

Syllabus for ELA 2

Sessions 1-2: Monday/Wednesday, 11:00-12:30

Educator: Jenni Buchanan, jenni@onesparkacademy.com

Description: This course is a mix of 8th-level English Language Arts and 9th-level English Literature & Composition, aligning with many recommended curriculum standards for both grades. Writing will focus on summary and literary response. Readings will include both contemporary and classic literature, with themes that will help students analyze human behavior and power structures in societies, while making relevant connections to their world today. Over the year, students will complete at least four classic novels, several short stories or poetry, and or/relevant articles and/or speeches. Selections depend upon the pace of the group. All reading will be accompanied by in-class reflection, discussion, note-taking, critical analyses, and historical and cultural connections. *At least* two essays per session will be completed and assessed. Lessons in composition skills (summary and literary analysis) will be included.

Materials Needed:

- Spiral Notebook or 3-Ring Binder (or portion of a large binder) dedicated to this class, as well as paper for notetaking, and folder/binder space to keep all completed writing assignments for future reference.
- Pencils, pens, eraser, highlighters in 2 or 3 different colors
- Required reading (short stories or novels)

Expectations:

- * **Attend all classes** or follow up with required work if absent.
- * **Check in on Google Classroom.** Work must be submitted by the due date.
- * **Arrive on time and be prepared to participate in class discussions** by having completed all assignments (both reading and writing).

Grading

- 20% Attendance
- 30% Participation: preparation, note-taking and discussion
- 50% Homework (reading and writing assignments)

Reading List:

*These are potential short stories/novels we may be reading, actual reading list will be decided based on class abilities. **I will be confirming books and giving ample time for purchase throughout the class.** Students will only need to purchase novels, short stories will be provided.

Potential Short Stories

- "The Scarlet Ibis" by James Hurst
- "The Yellow Wallpaper" by C.P. Gilman
- "The Most Dangerous Game" by Richard Connell
- "Charles" by Shirley Jackson
- "The Moustache" by Robert Cormier
- "Thank You Ma'am" by Langston Hughes
- "The Story of an Hour" by Kate Chopin
- "Recitatif" by Toni Morrison

Potential Novels

- *Fahrenheit 451* by Ray Bradbury
- *Animal Farm* by George Orwell
- *To Kill A Mockingbird* by Harper Lee
- *The Book Thief* by Markus Zusak
- *The Merchant of Venice* by Shakespeare
- *Lord of the Flies* by William Golding
- *The Joy Luck Club* by Amy Tan
- *The Outsiders* by S.E. Hinton

Course Outline — Subject to change and dependent on class abilities and pace.

Week 1: Introduction to class. Review elements of fiction. Read/annotate **short story #1**.

Week 2: (*Wednesday only, no school Monday.*) Discuss story #1 and summary strategies.

Week 3: Summary essay #1 outline, collaborative editing, discussion of literary elements.

Week 4: Summary essay #1 rough draft. Introduce **short story #2** and begin annotating.

Week 5: Summary #1 final draft. Discussion of story #2 literary elements, theme & characterization, story #2 outline.

Week 6: Summary #2 rough draft, peer review editing. Introduce **short story #3** and begin annotating.

Week 7: Summary #2 final draft. Discuss theme, connections, and characterization in story #3, outline key ideas for writing a thesis, story #3 literary analysis outline & text evidence.

Week 8: Short story #3 rough draft, peer editing. Introduce **first novel** (*Fahrenheit 451*) and begin reading, discuss clues to novel's plot, theme, and message.

Week 9: Short story #3 final draft. Discussion of first novel chapter 1, analyze and discuss major themes presented, author biography and history.

Week 10: First novel discussion of chapter 2, analyze and discuss major themes presented.

Week 11: First novel discussion of chapter 3 and closure, including major themes and literary devices, outline key ideas for literary response essay. Develop a strong thesis in class.

Week 12: First novel literary response essay outline, text evidence, collaborative editing and fine-tuning.

Week 13: First novel literary response essay rough draft, peer review editing. Introduce **short story #4** OR **poem #1**, begin annotating.

Week 14: Begin revising literary response essays in-class. Discussion of themes and literary devices in short story #4 or poem #1.

Week 15: First novel literary response essays final draft due. Critical analysis of short story #4 or poem #1.