

# PRE-AP ENGLISH I

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OFFICE HOURS 12:20-1:05PM @ [BIT.LY/LEEVIRTUALOFFICEHOURSCVHS](https://bit.ly/leevirtualofficehourscvhs)

Welcome to a new world.

This year will be one of the most challenging, and hopefully one of the most rewarding, years of your school-life so far. You are learning new things. New routines. New faces, new names, new places. New challenges. You are learning what it means to be you.

Amidst this sea of change, you are also being asked to engage with some of the most challenging material you have probably seen in school so far, at a pace that is faster than you are used to. You have more homework and more responsibilities. But you also have a greater desire to take control of your own life—to be who you want and do what you want, rather than what someone tells you to be or do.

The themes for this year in English I encompass your experience in relation to transformation in the world around us: Change. Challenge. Power.

In Pre-AP English I, we will explore what it means to be educated, who holds power or deserves to hold power, and what it means to challenge yourself, your world, and the people around you. We will do that through in-depth reading of complex texts, including books, plays, film, poetry, and non-fiction. We will apply what we learn from our reading to ourselves and our world. We will learn to communicate what we think effectively and clearly in writing. Throughout this year, you, as a student, should strive to embody the following ideas:

"Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work."

-- Adrienne Rich, poet

"The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery."

– Erik H. Erikson, developmental psychologist

To embrace these ideas is to embrace your own role in your education. Seek. Strive. Grow.

Welcome to Carnegie Vanguard.

# **EXPECTATIONS**

## **1. TIME MANAGEMENT AND ORGANIZATION**

Time management and organization is key to your success at CVHS! Students who excel at CVHS a) do not procrastinate on assignments, b) use their online or written planner to help them prioritize assignments and keep in track of due dates, c) develop effective organizational strategies, d) and access their teachers and reliable classmates for supporting resources.

## **2. GRADEBOOK**

Gradebook is a tool to help you keep track of your grade and missing and upcoming assignments. Please check it at least once a week. Consider also setting notifications for phone or email to know when you are missing an assignment or have failed a quiz or test. Please encourage your parents to access PSConnect (gradebook) as well! Let your parents be an ally in solving them before they get out of hand.

## **3. VIRTUAL LEARNING**

Our virtual classroom serves as our learning community so that you can learn from you teacher and your classmates. We want you to bring your experiences into our classroom learning, while being open, respectful and learning from the diverse experiences of your classmates. Please take full advantage of classroom time, since you will be provided classroom guidance and time on completing assignments.

## **4. LATE WORK**

According to CVHS policy, assignments given will be due at 11:59pm on the day of your following class period, unless otherwise indicated. For English I, classwork grades will be entered on Mondays and students will have until that Wednesday at 11:59pm to turn in an assignment marked as missing. Late work will receive a 0 for the Timely Work or TW Grade under the Academic Process category but will receive full credit if received within the late work period.

## **5. ABSENCES**

If you know you are going to be absent, it is your responsibility to check the HUB page for class lessons and assignments and to speak to your classmates or me so that you understand the work, remain on schedule, and make up missed quizzes or assignments. If you are absent from the virtual classroom, you are still responsible for submitting assigned work on the day of your following class period.

## **6. RE-TAKES/ TUTORIALS**

Please find the Carnegie re-take policy for in-class quizzes and tests in the student handbook. This class will have a separate policy for re-writing major writing assignments. A face-to-face conference and reflection will be required before completing the re-write. Writing under an 85 may be re-written for up to an 85. Major writing assignments receiving 75 or under will require a re-write. Tutorials are available during office hours or SSEP.

## **7. PLAGIARISM**

Per CVHS policy, plagiarism and academic dishonesty will NOT be tolerated in any form. Your work should always be your own. Absence of source citation is also an infraction. Working with a partner on a non-partner assignment is considered an infraction in some cases. Get clarification on a specific assignment about what is allowed. Plagiarism will receive a 0 and be referred for discipline.

# GRADING

## Grading Categories:

- ❖ Writing 20%
- ❖ Grammar & Vocabulary 10%
- ❖ Analysis 20%
- ❖ Academic Skills 10%
- ❖ Skills Culmination 40%

### 1. Writing Grades (WR) - (include, but are not limited to)

- a. Structure—using the correct format or process for the writing.
- b. Writing process—following the steps as outlined.
- c. Construction/process—following specific directions or steps about writing
- d. Sense/logic—use of particular pieces to help your writing make sense

### 2. Grammar and Vocabulary Grades (GR) - (include, but are not limited to)

We will utilize the online apps vocab.com and noredink for these assignments and you will be expected to demonstrate the skills learned into your writings.

### 3. Analysis Grades (AN) - (include, but are not limited to)

- a. how literary devices affect meaning
- b. how rhetoric and rhetorical devices create argument
- c. how texts make meaning
- d. the quality of your explanation in terms of depth, complexity, and creative thinking.

### 4. Academic Skills Grades (include, but are not limited to)

- a. Timely work (TW)
- b. Organization & Preparation (OP)
- c. Active Listening: taking notes, asking questions (AL)
- d. Group Discussion (GD)
- e. Creative & Thinking Risk (CTR)

NOTE: Complex (layered) assignments will have MULTIPLE grades depending upon the standards being assessed. For example, an essay that analyzes a novel might carry FOUR or FIVE separate grades:

1. WR - Writing (Jane Schaffer)
2. GR - Grammar (1-2 specific skills)
3. AN - Analysis (of literary devices)
4. TW and OP - Academic skills (timely work, MLA, neatness)

## GRADING FOR EACH STANDARD:

### WHAT ARE MY GRADES TRYING TO TELL ME??

*While specific instructions and feedback will be provided on individual assignments, this general guide will tell you what you should understand from a number grade.*

#### Score 95-100 Level: WOW

*100= MATURE and INVENTIVE use of skill*

*95-99= DEMONSTRATES increasing degree of maturity and inventiveness*

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#### Score 90-94 Level: EXPERIENCED

*90-94= ADVANCED use of skill: No flaws in demonstration of skill knowledge*

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#### Score 85-89 Level: EXTREMELY Competent

*85-89= Minor flaws decrease as skill mastery increases*

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#### Score 80-84 Level: COMPETENT

*80-84= SATISFACTORY use of skill: Minor flaws still present*

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#### Score 75-79 Level: EMERGING

*75-79 = Flaws decrease in number or severity*

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#### Score 70-74 Level: DEVELOPING

*70-74= PARTIAL grasp of skill, SOME sufficiency: Flaws overshadow skill demonstration*

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#### Score 60-69 Level: NOT YET

*61-69 = Attempts build towards some skill demonstration*

*60= ATTEMPTS use of skill, NO SUFFICIENCY demonstrated*

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ScSore 0-50

#### Level: NOT DEMONSTRATED

*50= NO EVIDENCE of skill understanding/use*

#### Other grades:

$\sqrt{+}$  = 100 (mastery)  $\sqrt{}$  = 89 (competent)  $\sqrt{-}$  = insufficient (did not accomplish)

# REQUIRED MEMBERSHIPS

There are several websites or programs that we will use repeatedly this year. Please join the following:

**HISD HUB:** All materials and assignments will be posted and consolidated on our class HUB page, including the link for classes. Please check this regularly.

**Remind.com (for immediate notifications and reminders):**

<https://www.remind.com/join/thinkhard>: Remind.com for students in Ms. Lee- English I classes

<https://www.remind.com/join/wegotthisp>: Remind.com for parents of students in Ms. Lee's class.

**Vocab.com (for vocab)**

P1: <http://vocab.com/join/1TQFWFA>

P4: <http://vocab.com/join/GP0T7J>

P5: <http://vocab.com/join/2MAP04S>

P6: <http://vocab.com/join/4G7H2K3>

P7: <http://vocab.com/join/P2QP4H>

**Noredink.com (for grammar)**

P1: <https://www.noredink.com/join/awesome-lemon-92>

P4: <https://www.noredink.com/join/rich-boot-10>

P5: <https://www.noredink.com/join/broad-sea-94>

P6: <https://www.noredink.com/join/clean-gate-28>

P7: <https://www.noredink.com/join/complete-castle-14>

# SYLLABUS

## FALL SEMESTER

### Unit 1: Building A Supportive Learning Community

**Essential Questions:** What is the purpose of our education and learning? Do we see our education as a means to an end, to get a good grade so we can get into a good college and get a good job? Is it means to become an agent of change in society? Or do we see learning as a goal in itself?

**Objectives:** We will use this time to build relationships with each other in order to create a supportive learning environment and explore what our education means to us in order to set our goals for the year.

**Major texts:** Summer Reading assignments

### Unit 2: Belonging and Becoming: Analysis with Short Stories

**Essential Questions:** How do our societal conditions shape our identity? How can we question and challenge the racial, ethnic, gender, sexual orientation and socioeconomic categories that are imposed upon us by our questioning of our own identity formation?

**Objectives:** We will explore the themes of identity and growth through short stories, how to use different strategies to analyze a text's literary craft and connect it to its meaning; and learn strategies for writing about literary fiction.

**Major texts:** Short stories "Fixed" by Annie Dillard, "My Name" by Sandra Cisneros, and "Elethia" by Alice Walker.

**Major Assessments:** Literary analysis writing using the Jane Schaffer writing model and an Identity Project

### Unit 3: The Hero and the Human Condition- Archetypal Threads between the Past and Present

**Essential Questions:** What common threads or patterns are there in narratives from ancient societies to the present? What are the origins and function of these common archetypes or tropes in narratives? Why do we have to journey away from home in order to be able to return home on our own terms and with a self-realized identity?

**Objectives:** We will study the classical text *The Odyssey* and connect the archetypes and patterns with contemporary cultural references in order to understand the connective threads in art and literature.

**Major text:** *The Odyssey*, Robert Fagles or Emily Wilson translation

**Major Assessments:** Interactive project and literary analysis writing

### Unit 4: Dystopian Reality-

**Essential Questions:** How do dystopian narratives help expose and highlight the problems in our contemporary reality?

**Objectives:** We will explore what makes a dystopian society, in literature and in life. We will apply written and discussion-based analysis of the author's literary craft in order to examine how authors craft dystopian texts to highlight contemporary issues.

**Major text:** *Brave New World*, Aldous Huxley

**Major Assessments:** Expository essay, Socratic seminars, and project

**Fall Skills:** Annotation, discussion norms, literary analysis, visual rhetoric, grammar skills, vocabulary building, writing process, identification and use of literary and rhetorical devices, essay writing

## SPRING SEMESTER

### Unit 5: Art and Activism through Poetry

**Essential Questions:** How is language an art form? How can we create music using words to articulate our ideas?

**Objectives:** We will discuss poetry as an art form and connect it to other forms of expression. We will discuss how art, including poetry can be used expressively and subversively by activists to promote change. Students will be exposed to and use a multitude of poetic forms and techniques.

**Major texts:** Poetry packet will be provided

**Major Assessments:** Literary analysis essay and poetry anthology

### Unit 6: Living Shakespeare—*Romeo and Juliet*

**Essential Questions:** How can we bring Romeo and Juliet back to life? How is the drama produced among characters in the play reflected in the lives of adolescents today?

**Objectives:** We will study the play as a way to discuss themes important in our own lives. We will also discuss the form of Shakespearean drama and why it is still considered a necessary piece of English language education. Finally, we will think about how directors adapt plays to the stage or screen and how that affects the themes communicated.

**Major texts:** *Romeo and Juliet*, William Shakespeare

**Major Assessments:** Interactive video project

### Unit 7: Postcolonial Theories and Literature

**Essential Questions:** How can we examine the ethnocentric lens we bring to reading a text, whether it be a novel, image, or a tv show or movie? How has the legacy of imperialism and colonialism impacted what is considered to be valuable “literature”? Do certain postcolonial texts assimilate into Western traditions, do they reinforce colonial stereotypes and systems of power, or are they liberatory?

**Objectives:** We will examine postcolonial literature as a response of resistance to Western imperialism and the colonization of people’s culture, and read and understand postcolonial theory as a way to analyze texts.

**Major texts:** *Things Fall Apart*, Chinua Achebe, postcolonial novel of your book club’s choosing, and postcolonial theories to be provided

**Major Assessments:** Interactive project on our families’ postcolonial journeys and writing.

### Unit 8: Media Literacy

**Essential Questions:** How do we know when something is reliable news? How can we bring a critical eye to the numerous sources of media we are inundated with today?

**Objectives:** We will look at different forms of the media- visual, textual, and the news, and learn techniques to examine that media critically.

**Major texts:** TBD

**Major Assessments:** Media commutation projects

**Spring Skills:** expository writing, poetic writing and analysis, research and citation skills, critical thinking, analysis of literary devices for meaning, literary theories, media literacy