**McKinney Boyd High School**

**Pre-AP English I**

**2nd Quarter**

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| **Instructors** | **Room Numbers** | **Phone numbers** | **Tutoring times** | **Conference Times** | **E-mail addresses** |
| Ashlee Harwell | D103 | 469-302-3468 | Tuesday / Thursday  2:30 – 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 / Tuesday  2:30 – 3:00 | 7th period | maprice@mckinneyisd.net |
| Brittany Smith | D101 | 469-302-3466 | Monday / Wednesday  7:00 -7:30 | 6th period | bsmith@mckinneyisd.net |
| Stephanie Wardach | D100 | 469-302-3465 | Tuesday / Thursday  7:00 – 7:30 | 6th 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, Romeo and Juliet* |
| *Anthem,* “Free Four,” Nonfiction Survival Articles | *The Odyssey, 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**

2nd 9 Weeks

Grade Distribution for 2nd Quarter

|  |  |  |
| --- | --- | --- |
| Summative Grades - 3 | Assigned \* | Due \* |
| District QCA | 10/19 | 10/19 |
| Expository Essay Process | 11/4 | 11/13 |
| *Anthem* Test | 12/7 | 12/7 |
| Formative Grades - 10 | Assigned \* | Due \* |
| “Everest” Annotations | 10/20 | 10/22 |
| “Everest” Reflection | 10/22 | 10/22 |
| Current Event Research (x2) | 10/29 | 10/29 |
| Literary Essay Prewrite | 11/20 | 11/20 |
| *Anthem* Annotations | 11/30 | 12/4 |
| *Anthem* Timed Writing (x2) | 12/3 | 12/4 |
| MAV Slides | 10/23 | 12/7 |
| Autobiography Components (x2) | 10/30 | 12/11 |
| Literary Story | 12/8 | 12/11 |
| Storyboard Version of Literary Essay | 12/11 | 12/14 |

\*Some dates and assignments are subject to change.

**Pre-AP English I**

2nd 9 Weeks

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| **Week** | **Skill, Strategy, Process** |
| **Week 1**  Oct. 19 - 23 | Monday 19   * Introduce Survival Concept using a word web * TedTalk: Diana Nyad: “Never, ever give up” * Discuss purpose of nonfiction/expository   Tuesday 20   * Begin reading “Everest” as a whole class * Annotate for the signposts and discuss the purpose   Wednesday 21   * Continue reading and annotating “Everest” as a class   Thursday 22   * Introduce new MAV List * Complete article reflection in the Google * Author’s purpose; what did you learn; what were the most helpful strategies when analyzing; what personal/thematic connections can you make; what does it say about humanity   Friday 23   * Introduce the Expository Essay mode * Introduce ROSE strategy * Complete ROSE as a class using sample prompt |
| **Week 2**  Oct. 26 - 30  Pep Rally | Monday 26   * **NO SCHOOL – PARENT/TEACHER CONFERENCE DAY**   Tuesday 27   * In groups: Begin reading new nonfiction article * Annotate for signposts and connections; analyze for author’s purpose   Wednesday 28   * Continue reading/annotating in groups   Thursday 29   * Introduce Research (Purpose and evaluating credibility) * Research a current event relating to survival * Complete reflection in the Google: summary, example of signposts, etc.   Friday 30   * Introduce New Autobiography Components |
| **Week 3**  Nov. 2 - 6 | Monday 2  * Begin reading new nonfiction article individually * Annotate and complete signpost page  Tuesday 3  * Continue reading and annotating   Wednesday 4   * Introduce Expository Prompt (for the summative process grade) * Complete ROSE * Complete Thesis Activity (explain difference between reasons and examples)   Thursday 5   * Discuss thesis statements * Begin outline   Friday 6   * Plan by need (Autobiography, SAQ, MAV, etc.) |
| **Week 4**  Nov. 9 - 13 | Monday 9  Provide feedback on outlines  Begin rough draft Tuesday 10  * Grammar Mini Lesson (comma usage; point of view) * Partner Portion of Revise/Edit Checklist  Wednesday 11  * Grammar Mini Lesson (pronoun/antecedent agreement) * Self Portion of Revise/Edit Checklist  Thursday 12  * Grammar Mini Lesson (capitalization) * Clocking Activity  Friday 13  * Final Draft * Autobiography Components DUE (nonfiction) |
| **Week 5**  Nov. 16 - 20 | Monday 16  Zombie Apocalypse Survival Game Tuesday 17  * Introduce Dystopian Concept using word web (show YouTube vid) * Background on *Divergent* and *Anthem*/Ayn Rand * Discuss purpose of fiction/literary  Wednesday 18  * Begin reading “Free Four” as a whole class * Annotate for the signposts and discuss the purpose/thematic connections  Thursday 19  * Continue reading and annotating as a class  Friday 20  * Introduce 2nd part of Autobiography Components * Literary Prewriting Activity * Put picture of post-apocalyptic setting on projector * Brainstorm a character, a conflict, and an outline for this dystopian setting |
| Nov. 23 - 27 | **THANKSGIVING BREAK** |
| **Week 6**  Nov. 30 – Dec 4 | Monday 30  Begin reading *Anthem* as a whole class (until predetermined stopping point)  Annotate for signposts and theme  Reading Log Tuesday 1  * Read and annotate individually  Wednesday 2  * Read and annotate individually  Thursday 3  * Introduce *Anthem* Timed Writing   Friday 4   * Continue Timed Writing |
| **Week 7**  Dec. 7 – 11 | Monday 7   * **MAV SLIDES DUE** * ***Anthem* Test**   Tuesday 8   * Introduce Literary Prompt * Discuss elements of literary essay (hook, conflict, characters, figurative language, dialogue, resolution) * Brainstorm   Wednesday 9   * Rough Draft   Thursday 10   * Revise and Edit * Begin Final Draft   Friday 11   * **Autobiography Components DUE** * Complete Final Draft * Create Storyboard Version of story using storyboardthat.com |
| **Week 8**  Dec. 14 - 18 | Monday 14   * Complete Storyboard Version   Tuesday 15   * 1st Period Semester Exam * 2nd-7th: Visual Representation   Wednesday 16   * 2nd Period Semester Exam * 3rd Period Semester Exam   Thursday 17   * 4th Period Semester Exam * 5th Period Semester Exam   Friday 18   * 6th Period Semester Exam * 7th Period Semester Exam |