**McKinney Boyd High School**

**Pre-AP English I**

**1st Quarter**

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| **Instructors** | **Room Numbers** | **Phone numbers** | **Tutoring times** | **Conference Times** | **E-mail addresses** |
| Ashlee Harwell | D103 | 469-302-3468 | Tuesday / Thursday2:30 – 3:00 | 7th period | aharwell@mckinneyisd.net |
| Kelsey Kingston | D105 | 469-302-3470 | Monday / Thursday 2:30 – 3:00 |  7th period |  kkingston@mckinneyisd.net |
| Makayla Price | D104 | 469-302-3469 | Monday / Tuesday2:30 – 3:00 | 7th period | mprice@mckinneyisd.net |
| Brittany Smith | D101 | 469-302-3466 | Monday / Wednesday7:00 -7:30 | 7th period | bsmith@mckinneyisd.net |
| Stephanie Wardach | D100 | 469-302-3465 | Tuesday / Thursday2:30 – 3:00 | 7th period | swardach@mckinneyisd.net |

**TEXTBOOK:**

*Literature – Language and Literacy*, Pearson Prentice Hall, 2010

**COURSE DESCRIPTION:**

Students enrolled in English 1 practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to reflect, persuade, report, and describe. Students plan, draft, and complete written compositions

on a regular basis and edit their papers for clarity, engaging language, and correct use of conventions. English 1 students read extensively in multiple genres from world literature. Students learn literary forms and terms associated with selections being read and also interpret the possible influences of the historical context on a literary work.

**COURSE PHILOSPHY:**

We believe students should read closely, think critically, reason logically, write coherently, and listen reflectively so they are prepared for an increased level of language arts abilities in and beyond the English classroom.

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| --- | --- |
| **1st Semester** | **2nd Semester** |
| *Jane Eyre, Bless Me, Ultima, or Catcher in the Rye;* Short Stories*,* Poetry, *Animal Farm*  |  Poetry, *Night*  |
| *The Odyssey,* Poetry, *Anthem* | *The Tragedy of Romeo and Juliet*, Shakespearean Sonnet, *Fahrenheit 451* |

* Multi-paragraph essays (a minimum of one per quarter).
* **Active** participation (verbal contributions) in class discussions over readings

**EVALUATION:**

Formative 30% -- Formative assessments (10 minimum) are any assessments that are given to assess student learning throughout the grading period. This category will include homework, quizzes, projects, daily work, etc. and can be further divided by changing the weight of an assessment

Summative 70% -- Summative assessments (3 minimum) are cumulative and designed to assess mastery throughout the grading period. This will include major tests and must count 70%.

\*Important to note: Tests must be completed in class the day of the test. If an absence occurs, the district make up policy will be used. Students must be prepared to make up their test the morning of their return to school.

**DEPARTMENT POLICIES:**

1. All work—class work, homework, handwritten, and typed, must have an MLA formatted heading.
2. If a student refuses the opportunity to complete an assignment during class time or does not choose to turn the assignment in, then there will be no make-up opportunities provided. Students turning in late assignments forfeit their opportunity to retake/redo the assignment.
3. **Re-takes on qualifying assignments below a 75 are available** **for re-do up to a 75** after having a discussion with the student’s teacher and no later than 5 days after the assignment has been returned to the student.
4. Homework assignments are due at the **BEGINNING** of class. The following penalties will occur for late work: Late assignments must be turned in the **following class period** for a **maximum** grade of an 80.

**Late Work**

* 1 day late = -20 points, no redo
* 2+ days late = Not accepted, no redo
* Barring any extenuating circumstances that are documented with the Boyd administrative team, **assignments turned in after the beginning of the class period 1 day late are no longer accepted.**
* **If an assignment is turned in later, then there will be no re-take opportunity.**
1. As per the student handbook, it is the **student’s responsibility to get make-up work the day he/she returns** from his/her absence. The student has **one class day** for every sick day to make up an assignment. Students who do not complete assignments and tests in that time frame will receive a 0**.**
2. Students are responsible for their own work; we will strictly adhere to district policy and give zeros for cheating infractions. **Plagiarism**, defined by Webster’s Ninth New Collegiate Dictionary as “…to pass off (the words and ideas of another) as one’s own…without crediting the source, “or to “present as new and original an idea or product derived from an existing source,” is cheating.
3. Students will be required to turn in cell phones on major assessment days and will be returned at teacher discretion.

CHEATING AND PLAGIARISM: Following a complete investigation, any student caught cheating will receive a grade of "0”.  If the assignment in question is copied from another student, both students will be penalized with a grade of “0.”   Those students caught cheating do not fall under the MISD Make-Up Policy and are not eligible to redo the assignment.

**Examples of CHEATING include, but are not limited to the below-mentioned items:**

• Physically/Visually copying, text messaging, faxing, emailing, photographing, tweeting, posting via media, or in any way duplicating assignments that are turned in, wholly or in part, as original work

• Exchanging assignments or portions of assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not

• Using books, notes, reviews, study guides, etc. during tests or quizzes without the expressed permission of the instructor

• Giving or receiving answers during tests or quizzes

• Accessing a test or quiz for determining the questions in advance of its administration.

• Submitting material written by someone else or rephrasing the ideas of another without giving the author’s name or source

• Presenting the work of tutors, parents, siblings, or friends as your own

• Submitting purchased papers as your own

• Submitting papers, or portions of papers, from the Internet written by someone else as your own

• Supporting plagiarism by providing your work to others, whether you believe it will be copied or not**.**

**SUPPLY LIST:**

* Blue/Black Pens and Pencils
* District-Provided MacBook
* Binder
* Spiral Notebook OR Loose Leaf Notebook Paper
* Dividers

**Pre-AP English I**

1st 9 Weeks

Grade Distribution for 1st Quarter

|  |  |  |
| --- | --- | --- |
| Summative Grades - 4 | Assigned \* | Due \* |
| Summer Reading (4 columns) | 8/31 | 9/4 |
| Short Stories Test | 9/28 | 9/28 |
| Expository Essay Process | 9/29 | 10/2 |
| *Animal Farm* Test | 10/13 | 10/13 |
| Formative Grades - 10 | Assigned \* | Due \* |
| Autobiography Presentation | 8/25 | 8/28 |
| Autobiography (x2) | 8/25 | 8/31 |
| Dialectical Journal/Annotations | 8/25 | 9/3 |
| MAV | 8/27 | 9/8 |
| “Scarlet Ibis” annotations | 9/9 | 9/11 |
| LTF: Putting it all together | 9/14 | 9/15 |
| “Scarlet Ibis” SAQ (x2) | 9/16 | 9/17 |
| “The Bells” Analysis | 9/18 | 9/18 |
| Short Stories Literature Circles (x2) | 9/25 | 9/25 |
| *Animal Farm* APMCs  | 10/8 | 10/8 |

\*Some dates and assignments are subject to change.

**Grades that will be in for the 6 weeks grade report**

**Pre-AP English I**

 1st 9 Weeks

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| **Week** |  **Skill, Strategy, Process** |
| **Week 1**Aug. 24 - 28Freshman Class Meeting: 2nd   | Monday 24 * Welcome and introductions
* Classroom policies and expectations
* MacBook/The Google setup/ENG 1 website

Tuesday 25* Summer Reading Reminder
* Intro Autobiography and begin planning (have them bring supplies tmrw)

Wednesday 26* Continue Autobiography

Thursday 27* Introduce MAV
* Continue Autobiography

Friday 28* Present Autobiography (Title and Prologue)
* Summer Reading Reminder
 |
| **Week 2**Aug 31 – Sep. 4Safety Day | Monday 31 **OPEN HOUSE*** Autobiography DUE
* Post-Mortem of Summer Reading Protagonist

Tuesday 1* Summer Reading Literature Circles

Wednesday 2* Intro Short Stories Literary Devices Chart/Study Guide (define terms)

Thursday 3* Socratic Seminar: Inner/outer circle and take notes
* Dialectical Journal DUE

Friday 4* Summer Reading Essay
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| **Week 3**Sept. 7 – 11  | Monday 7 * Labor Day – NO SCHOOL

Tuesday 8* Diagnostic Test

Wednesday 9 * Intro and begin reading “Scarlet Ibis” (384-91)
* Model annotations
* Lit Devices/SG

Thursday 10* Finish “Scarlet Ibis” (391-95)
* Con’t Lit Devices/SG

Friday 11 * Plan by need
 |
| **Week 4**Sept. 14 - 18BroncofestAshlee’s bday!Homecoming | Monday 14 “Scarlet Ibis” Visual Analysis LTF: Putting it all togetherTuesday 15* “Woman with Flower” TPCASTT
* Complete LTF – DUE end of class

Wednesday 16* Intro SAQ and Crossover SAQ
* Model with “Scarlet Ibis” and “Woman with Flower”

Thursday 17* SAQ Practice

Friday 18* “The Bells” Analysis
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| **Week 5**Sept. 21 – 25 College Night | Monday 21 Intro “Cask of Amontillado” with Visual AnalysisBeing reading “Cask” using guided reading packetCon’t Lit Devices/SGTuesday 22* Con’t reading “Cask”

Wednesday 23 * Complete “Cask”
* SAQ

Thursday 24* Complete Lit Devices Chart/SG and study

Friday 25 * Short Stories Literature Circles
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| **Week 6**Sept. 28 – Oct 2Pep Rally and 6 Wk IPR | Monday 28 *QCA Window Opens***Short Stories Test**Tuesday 29Intro Expository Essay (PPT and notes)* Complete ROSE over prompt

Wednesday 30 * Outline

Thursday 1* Go over STAAR rubric
* Revise and edit

Friday 2* Final Draft
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| **Week 7**Oct. 5 - 9 | Monday 5* Intro *Animal Farm*
* Read background info over Russian Revolution

Tuesday 6* Begin reading *Animal Farm* (Ch. 1)
* Begin *AF* Study Guide Questions
* **Homework:** Read Ch. 2-4

Wednesday 7* Read *Animal Farm* (Ch. 5-7)
* Continue *AF* Study Guide

Thursday 8* *Animal Farm* APMCs
* **Homework:** Read Ch. 8-9

Friday 9 * QCA Review
* Read *Animal Farm* (Ch. 10)
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| **Week 8**Oct. 12 - 16PSATStud Volleyball | Monday 12Staff Development – NO SCHOOLTuesday 13* ***Animal Farm* Test**

Wednesday 14* **District QCA** (Grade on Q2)

Thursday 15* **QCA Essay**

Friday 16 *QCA Window Closes** Writing Portfolios
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