



English I PAP

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Conference Period: 7th period: 2:35-3:25

Tutoring Opportunities: By appointment before school, after school, and at lunch.

Class Materials: Two packages of standard ruled notebook paper, pencils, pens of any color, 6 tab dividers.

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:

The English I Pre-AP curriculum requires critical reading and is writing based. Students are required to write multiple compositions, including a documented literary criticism research project. Students concentrate on vocabulary skills, language concepts, and critical thinking. Reading assignments emphasize analysis and interpretation of plays, novels, epics, poetry, and mythology. **Summer reading is required.** Extra time is required on the part of Pre-AP students for class preparation, outside reading, and completion of assignments. 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.

Course Goals:

Students who complete this course successfully will be able to:

- Analyze how the author's use of syntax, diction, and sensory language in literary nonfiction and short story supports meaning.
- Identify the implicit connections and thematic links between texts representing similar and different genres.
- Demonstrate an adequate command of written conventions.
- Write a persuasive essay that contains a clear position, uses a logical organizing structure, sufficiently develops relevant reasons and evidence, creates an appropriate tone through clear and specific word choice, and demonstrates an adequate command of written conventions.
- Edit drafts to correct errors in grammar, sentence structure, capitalization, punctuation, and spelling.
- Revise drafts to strengthen the introductory and concluding paragraphs, add facts, specific details, and relevant examples to bolster the author's thesis, strengthen transition within and between paragraphs, improve the effectiveness of sentences, and demonstrate appropriate style and word choice.

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%.

Assignments, exams, expectations outside of the classroom:

Each grading period will consist of three summative assessments: a multiple-choice test; a process essay; and a project-based assessment. On rare occasions, students will additionally be required to complete some assignments outside of class.

Attendance/Tardy Policy/Make-Up Work:

Attendance: A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. Students shall have time equal to days absent from class plus one day to complete all missed assignments. A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

Tardy Policy: Because tardiness disrupts the classroom and negatively affects the learning environment, students should arrive punctually to each of their classes. Students are allowed an adequate passing period to travel from one class to the next. Excessive unexcused tardies will be addressed by campus administration. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Make-Up Work: Students will meet with teacher before or after school or at lunch by appointment to receive make-up work. Time period for make-up work is number of days absent plus one extra day.

Late Work:

- 1 school day – 80% of the grade received
- 2 school days – 65% of the grade received
- 3 school days – 55% of the grade received

Classroom Expectations:

1. Be on time and prepared.
2. Do nothing to stop teacher from teaching or others from learning.
3. Respect self and others with words and actions.

Preliminary Schedule of Topics, Readings, and Assignments

1st Six Weeks: Literary Nonfiction: Students are immersed in a variety of narrative texts, including memoirs, short stories, and other pieces of literary nonfiction. Students read and write true stories about topics that matter.

2nd Six Weeks: Reading and Writing to Inform: Students read and write a variety of nonfiction text sets that center around a variety of significant topics. Students will synthesize the ideas from the research they conducted during the third week to write researched illustration essays.

3rd Six Weeks: Literary Analysis: Students will analyze symbols, archetypes, and allusions among a variety of literary texts, focusing specifically on a novel or excerpts from several novels and thematically-linked poetry. Students develop a deeper understanding of author's craft as they write their own literary analysis essays.

4th Six Weeks: Reading Across Genres and Expository Writing: Supporting students in reading and making thematic connections among drama and informational texts. Introduce the STAAR Expository essay as a new "genre."

5th Six Weeks: Prepare for High Stakes Testing: Supporting students in successfully applying the strategies they have been practicing throughout the year as they prepare to take the STAAR EOC.

6th Six Weeks: Argument and Persuasion: Students are immersed in argument writing, focusing on how writers make a claim and use a variety of strategies to convince their audience of the validity of that claim. By the end of this unit, students will have produced an ARGUMENT ESSAY that they will share with a public audience.

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.