMENDED SUPPLIES	• Pens and/or pencils • Loose leaf paper • Composition notebook • 3x5 cards • USB Flash Drive
YEAR IN VIEW	

1st QUARTER (9-WEEKS)	• Critical Reading Skills (Ongoing)
	    o Making Inferences
	    o Decoding
	    o Skimming
	    o Drawing Conclusions
	    o Making Predictions
	    o Vocabulary in Context
	    o Main Idea
	    o Author's Purpose
	    o Word Analysis
	    o Connotation/denotation
	    o Figurative Language
	    o Summarizing a Text
	    o Comparison/Contrast
	    o Point of View
	    o Roots/affixes
	    o Prefixes, suffixes, synonyms, antonyms
	• Speaking and Listening (Ongoing)
	    o Oral presentations (speeches, project presentations, creative presentations)
	• Critical Writing Skills (Ongoing)
	    o Parts of a sentence
	    o Editing Sentences

	o Sentence Structure
	o Summarizing
	o Paraphrasing
	o Coordinating conjunctions
	o Commas/semicolons
	o Point of View
	o Thesis Statement
	o Varied sentence structure
	o Organizational structures
	o Transitions
	• Literature/Non-Fiction
	    o Short Stories
	    o Introduction to Non-Fiction
	    o Literary terminology
	    o Plot Structure
	    o Theme
	    o Character Types
	    o Character traits
	    o Author's style, tone and mood
	• Grammar and Writing (Narrative or Expository Essay):
	    o Parts of a Sentence
	    o Main clauses and subordinate clauses.
	    o Parallel structure
	    o Varied Sentence Structure (simple, compound, complex)
	• Project Showcase

2ⁿᵈ QUARTER (9-WEEKS)	• Critical Reading Skills (Ongoing)
	    o Making Inferences
	    o Decoding
	    o Skimming
	    o Drawing Conclusions
	    o Making Predictions
	    o Vocabulary in Context
	    o Main Idea
	    o Author's Purpose
	    o Word Analysis
	    o Connotation/denotation
	    o Figurative Language
	    o Summarizing a Text
	    o Comparison/Contrast
	    o Point of View
	    o Roots/affixes
	    o Prefixes, suffixes, synonyms, antonyms
	• Speaking and Listening (Ongoing)
	    o Oral presentations (speeches, project presentations, creative presentations)
	• Critical Writing Skills (Ongoing)
	    o Parts of a sentence
	    o Editing Sentences
	    o Sentence Structure
	    o Summarizing
	    o Paraphrasing
	    o Coordinating conjunctions
	    o Commas/semicolons
	    o Point of View
	    o Thesis Statement
	    o Varied sentence structure
	    o Organizational structures
	    o Transitions
	• Literature/Non-Fiction
	    o Poetry
	    o Epic Poetry (The Odyssey)
	    o Non-Fiction
	    o Literary terminology

	○ Plot Structure ○ Theme ○ Sound devices - Grammar and Writing (Persuasive Essay): ○ Commas and Semi-colons ○ Varied Sentence Structure (simple, compound, complex) - Project Showcase
3rd QUARTER (9-WEEKS)	- Critical Reading Skills (Ongoing) ○ Making Inferences ○ Decoding ○ Skimming ○ Drawing Conclusions ○ Making Predictions ○ Vocabulary in Context ○ Main Idea ○ Author's Purpose ○ Word Analysis ○ Connotation/denotation ○ Figurative Language ○ Summarizing a Text ○ Comparison/Contrast ○ Point of View ○ Roots/affixes ○ Prefixes, suffixes, synonyms, antonyms - Speaking and Listening (Ongoing) ○ Oral presentations (speeches, project presentations, creative presentations) - Critical Writing Skills (Ongoing) ○ Parts of a sentence ○ Editing Sentences ○ Sentence Structure ○ Summarizing ○ Paraphrasing ○ Coordinating conjunctions ○ Commas/semicolons ○ Point of View ○ Thesis Statement ○ Varied sentence structure ○ Organizational structures ○ Transitions - Literature/Non-Fiction ○ Drama ○ Non-Fiction ○ Idioms ○ Literary terminology ○ Elements of Drama - Grammar and Writing (Research Project): ○ Subject-Verb Agreement ○ Active and Passive Voice ○ Appositives ○ Research process ○ Reliable/Unreliable Sources ○ Plagiarism ○ Research project ○ MLA/APA Style Guide - Project Showcase
4th QUARTER (9-WEEKS)	- Critical Reading Skills (Ongoing) ○ Making Inferences ○ Decoding ○ Skimming ○ Drawing Conclusions ○ Making Predictions

- Vocabulary in Context
- Main Idea
- Author's Purpose
- Word Analysis
- Connotation/denotation
- Figurative Language
- Summarizing a Text
- Comparison/Contrast
- Point of View
- Roots/affixes
- Prefixes, suffixes, synonyms, antonyms
- Speaking and Listening (Ongoing)
  - Oral presentations (speeches, project presentations, creative presentations)
- Critical Writing Skills (Ongoing)
  - Parts of a sentence
  - Editing Sentences
  - Sentence Structure
  - Summarizing
  - Paraphrasing
  - Coordinating conjunctions
  - Commas/semicolons
  - Point of View
  - Thesis Statement
  - Varied sentence structure
  - Organizational structures
  - Transitions
- Literature/Non-
  - Fiction
  - Novel Study
  - Non-Fiction
  - Literary terminology
  - Paired Passages
- Grammar and Writing (Persuasive Essay):
  - Review grammar and usage
  - Thesis statement
  - Persuasive techniques
- Project Showcase

ACADEMIC ELEMENTS	
SYLLABUS MODIFICATION STATEMENT	Although this syllabus reflects the instructor's attempt to provide students with the most accurate and current information regarding this course, the syllabus also represents a living document which may require subsequent modification. Although no substantial changes will be made in terms of the assignments, course grading policy, or course structure, the instructor for this course reserves the right to make modifications to the syllabus designed to improve the overall course deliver and student satisfaction. In the event such modifications are necessary, parents/guardians and students in this course will be notified in writing along with the administration of Brunswick High School.