



Advanced and GT English 1

Mr. Ruben Brown

rbrown01@ems-isd.net

Phone: 817-232-7112 ext. 7104

Tutorials: [Monday -Thursday before school at 8:20 am OR After school by appointment only](#)

Class Materials:

- Several packages of notebook paper.
- Pens (any color) and pencils.
- 5-tab dividers
- Computer with Office 365 downloaded (We will be using Word frequently)
- Digital tool(s) that will be used for student coursework: Online textbook, Canvas, OneNote, Office 365
- Choice book – either fiction or nonfiction in backpack at all times.

****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:

A central goal of the English language arts and reading (ELAR) department is to establish and support a consistent reading habit in the busy lives of students, which is a shared partnership between teachers, students, and parents. In ELAR classes, students will engage in both required and self-selected texts. Through both assigned and independent reading, students will continue to develop their confidence, build vocabulary, increase reading fluency and stamina, and improve their writing skills.

Students who complete this course successfully will be able to:

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
- Three (at least) Major grades each six weeks – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks.
- Four (at least) Minor grades each six weeks – (4) 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 very rare occasions, students will additionally be required to complete some assignments outside of class.

Attendance

Be in class, actively and appropriately participating every day. If you are counted absent, you will then need to communicate with the CTHS attendance office. Remember that in order to avoid truancy you must be present 90% of the time for each 6 months.

Make-Up Work/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

Late work is not the same as missing work from being absent. If a student is absent, they are given extra time to complete assignments without penalty.

Test Prep:

Advanced classes integrate SAT test prep strategies from Khan Academy as it fits into the curriculum. Students will engage with tips, strategies, and practice questions and study how the SAT is formulated for Reading and Writing.

Classroom Expectations:

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

Preliminary Schedule of Topics, Readings, and Assignments

- 1st 6 Weeks: Literary Non-fiction/Memoir and Correspondence
 - Essential Question: What are the issues of consequence within my text?
- 2nd 6 Weeks: Fiction, Poetry, Information, and Argument
 - Essential Question: What factors keep us from having freedom?
- 3rd 6 Weeks: Multiple genres and informational ECR/Essay
 - Essential Question: How do we form and maintain connections with others?

- 4th 6 Weeks: Literary (Drama, Shakespeare, Poetry) and Informational
 - Essential Question: How does conflict shape our relationship?
- 5th 6 Weeks: Multiple Genre Text Sets and Argument Extended Response essay
 - Essential Question: How can our acquired knowledge help us overcome obstacles?
- 6th 6 Weeks: Book Clubs, Multiple Genres, and Research-Based Argumentative Presentation
 - Essential Question: What changes would we like to see in our communities and societies?

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.