Englih I

General Course Information :: The student is expected to...

Pacing Guide

• Weeks 1-3: Writing Terminology (distinction between concrete detail & commentary), Essay Skills & the Writing Process (pre-writing, shaping, rough draft), Thesis statement, SSR
• Weeks 4-6: Grammar, Peer Editing Skills, Revising Skills, Literary Terminology, Short Stories, Literary Analysis, TAKS Short Answers, Vocabulary from literature, SSR
• Weeks 7-9: Literary Terminology, Short Stories, Literary Analysis, TAKS Short Answers, Vocabulary from literature, SSR
• Weeks 10-12: Vocabulary –Choosing the Right Word, To Kill a Mockingbird, Literary analysis, Background (historical/cultural), Information, SSR
• Weeks 13-14: Vocabulary –Choosing the Right Word, To Kill a Mockingbird, Literary Analysis, Theme, Writing Process (pre-writing, shaping, rough draft), SSR, Portfolio
• Weeks 15-16: Vocabulary –Choosing the Right Word, To Kill a Mockingbird, Literary Analysis, Peer-Editing / Revision, SSR (End of Fall Semester)
• Weeks 17-19: STAAR, The Iliad, The Odyssey, Background (historical/cultural), Information, SSR
• Weeks 20-22: STAAR, The Odyssey, Oral interpretation
• Weeks 23-25: Logical Fallacies, The Odyssey, Research
• Weeks 26-28: Research
• Weeks 29-33: Research
• Weeks 34-37: Research

TEKS Introduction and Glossary

• (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
• (2) For students whose first language is not English, the students’ native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL’s ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners’ abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

• (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, “The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,” students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.

• (4) To meet Texas Education Code, §28.002(h), which states, “... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks,” students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

1st Nine Weeks :: The student is expected to...

Reading
- analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development.[5A]
- analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.[5B]
- analyze the way in which a work of fiction is shaped by the narrator's point of view.[5C]
- explain the role of irony, sarcasm, and paradox in literary works.[7A]
- summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.[9A]
- differentiate between opinions that are substantiated and unsubstantiated in the text.[9B]
- make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.[9C]
- synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.[9D]

Essential Questions
- How to apply literary terminology in a piece of text?
- How to read a short story for analysis?
- How to understand vocabulary in literature?

Writing
• plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.[13A]
• structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.[13B]
• revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.[13C]
• edit drafts for grammar, mechanics, and spelling.[13D]
• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.[13E]
• write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.[14A]
• write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.[15Aii]
• write an analytical essay of sufficient length that includes a controlling idea or thesis.[15Aiii]
• write an analytical essay of sufficient length that includes an organizing structure appropriate to purpose, audience, and context.[15Aiv]
• write an analytical essay of sufficient length that includes relevant information and valid inferences.[15Av]
• a clear thesis or position based on logical reasons supported by precise and relevant evidence.[16A]
• consideration of the whole range of information and views on the topic and accurate and honest representation of these views.[16B]
• an analysis of the relative value of specific data, facts, and ideas.[16E]

**Essential Questions**
• How to write a TAKS short answer based on TEKS?
• What is a concrete detail?
• What is a commentary?
• What are the seven steps in the writing process?
• How to write a thesis statement?
• How to peer edit and revise?

**OWC**
• use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles).[17Ai]
• use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses.[17Aii]
• use and understand the function of the following parts of speech in the context of reading, writing, and speaking reciprocal pronouns (e.g., each other, one another).[17Aiii]
• identify and use the subjunctive mood to express doubts, wishes, and possibilities.[17B]
• use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).[17C]
• use conventions of capitalization.[18A]
• use correct punctuation marks including quotation marks to indicate sarcasm or irony.[18Bi]
• use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions.[18Bii]
• use correct punctuation marks including dashes to emphasize parenthetical information.[18Biii]
• spell correctly, including using various resources to determine and check correct spellings.[19A]

**Academic Vocabulary**
• analytical essay, ballad, bon appétit, carte blanche, caveat emptor, character foil, compound-complex sentence, gerund, infinitives, irony, nonrestrictive relative clause, paradox, parenthetical information, participle, pas de deux, quid pro quo, reciprocal pronoun, restrictive relative clause, sarcasm, sonnet, structural element, subjunctive mood, tete a tete
2nd Nine Weeks :: The student is expected to...

Reading
- analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience.[10A]
- analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions.[10B]
- analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.[6A]
- explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.[8A]
- compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts.[12A]
- analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music).[12B]
- compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet).[12C]
- evaluate changes in formality and tone within the same medium for specific audiences and purposes.[12D]

Essential Questions
- What is the importance of the 1930's to To Kill a Mockingbird?
- What themes are present in To Kill a Mockingbird?

Writing
- write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.[15Ai]
- write an interpretative response to an expository or a literary text (e.g., essay or review) that extends beyond a summary and literal analysis.[15Ci]
- write an interpretative response to an expository or a literary text (e.g., essay or review) that addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations.[15Cii]
- write an interpretative response to an expository or a literary text (e.g., essay or review) that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.[15Ciii]
- an organizing structure appropriate to the purpose, audience, and context.[16D]

Essential Questions
- How to write a short answer?
- What is the correct word for the sentence?
- How to write an essay on a theme from To Kill a Mockingbird?
- How to write a literary analysis on To Kill a Mockingbird?
- How to peer edit and revise a paper?

Academic Vocabulary
- blog, embedded quotations, graphic art, interpretive response, stylistic device

3rd Nine Weeks :: The student is expected to...

Reading
- analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.[3A]
- explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.[4A]
- demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.[5D]

Essential Questions
- What allusions are found in Greek mythology?

Writing
- write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).[14B]
Essential Questions

• How to connect a fiction piece to a non-fiction piece?
• How to respond to an open-ended and expository question?
• How to orally interpret and perform a poetry selection? How to read critically and analytically?
• How to listen critically?
• How to connect a fiction piece to a non-fiction piece?

Research

• brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.[20A]
• formulate a plan for engaging in research on a complex, multi-faceted topic.[20B]
• follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.[21A]
• organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).[21B]
• paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).[21C]
• modify the major research question as necessary to refocus the research plan.[22A]
• evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.[22B]
• critique the research process at each step to implement changes as the need occurs and is identified.[22C]
• marshals evidence in support of a clear thesis statement and related claims.[23A]
• provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.[23B]
• uses graphics and illustrations to help explain concepts where appropriate.[23C]
• uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.[23D]
• uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.[23E]

Essential Questions

• How to make a source card?
• How to make a note card?
• How to gather pertinent information on a topic?
• How to use the internet correctly?
• What is plagiarism?
• How to cite sources correctly?
• Why choose certain sources?
• How to synthesize information into a logical, coherent paper?
• How to incorporate quotes?
• How to assimilate a works cited page?

Academic Vocabulary

• classical literature, dramatic convention, dramatic irony, soliloquy

4th Nine Weeks :: The student is expected to...

Writing

• analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications).[11A]
• analyze factual, quantitative, or technical data presented in multiple graphical sources.[11B]
• write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.[14C]
• write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include organized and accurately conveyed information.[15Bi]
• write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include reader-friendly formatting techniques.[15Bii]
• produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.[15D]
• counter-arguments based on evidence to anticipate and address objections.[16C]

Essential Questions
• What is the importance of studying epic poetry?
• What is the hero's journey?
• How to respond to an open-ended and expository question?

Research
• brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.[20A]
• formulate a plan for engaging in research on a complex, multi-faceted topic.[20B]
• follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.[21A]
• organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).[21B]
• paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).[21C]
• modify the major research question as necessary to refocus the research plan.[22A]
• evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.[22B]
• critique the research process at each step to implement changes as the need occurs and is identified.[22C]
• marshals evidence in support of a clear thesis statement and related claims.[23A]
• provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.[23B]
• uses graphics and illustrations to help explain concepts where appropriate.[23C]
• uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.[23D]
• uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.[23E]

Essential Questions
• How to make a source card?
• How to make a note card?
• How to gather pertinent information on a topic?
• How to use the internet correctly?
• What is plagiarism?
• How to cite sources correctly?
• Why choose certain sources?
• How to synthesize information into a logical, coherent paper?
• How to incorporate quotes?
• How to assimilate a works cited page?

Academic Vocabulary
• controlling image, diction, docudrama, parody, prosody, script, standard format for citations, suspense, understatement, valid source

Concepts Taught All Year :: The student is expected to...
TEKS

- determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. [1A]
- analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. [1B]
- produce analogies that describe a function of an object or its description. [1C]
- describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo). [1D]
- use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. [1E]
- analyze how the genre of texts with similar themes shapes meaning. [2A]
- analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature. [2B]
- relate the figurative language of a literary work to its historical and cultural setting. [2C]
- listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration. [24A]
- follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes. [24B]
- evaluate the effectiveness of a speaker's main and supporting ideas. [24C]
- give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. [25A]
- participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. [26A]
- reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images). [RCA]
- make complex inferences about text and use textual evidence to support understanding. [RCB]