

English Syllabus (2026-2027)

Contact Information:

Mrs. Sarah Barbulesco-Lamb

blamb@ourciacademy.com

Class Website: <http://www.ourciacademy.com/englishclass>

Class Schedule:

M Group – M 1:05-1:45, T 10:50-11:30*, W 1:05-1:45, Th 10:50-11:30, F 1:05-1:45

C/I Group – M 11:40-12:20, W 10:50-11:30, Th 11:40-12:20+1:05-1:45, F 10:50-11:30

A Group – M 10:00-10:40+10:50-11:30, W 10:00-10:40, Th 10:00-10:40, F 10:00-10:40

*English tracking class (M group only) is with Ms. Emily – vocabulary, literary devices, grammar, reading comprehension, etc.

Class Philosophy:

Welcome to Mrs. Barbulesco-Lamb's English class! I look forward to sharing with you my love for reading and analyzing literature, poetry, and dramatic plays as well as assisting you in improving your skills in writing and oral expression. Being able to communicate clearly and in a manner appropriate to your receiving audience is a life skill that every person needs in order to be successful, no matter what your career choice. An aspect of improving communication skills is the building of vocabulary as well as an understanding of etymology (the origin of a word) and how to properly use words in context.

One also cannot be an excellent communicator without the ability to understand and reflect upon information received. Much emphasis will be placed in our class on learning what it means to read and listen actively as well as how to synthesize, summarize, and analyze information, hopefully before formulating an opinion. I strive to provide a class that will be relevant to young people and their personal goals, and thus, I encourage you to help guide our class in a direction that will best serve every individual in the room. Discussion and writing is a large component of our class, and I expect each of you to use both tools to share your unique perspective.

The Tenants of Success According to Mrs. B:

1. Skills/Knowledge
2. Discipline/Accountability
3. Community

Expectations:

I expect that you will come to my class each day ready to learn. I make the effort to be on time to my class every day and to have all of the necessary supplies as well as the right mindset to be your teacher. If, for some reason, I am late, unprepared, or not 100% focused (which is rare, but I am human too), I will always hold myself accountable and put my best foot forward to give you 200% to make up for the fact that I failed at being prepared. I will hold each of you to the same standard that I do myself. You are expected to be on time to my class, to have your needed supplies and homework that is due, and to have an attitude that promotes your learning and the learning of those around you. When you do not meet these standards, I expect you to hold yourself responsible for your own actions, not to attempt to shift blame onto other people or things. I don't ask for perfection because that is unrealistic and unfair. I do ask that you take responsibility and then take action to remedy mistakes or lapses in focus. I am all for positive reinforcement, and you will see that the more you invest in doing your best in my class, the more I will invest in finding extras to make our learning more exciting. These bonuses can be anything from exciting projects to field trips to resources to guest speakers.

Daily Supplies:

Laptop & Charger

Writing Pen (or pencil but pen is preferred for English – eraseable pens are a nice compromise!)

Composition Notebook for journal entries and notes

The current literature/material we are reading

Any work due that day and/or additional supplies needed for that day

Pleasure reading book/comic or puzzle book like Sudoku or word search

Grading System:

Tests/Essays 30pts-100pts

Major Projects 30-50pts

Vocab Quizzes 15-30pts

Daily Work* 5-10pts

Journal Entries/Warm Ups 2pts

*discussions, short responses, notes, etc.

Journal Entry Rules:

1. the room must be silent (you can listen to music in earbuds unless you've lost this privilege)
2. 5 minutes of writing
3. neat handwriting
4. correct spelling, grammar, and punctuation
5. content must be something you are okay sharing with the class

Late Work:*Large Projects/Essays/Presentations*

It is imperative for your success and progression in the class that you turn your work in on time, especially these large assignments; however, if you do turn in one of them late, you will lose a 1/3 of a grade (3% off) for each day it is late. The latest day that I will take one of these assignments is one week after it is due.

For example, if an assignment is due on a Tuesday, the following reductions would happen each day it was late:

3% off on Weds	6% off on Thurs	9% off on Fri	12% off on Sat
15% off on Sun	18% off on Mon	21% off on the following Tues(Last day to turn in)	

Daily Classwork, Responses, Discussions, etc.

For C and I Group as well as the first two weeks a student is in A group, daily assignments can be turned in late for 1pt or 10% off (whichever is greater) if they are given to me the day after they are due. After the first two weeks, students who are in A group must turn in their work by the end of the day it is due for them to receive the 1pt or 10% off penalty or by the day after for 2pts or 25% off. However, students who are repeatedly late with turning in their work may lose this privilege.

Depending on the circumstances, I may allow you to turn assignments in even later for a greater percentage off but that is up to my discretion and will not be allowed on a regular basis. *Excused absences are a separate circumstance and all work will be counted on time if turned in by the indicated make up work due date.*

(M Group)
YEAR LONG THEME: *The Enduring Identity*

Literature Addressed:

Finding Wonders: Three Girls Who Changed Science (Girls Who Love Science) by Jeannine Atkins (set in Germany, Netherlands, England, and Nantucket in 3 time periods 1647 to 1889)
Dragonwings by Laurence Yep (early 1900s San Francisco)
The Outsiders by S.E. Hinton (mid-1960s Tulsa, Oklahoma)
Have You Seen Luis Velez? by Catherine Ryan Hyde (Modern Day New York City)

(C Group)
YEAR LONG THEME: *We are the Stuff Dreams are Made Of*

Literature Addressed:

Summer Reading: The Outsiders by S.E. Hinton (mid-1960s Tulsa, Oklahoma)
A Raisin in the Sun by Lorraine Hansbury (post-WWII Chicago, Illinois)
Finding Wonders: Three Girls Who Changed Science (Girls Who Love Science) by Jeannine Atkins (set in Germany, Netherlands, England, and Nantucket in 3 time periods 1647 to 1889)
Assorted Poetry from American Poets (Robert Frost, Langston Hughes, Maya Angelou, Emily Dickinson, and more.)
House on Mango Street by Sandra Cisneros
The Laramie Project by Moises Kaufman and Tectonic Theater Project (late 1990s Wyoming)

(I Group)
YEAR LONG THEME: *We are the Stuff Dreams are Made Of*

Literature Addressed:

Summer Reading: With the Fire on High by Elizabeth Acevedo (Modern Day Philadelphia, Pennsylvania)
Clybourne Park by Bruce Norris (post-WWII Chicago, Illinois)
Allie & Bea by Catherine Ryan Hyde
Assorted Poetry from Poets around the World
The Absolutely True Diary of a Part Time Indian by Sherman Alexie (early 1990s Spokane Wellpinit & Reardan, Washington)
The Laramie Project by Moises Kaufman and Tectonic Theater Project (Late 1990s Wyoming)

(A Group)
YEAR LONG THEME: *Keys to Success: Tenacity, Resilience, & Dumb Luck*

Literature Addressed:

Summer Reading: With the Fire on High by Elizabeth Acevedo (Modern Day Philadelphia, Pennsylvania)
A Memoir of Choice (each student will choose a memoir to read & study)
Great Expectations by Charles Dickens (mid-19th century England)
The Princess Bride S. Morgenstern's Classic Tale of True Love & High Adventure by William Goldman (fictional city Florin during the Renaissance)
Ender's Game by Orson Scott Card (near future Earth & orbital military facilities)