**McKinney Boyd High School**

**Pre-AP English I**

**3rd Quarter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.

|  |  |
| --- | --- |
| **1st Semester** | **2nd Semester** |
| *The Secret Life of Bees, Ship Breaker, or American Born Chinese;* Short Stories*,* Poetry, Independent Reading Books | Poetry, *Night,* |
| “Free Four,” “The Transfer,” Nonfiction survival articles | *The Odyssey*, *Romeo and Juliet* |

* 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 an 80 are available** **for re-do up to an 80** after having a discussion with the student’s teacher and no later than 5 days after the assignment has been returned to the student.

Homework assignments are due at the **BEGINNING** of class. The following penalties will occur for late work:

**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**

3rd 9 Weeks

Grade Distribution for 3rd Quarter

|  |  |  |
| --- | --- | --- |
| Summative Grades - 3 | Assigned \* | Due \* |
| SAQ Summative | 2/4 | 2/4 |
| *Night* Test | 2/10 | 2/10 |
| Expository Essay | 2/22 | 2/23 |
| Formative Grades - 10 | Assigned \* | Due \* |
| Oprah and Elie Interview Questions | 1/5 | 1/5 |
| Holocaust Background/Research | 1/6 | 1/7 |
| *Night* APMCs | 1/15 | 1/15 |
| “Night of Broken Glass” Poetry Analysis/SAQs | 1/26 | 1/27 |
| Close Reading Analysis | 2/1 | 2/2 |
| *Aliyah: Rebirth of Israel* Analysis | 2/3 | 2/3 |
| Rhetorical Analysis | 2/9 | 2/9 |
| Film Analysis | 2/16 | 2/16 |
| Nonfiction Comparison Chart | 2/17 | 2/18 |
| Autobiography | 1/15 | 2/25 |
| *Night* Timed Writing | 2/24 | 2/26 |

\*Some dates and assignments are subject to change.

**Pre-AP English I**

3rd 9 Weeks

|  |  |
| --- | --- |
| **Week** | **Skill, Strategy, Process** |
| **Week 1**  Jan. 4 – 8  Spring Pep Rally | Monday 4   * **STAFF DEVELOPMENT**   Tuesday 5   * Intro to *Night*: Oprah and Elie Interview and Discussion Questions   Wednesday 6   * Pre-Reading Questions * Holocaust Background Information/Research   Thursday 7   * Holocaust Background Information/Research   Friday 8   * Intro Literary Devices Chart/Study Guide Questions * MAV Crossword using dictionary |
| **Week 2**  Jan. 11 – 15 | Monday 11   * *Night*: Begin reading Ch. 1   Tuesday 12   * *Night*: Complete Ch. 1 * Read Ch. 2   Wednesday 13   * Ch. 2 SAQ * Visual Analysis   Thursday 14   * Complete Visual Analysis * Visual Analysis SAQ   Friday 15   * *Night* APMCs * **HW:** Autobiography Component 1 |
| **Week 3**  Jan. 18 – 22 | Monday 18  * **NO SCHOOL: Martin Luther King Jr. Day**  Tuesday 19  * *Night*: Read Ch. 3   Wednesday 20   * *Night*: Complete Ch. 3   Thursday 21   * Reading Selection 3 * Writing Selection 1 * SAQ   Friday 22   * *Night*: Read Ch. 4 |
| **Week 4**  Jan. 25 – 29 | Monday 25  *Night*: Complete Ch. 4  Conflict Worksheet Tuesday 26  * “Night of Broken Glass” Poetry Analysis  Wednesday 27  * Ch. 4 SAQ * Poetry Crossover SAQ  Thursday 28  * *Night*: Read Ch. 5  Friday 29  * *Night*: Complete Ch. 5 * Reading Selection 4 * Writing Selection 2 |
| **Week 5**  Feb. 1 – 5  Pep Rally | Monday 1  *Night*: Read Ch. 6  Close Reading Analysis Tuesday 2  * *Night*: Complete Ch. 6 * Continue Close Reading Analysis  Wednesday 3  * *Aliyah: The Rebirth of Israel* Visual Analysis * Crossover SAQ  Thursday 4  * SAQ Summative * *Night*: Read Ch. 7  Friday 5  * Autobiography Component 2 |
| **Week 6**  Feb. 8 – 12  6 Wk Grade Check | Monday 8  *Night*: Read Ch. 8 and 9 Tuesday 9  * Rhetorical Analysis of Nobel Peace Prize Acceptance Speech  Wednesday 10  * ***Night* Test** * Read “A God Who Remembers”  Thursday 11  * *Boy in the Striped Pajamas* * Viewing Questions and Theme   Friday 12   * *Boy in the Striped Pajamas* * Viewing Questions and Theme |
| **Week 7**  Feb. 15 – 19  StuCo Dodgeball | Monday 15   * **WAIVER DAY**   Tuesday 16   * “Toyland” * Film Analysis and SAQ   Wednesday 17   * Read Nonfiction Articles * Comparison Chart   Thursday 18   * Read Nonfiction Articles * Comparison Chart   Friday 19   * Autobiography Components 3 and 4 |
| **Week 8**  Feb. 22 – 26 | Monday 22   * Expository Essay Process – Choice of Prompts * ROSE and Outline   Tuesday 23   * Revise, Edit, and Final Draft   Wednesday 24   * Teach Timed Writing: Purpose, how to annotate, tone shift, and DIDLS * Annotate *Night* passage   Thursday 25   * Teach Timed Writing: Thesis, structure, and outline * *Night* TW: Write introduction and Body Paragraph 1 as a class * **Autobiography DUE**   Friday 26   * *Night* TW: Students write Body Paragraph 2 |
| **Week 9**  Feb. 29 – Mar 4 | Monday 29   * Grammar Lesson * Poetry of Phrases   Tuesday 1   * Imitation Passage (“Never shall I forget . . . )   Wednesday 2   * Found Poetry   Thursday 3   * Choose 1 poem and decorate * Mad Libs   Friday 4   * Visual Representation |