

Literature Syllabus

Jonathan P. Korpi
korpij@trinityknights.org

Objectives

Students will...

- cultivate the moral imagination by “analyzing how spiritual knowledge and enduring truths are represented and communicated through literature” (Newman, et al., Catholic Curriculum).
- use reading strategies to ensure greater comprehension of a variety of texts
- analyze literature for deeper appreciation and understanding of each work
- speak and write clearly to communicate ideas
- read aloud with clarity and expression

Curriculum

6th Grade

Together we will read and discuss a selection of literature, including novels, short stories, a play, and non-fiction. In addition, students will choose their own Independent Reading books, to read in class and at home. Students are required to read one book of their choice each quarter and pass the AR Test. In 6th grade, I emphasize reading strategies, story elements, historical fiction, an introduction to figurative language, and mythology, as well as an examination of the way in which characters can change for the better as they encounter challenges and grow in virtue, allowing for redemption.

Class Text each Quarter:

1 <i>Hatchet</i> by Gary Paulson	978-1416936473
2 <i>A Christmas Carol</i> (adapted for Readers Theater), by Charles Dickens	
2 <i>A Christmas Carol</i> by Charles Dickens (Honors)	978-1952433030
3 <i>The Magician's Nephew</i> by C.S. Lewis	978-0064405058
4 <i>D'Aulaires' Book of Greek Myths</i> by Ingri and Edgar d'Aulaire	978-0440406945
4 <i>The Wanderings of Odysseus</i> by Rosemary Sutcliff (Honors)	978-0553494822

7th Grade

Together we will read and discuss a selection of literature, including a novel, poetry, a play, short stories, and non-fiction. In addition, students will choose their own Independent Reading books, to read in class and at home. Students are required to read one book of their choice each quarter and pass the AR Test. In 7th grade, I emphasize mastering elements of fiction, understanding and reciting poetry, an introduction to Shakespeare, extrapolating themes and applying those themes within a Christian framework of morality and meaning.

Class Text each Quarter:

1 <i>The Winged Watchman</i> by Hilda van Stockum	978-1883937072
2 <i>Poetry and Short Stories for the Logic Stage</i>	978-1615388424
3 <i>No Fear Shakespeare - Julius Caesar</i>	978-1411479654
4 <i>The Hobbit</i> by J.R.R. Tolkien	978-0547928227

8th Grade

Together we will read and discuss a selection of literature, including poetry, novels, short stories, a play, and non-fiction. In addition, students will choose their own Independent Reading books, to read in class and at home. Students are required to read one book of their choice each quarter and pass the AR Test. In 8th grade I emphasize the development of language, interpreting poetry, reading and analyzing two classic novels with greater independence, and reading and reciting Shakespeare. In addition, through comparative analysis, students will be able to identify both the sinfulness and virtue in characters, leading to conclusions about what it means to live a good and moral life, blessed by God.

Class Text each Quarter:

1 <i>Beowulf the Warrior</i> , retold by Ian Serrailier	978-1883937034
2 <i>The Giver</i> by Lois Lowry	978-0544336261
3 Honors: <i>Much Ado About Nothing</i> by William Shakespeare	978-0743482752
Grade Level: <i>No Fear Shakespeare - Much Ado About Nothing</i>	978-1411401013
4 <i>The Outsiders</i> by S.E. Hinton	978-0143039853

Grading Scale

Students are expected to read outside of class nearly every day. Final grades each quarter are calculated by dividing the number of points earned by the total number of points possible. Homework consists of: reading the assigned chapters by the deadline, memorizing literary terms, and reviewing the Study Guide questions prior to a quiz. These Study Guide questions are completed and discussed in class. Students will earn points in the following categories: completed classwork, reading quizzes, end of book tests, IXL completion (reading strategy practice), and projects.

Quarterly AR Outside Reading Book Requirement (20% of Final Quarter Grade)

Students are required to read one grade-appropriate book per quarter within their designated Reading Level and take the corresponding Accelerated Reader (AR) quiz. All books must be approved by me. Quiz Completion & Passing Score (10%): Completing the book and passing the quiz by the quarterly deadline. Comprehension Accuracy (10%): The score earned on the quiz (students must achieve an 80% or higher for full accuracy credit). Honors will write one book report per quarter on their approved book.

Conduct Grading Scale

Trinity Catholic School is committed to providing a high-quality Catholic education for all students in an atmosphere conducive to learning and teaching. Grounded in the teachings of the Gospels, we demonstrate our faith through our behavior and we take responsibility for our actions and their consequences. We maintain high expectations with respect to student effort, positive growth, personal responsibility, and respect.

Conduct grades are a separate evaluation from academic performance. They reflect a student's overall behavior and development as a citizen within the classroom environment. Consistent positive behavior contributes significantly to a strong learning environment for everyone. By striving to meet the character traits of "KNIGHTS," students can earn high conduct grades in each subject, while fostering a positive and respectful classroom community.

I show...	K indness
I am...	N urturing
I act with...	I ntegrity
I show...	G rit
I have...	H ope
I show...	T olerance
I show...	S elf-Discipline

Teachers base conduct grades on a student's consistent behavior throughout the quarter, not just isolated incidents. They look for the following:

Conduct Grade-Citizenship in the Classroom	
Above Average Knight Behavior 1	• Is a positive role model, who leads quietly or outwardly • Shows kindness and care for others • Is always respectful of teachers and fellow students • Works to improve the classroom atmosphere • Takes an active part in class discussions, groups, etc. • Is a self-starter and seeks to help others • Completes all work to the best of their ability • Demonstrates personal and academic integrity • Respect classroom resources/tools • Arrives on time and prepared to learn
Satisfactory Knight Behavior 2	• Contributes positively to class • Shows respect for others • Comes to class prepared and on time • Demonstrates personal and academic integrity • Listens and talks when appropriate • Does what is expected • Willing to help others • Respect classroom resources/tools
Needs Improvement Knight Behavior 3	• Needs frequent reminders by the teacher to stay on task and/or behave appropriately • Needs improvement in showing respect and kindness to classmates/teacher • Sometimes comes to class unprepared and/or does not complete work • Distracts other students' learning • Occasionally displays a negative or uncooperative attitude • Irresponsible with classroom resources/tools
Unsatisfactory Knight Behavior 4	• Is a disruptive influence on the class, negatively impacting the learning environment • Shows a lack of respect for teacher/fellow students • Is disrespectful or unkind to others, in actions or words • Regularly comes to class unprepared and puts forth little effort • Demonstrates a lack of personal and academic integrity

In the event a student receives a 3 or 4 in Conduct and the behavior does not improve, a Parent/Teacher Conference may be scheduled, a Behavior Plan will be put in place, and the student may lose privileges. In the event that the behaviors don't improve over time, it may be decided that Trinity is not the best fit for that student.

AI Policy for Students

Will students use AI as part of the curriculum? If so, what are the expectations and guidelines for student use. Be as specific as necessary.

Supplies

Students are expected to come to class prepared with all required materials and are responsible to care for all of the books issued to them. Lost or damaged books will incur a charge for replacement.

- White 3 ring binder with 4 dividers and notebook paper
- Provided TCS Planner
- Issued Class Literature Text and Independent Novel
- Black or blue pen, a red pen, a pencil
- Packet of Sticky Notes

Communication

Google Classroom

Google Classroom is our primary communication tool. Teachers create an online classroom and invite students and parents to the class. While students use their planners daily to record homework assignments, teachers also post homework and test dates on their Google Classrooms. This organizational tool allows students and parents to see all assignments and deadlines in one place. Some teachers will also have students turn in online assignments through Google Classroom.

E-mail

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. If there is not an opportunity in class, students may use their school-issued email account to communicate with their teachers.

Powerschool

Parents and students are responsible for checking PowerSchool on a regular basis to monitor progress. Teachers will enter grades promptly, or at minimum will enter a checkmark ✓, to indicate that the assignment has been collected. A grade of zero with an M for "Missing" will alert parents that the assignment was not turned in. Please email the teacher with any concerns about missing work or grades. With good communication, parents and teachers are able to work together to promote student progress. Questions regarding access to PowerSchool should be directed to the front office.