



Kelly Gilbert
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Conference Period: 10:05-10:55
Tutoring Opportunities: 8:00AM-8:20AM Daily
Class Materials: Canvas and OneNote

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

English I: In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry from world literature. Students learn literary forms and terms and interpret the possible influences of the historical context on a literary work. Rigorous writing instruction emphasizes organizing logical arguments, theses, and evidence. Writing instruction emphasizes sentence structure, paragraph development and development of comprehensive papers with focus on argument, research and description. Students will revise and edit their writing as part of the writing process. Composition practice is coordinated with guided reading of fiction, nonfiction, drama and poetry. The course will focus on critical thinking skills, literary analysis and development of writing styles. English I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) exam to meet part of the graduation requirements.

English II: In English II, students will engage in activities that build on prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry, from world literature; learn literary forms and terms; and interpret the possible influences of the historical context on a literary work. A writing emphasis is placed on argumentative forms of writing such as logical arguments, expressions of opinion, and personal forms of writing (i.e., response to literature, a reflective essay, or an autobiographical narrative). Composition practice is coordinated with guided reading of fiction, nonfiction, drama, and poetry. Students will revise and edit their writing as part of the writing process. The course will focus on critical thinking skills, literary analysis, and development of writing styles. English II students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) exam to meet part of the graduation requirements.

English III: In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres from American and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students write in a variety of forms, including informational, personal, literary, and argumentative texts. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English as part of the writing process.

English IV: In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Intense instruction emphasizes an in-depth study of British and world literature. Composition work consists of a variety of forms with informational, argumentation, personal, literary, and business writing. Students read extensively in multiple genres from British literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English.

Course Goals:

Students who complete this course successfully will be able to:

English I: Students will be able to make thematic connections between texts, develop authentic reading practices, develop stamina and build reading comprehension, make complex inferences, analyze a variety of literary texts, improve their writing process, and prepare for high-stakes testing.

English II: Students will be able to write well crafted essays by appropriately revising and editing drafts as needed, create a research essay in MLA format with cited page, build their reading stamina, make connections and synthesize among texts, and prepare for high-stakes testing.

English III: Students will be able to build their reading stamina, explore universal themes, learn purposeful close reading strategies, analyze the author's use of language and analysis of literary elements, write a well-crafted narrative, literary and argument essay, research fundamentals-databases, synthesizing, information, and use MLA citations.

English IV: Students will be able to analyze and explore universal themes in literature, evaluate argumentative texts, reading with an awareness of writing techniques, make connections to and describe a personal experience, write a well-crafted literary narrative, essay demonstrating understanding of informational text structure, write in response to a scholarship or real-world/business prompt, and compose a formal cover letter and resume'.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum ten per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom: N/A

Attendance/Tardy Policy/Make-Up Work:

Classroom Expectations:

Preliminary Schedule of Topics, Readings, and Assignments

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.