

English I

Course Syllabus 2018-2019

Ms. Hinson

Room 115

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Conference: 5th period (1:00-1:55 on regular schedule days)

Tutorials: M-F 3:55-4:30 (unless I'm in a meeting) & by appointment

Course Description: In English I, students build a strong foundation in written and verbal communication by reading and responding to short stories, drama, poetry, fiction, and nonfiction. Being present, active participants in classroom discussion, cooperating with peers, creating original writing, and giving oral presentations are among some of the activities in which students will have the opportunity to practice and improve these skills.

Course Goals:

- 1) To provide students with the skills necessary to read critically, write analytically, and communicate effectively in preparation for any career field
- 2) To provide each student with the knowledge and skills to successfully master the STAAR English I end-of-course exam required for graduation

Daily Materials: Students are expected to have the following items in class every day:

- 1) Journal (spiral notebook, composition book, loose paper in a folder...)
- 2) Something to write with (pen or pencil)
- 3) Index cards and something to keep them in (plastic box or storage container, Ziploc bag, rubber band...)
- 4) Folder/3 ring binder for keeping up with work and handouts

Note: I am very flexible in regard to the form these materials take, because I want my students to be successful. Please get what works best for you. Journals and index cards may be stored in my classroom.

Classroom Expectations: When in my class, students are expected to be:

- 1) Prepared
- 2) On-Task
- 3) Responsible
- 4) Respectful

Grade Breakdown:

Daily Grades - 60%

Major Grades/Test Grades - 40%

Homework: Any assignment not completed in class can be assigned as homework.

Make-Up Work:

- 1) If a student is absent from class (excused or unexcused) it is his/her responsibility to get any missed assignments, notes, or other information (including warm-ups)
- 2) Missed assignments are due within 1 week of a student's return to class

Re-Testing: All students are allowed to re-test after failing, but they must do so within 1 week.

English I Year at a Glance

1st Nine-Weeks

Unit 1: Beginning the Journey with Fiction and Literary Non Fiction

This unit bundles student expectations that address word study, reading, and writing using literary works with a focus on fiction and literary nonfiction to support the analysis and creation of text using complex literary elements and techniques. Various forms of literary works including classical, mythical, and traditional 20th and 21st century literature representing a range of diverse cultures and backgrounds provide the avenue for students to practice making inferences, summarizing, synthesizing and providing textual evidence while reading. Students examine selected literature and related media to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of listening, speaking, reading, and writing skills supports the continued development of processes while providing a foundation for college and career readiness.

Unit 2A: Continuing the Journey Through Poetry

This unit bundles student expectations that address word study, reading, and writing to support the analysis and creation of poetry by using literary techniques specific to the genre. Various forms of poetry representing a range of diverse cultures and backgrounds provide the avenue for the practice of making inferences, summarizing, synthesizing, and providing textual evidence during reading. Students examine literature to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of listening, reading, and writing skills allow the continued development of processes while providing a foundation for college and career readiness.

2nd Nine-Weeks

Unit 2B: Moving Forward with Drama

This unit bundles student expectations that address word study, writing and reading to support understanding of how dramatic forms (conventions) enhance drama and encourage appreciation of dramatic text while providing a foundation for script writing. Various works of drama and literary works representing a range of diverse cultures and backgrounds provide the avenue for the practice of making inferences, summarizing, synthesizing and providing textual evidence during reading. Students examine literature and related media to make important personal and world connections within and across contexts and genres. An emphasis on the integration of listening, speaking, reading and writing skills allow the continued development of processes while providing a foundation for college and career readiness.

Unit 3: Using Informational Text

This unit bundles student expectations that address word study, reading and writing of expository and procedural texts. The goal of this unit is to provide students the skills to analyze and use information in procedural and expository text by making inferences and drawing complex conclusions about ideas presented. Analysis of informational texts facilitates the understanding and use of unique structures and organizational patterns in reading and writing. Various forms of informational texts continue to provide the avenue for the practice of making inferences, summarizing, synthesizing, and providing textual evidence during reading. Students examine text and related media to make personal and world connections within and across different contexts and genres. An emphasis on the integration of listening, reading, and writing skills allows the continued development of processes while providing a foundation for college and career readiness.

3rd Nine-Weeks

Unit 4: Intentional Persuasion

This unit bundles student expectations that address persuasive text (e.g., speeches) and media literary (e.g., web pages, online information, television, documentaries, commercials, blogs, newspapers) for the purpose of shaping perceptions and beliefs about reality. Students examine what the media and text present, how it is presented, and what factors affect the way it is created. Through the study of print and non-print, students identify and analyze the effect of persuasive techniques in order to incorporate them into their own writing and to facilitate informed decision making.

Unit 5A: Genre Connections

This unit bundles student expectations that address word study, writing and reading to support understanding of multiple genres. Students re-examine literary and informational text to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of listening, speaking, reading and writing skills allow the continued development of processes while providing a foundation for college and career readiness.

4th Nine-Weeks

Unit 5B: College and Career Literacy

This unit bundles student expectations that address word study, reading and writing of expository and procedural texts, with a focus on college and career literacy. The goal of this unit is to provide students the skills to analyze and use information in procedural and expository text by making inferences and drawing complex conclusions about ideas presented. Analysis of informational texts facilitates the understanding and use of unique structures and organizational patterns in reading and writing. Various forms of informational texts continue to provide the avenue for the practice of making inferences, summarizing, synthesizing, and providing textual evidence during reading. Students read fictional text independently to deepen understanding of theme, genre, structure, and elements.

Unit 6: Inquiring Minds

This unit bundles student expectations that address the research process of gathering, synthesizing, organizing, and presenting ideas and information. Students will evaluate the credibility of sources encountered during the process. An emphasis on each step of the research process is highlighted in order to reinforce critical thinking that will continue to develop and lay the foundation for future research in college and career pathways. Students read fictional text independently to deepen understanding of theme, genre, structure, and elements.