## **HONORS ENGLISH 9/PBL**

Course of Studies Syllabus Brunswick High School 2020 – 2021

FACULTY CORE ELEMENTS					
SECTIONS/DAYS/TIMES	Section 3(A) – Mon/Thu (2 <sup>nd</sup> Period)   Section 4(B) – Mon/Fri (4 <sup>th</sup> Period)				
INSTRUCTOR	Instructor: Mr. Linwood D. Swann				
	Email: <a href="mailto:swannl@brunswickcps.org">swannl@brunswickcps.org</a>				
	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/	Successful completion of English 8				
CO-REQUISITES	Acceptance into PBL Program				
REQUIRED TEXTBOOK, MATERIALS, AND RESOURCES/SUGGESTED RESOURCES	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.  Mandatory Text(s): HMH (Online Version)  Additional Required Online Resources:  CommonLit  GrammarFlip  IXI				
	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	Virtual Lectures, multimedia elements, virtual discussions, case studies, projects, and individual				
METHODS	assignments				
	STUDENT CORE ELEMENTS				
VIRTUAL LEARNING	1. Try to arrive at least 5 minutes before the start of class. Anyone who arrives after the				
CLASSROOM	start of class will receive a tardy.				
EXPECTATIONS	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.				
	<ul><li>4. Phones and devices should be muted upon entering the virtual class.</li><li>5. As in the professional environment, the use of cell phones and other multi-media tools</li></ul>				
	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.			
	. If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived.			
	<ol> <li>Only information which pertains to what we are learning in class should be posted or discussed.</li> </ol>			
	3. 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.  4. 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			
PLAGIARISM	classroom; however, please do not eat or chew gum during class.  Plagiarism is a punishable offense. If a student is caught plagiarizing another person's work, he			
TEACH AIRES	and the other student (if applicable) who shared his work will both receive zeros. Students will			
	also be referred to administration.			
A TETENDANICE DOLLOW	Cr. 1r. 1 1			
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	Students who do not come to class will receive an absence. Absences are considered unexcused until they are excused through the administration.  • Pens and/or pencils			
	<ul> <li>until they are excused through the administration.</li> <li>Pens and/or pencils</li> <li>Loose leaf paper</li> </ul>			
RECOMMENDED	<ul> <li>until they are excused through the administration.</li> <li>Pens and/or pencils</li> <li>Loose leaf paper</li> <li>Composition notebook</li> </ul>			
RECOMMENDED	<ul> <li>until they are excused through the administration.</li> <li>Pens and/or pencils</li> <li>Loose leaf paper</li> </ul>			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW			
RECOMMENDED	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing)			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils  Loose leaf paper  Composition notebook  3x5 cards  USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing)  Making Inferences  Decoding  Skimming			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions Making Predictions			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions Making Predictions Making Predictions Vocabulary in Context Main Idea			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions Making Predictions Making Predictions Vocabulary in Context Main Idea Author's Purpose			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions Making Predictions Making Predictions Vocabulary in Context Main Idea			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  Critical Reading Skills (Ongoing) Making Inferences Decoding Skimming Drawing Conclusions Making Predictions Making Predictions Vocabulary in Context Main Idea Author's Purpose Word Analysis Connotation/denotation Figurative Language Summarizing a Text			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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)			
RECOMMENDED SUPPLIES	until they are excused through the administration.  Pens and/or pencils Loose leaf paper Composition notebook 3x5 cards USB Flash Drive  YEAR IN VIEW  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)			

	Sentence Structure	
	<ul> <li>Summarizing</li> </ul>	
	<ul> <li>Paraphrasing</li> </ul>	
	<ul> <li>Coordinating conjunctions</li> </ul>	
	o Commas/semicolons	
	o Point of View	
	<ul> <li>Thesis Statement</li> </ul>	
	<ul> <li>Varied sentence structure</li> </ul>	
	<ul> <li>Organizational structures</li> </ul>	
	<ul> <li>Transitions</li> </ul>	
• I	Literature/Non-Fiction	
	<ul> <li>Short Stories</li> </ul>	
	<ul> <li>Introduction to Non-Fiction</li> </ul>	
	<ul> <li>Literary terminology</li> </ul>	
	<ul> <li>Plot Structure</li> </ul>	
	o Theme	
	<ul> <li>Character Types</li> </ul>	
	o Character traits	
	<ul> <li>Author's style, tone and mood</li> </ul>	
• (	Grammar and Writing (Narrative or Expository Essay):	
	o Parts of a Sentence	
	<ul> <li>Main clauses and subordinate clauses.</li> </ul>	
	o Parallel structure	
	<ul> <li>Varied Sentence Structure (simple, compound, complex)</li> </ul>	
• I	Project Showcase	
2 <sup>nd</sup> QUARTER (9-WEEKS) • (	Critical Reading Skills (Ongoing)	
	<ul> <li>Making Inferences</li> </ul>	
	o Decoding	
	<ul> <li>Skimming</li> </ul>	
	<ul> <li>Drawing Conclusions</li> </ul>	
	<ul> <li>Making Predictions</li> </ul>	
	<ul> <li>Vocabulary in Context</li> </ul>	
	o Main Idea	
	<ul> <li>Author's Purpose</li> </ul>	
	<ul> <li>Word Analysis</li> </ul>	
	<ul> <li>Connotation/denotation</li> </ul>	
	o Figurative Language	
	<ul> <li>Summarizing a Text</li> </ul>	
	<ul> <li>Comparison/Contrast</li> </ul>	
	o Point of View	
	o Roots/affixes	
	<ul> <li>Prefixes, suffixes, synonyms, antonyms</li> </ul>	
• \$	Speaking and Listening (Ongoing)	
	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	
	Organizational structures	
	o Transitions	
• I	Literature/Non-Fiction	
	<ul> <li>Poetry</li> </ul>	
	E ' D ( /El O l )	
	o Epic Poetry (The Odyssey)	
	<ul> <li>Epic Poetry (The Odyssey)</li> <li>Non-Fiction</li> <li>Literary terminology</li> </ul>	

	o Plot Structure		
	o Theme		
	o Sound devices		
	Grammar and Writing (Persuasive Essay):  Common and Samin salama		
	Commas and Semi-colons		
	Varied Sentence Structure (simple, compound, complex)		
	Project Showcase		
3 <sup>rd</sup> QUARTER (9-WEEKS)	<ul> <li>Critical Reading Skills (Ongoing)</li> </ul>		
	o Making Inferences		
	o Decoding		
	o Skimming		
	o Drawing Conclusions		
	o Making Predictions		
	Vocabulary in Context		
	o Main Idea		
	o Author's Purpose		
	Word Analysis		
	<ul> <li>Connotation/denotation</li> </ul>		
	Figurative Language     Superposition of Tout		
	<ul><li>Summarizing a Text</li><li>Comparison/Contrast</li></ul>		
	T. 1 2771		
	7		
	To 000		
	<ul> <li>Prefixes, suffixes, synonyms, antonyms</li> <li>Speaking and Listening (Ongoing)</li> </ul>		
	<ul> <li>Critical Writing Skills (Ongoing)</li> <li>Parts of a sentence</li> </ul>		
	<ul><li>Sentence Structure</li><li>Summarizing</li></ul>		
	o Paraphrasing		
	Coordinating conjunctions		
	Commas/semicolons		
	o Point of View		
	<ul> <li>Thesis Statement</li> </ul>		
	<ul> <li>Varied sentence structure</li> </ul>		
	<ul> <li>Organizational structures</li> </ul>		
	<ul> <li>Transitions</li> </ul>		
	• Literature/Non-Fiction		
	o Drama		
	<ul> <li>Non-Fiction</li> </ul>		
	o Idioms		
	<ul> <li>Literary terminology</li> </ul>		
	<ul> <li>Elements of Drama</li> </ul>		
	• Grammar and Writing (Research Project):		
	<ul> <li>Subject-Verb Agreement</li> </ul>		
	<ul> <li>Active and Passive Voice</li> </ul>		
	<ul> <li>Appositives</li> </ul>		
	<ul> <li>Research process</li> </ul>		
	o Reliable/Unreliable Sources		
	o Plagiarism		
	Research project		
	MLA/APA Style Guide		
	Project Showcase		
4th QUARTER (9-WEEKS)	<ul> <li>Critical Reading Skills (Ongoing)</li> </ul>		
	o Making Inferences		
	o Decoding		
	o Skimming		
	o Drawing Conclusions		
	o Making Predictions		

0	Vocabii	ary in	Context
0	v ocaou	iai y iii	COHICAL

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