



Phone: 713-688-1361

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English I- Literature and Composition Course Syllabus 2018-2019

Instructor: G. Perez **Email:** Gloria.Perez@houstonisd.org **Room:** 2107

Tutorials: Lunchtime and Thursdays 4–4:30 and by appointment **Conference:** 4th period

COURSE OBJECTIVE:

The English I curriculum is a rich, integrated study of literature, with an emphasis on composition. Students will continue to increase and refine their communication and literacy skills. Students will practice all forms of writing frequently, drawing from both literature and personal experience. Students will learn to place emphasis on clarity, correct usage, mechanics and spelling, careful diction, and effective expression. Students will read extensively in multiple genres of literature interpreting the possible influences of the historical context on literary work. By the end of this course, the student will have mastered the reading, writing, speaking, and listening skills as written in the Texas Essential Knowledge and Skills for English I.

COURSE EXPECTATIONS:

In order to achieve our goal of excellence in literary analysis and to master the skills of writing, students in this course are expected to be present, be prompt, be prepared, be polite, and be productive. Each student will be held accountable for class work, homework and tests.

REQUIRED MATERIALS:

Students are expected to come to class prepared and with the required materials. Failure to do so will result in wasted class time, slower learning, and possible disciplinary action. Please have the following items with you every day. (Certain items may be kept in the classroom.) .

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|-------------------------|------------------------------------|
| Composition Book | 1 box of Kleenex |
| Notebook paper | Blue/ Black Ink Pens and Pencils |
| 1 pack of index cards | 1 bottle hand sanitizer |
| Charged Power-up laptop | Independent reading book of choice |

TEXTS:

The textbooks for the course are as follows:

- The College Board's *Springboard: English Textual Power*
- Holt McDougal's *Literature*, grade 9
- Various fictional novels (provided)

HOMEWORK REQUIREMENTS:

Homework will be assigned regularly. Consistent failure to complete homework assignments will result in slower learning, below level mastery of objectives, poor grades and parent/teacher/student conferences.

GRADING SCALE:

Grading of student work is based on state and district-required learning standards (Objective) and should provide clear expectations for **mastery** (Closing Product). Expectations for grading should be clearly defined through rubrics, criteria charts, or other evaluative tools. Grades will be provided to students and entered into GradeSpeed in a timely manner. A minimum of 2 grades should be recorded each week and at least 1 Test/Project/Quiz grade every two weeks. GradeSpeed should be monitored to ensure grades are current. The following grade weights will be used to determine six-week grades:

Classwork/Homework	50%	(min 6)
Test/Project/Quiz	30%	(min 3)
Daily/Participation	20%	(min 6)

ABSENCE AND MAKE-UP LEARNING POLICY:

If you are absent, you are required to make up the **learning** that you miss. There is no way to recover the time lost when a student is not class. In an effort to keep your learning on track when returning from an absence, I may require one or both of the following: time in my classroom after school, work/reading to be done at home. These measures are the sole responsibility of the students to initiate and must be completed within one week of the absence(s).

LATE WORK

Assignments are late if they are not turned in at the beginning of class. If you attend school at any time during the day you are required to bring me your assignment. Field trips are not excuses for not turning in your work. Students will be given at least one opportunity to submit late work following an absence. Grade penalties and the amount of time allowed to complete the assignment are as follows:

Late Work related to an absence:

3 days to turn in the assignment	no points deducted	full credit eligible
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Late Work NOT related to an absence:

1 day late	-10 points	max 90
2 days late	-20 points	max 80
3 days late	-30 points	max 70
4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

ACADEMIC DISHONESTY:

Except during designated group work, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. In the event that this should happen, you will also be assigned detention. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

TEACHER INFORMATION:

As the 2018 school year approaches, your child begins a new chapter in his/her academic career, High School. I would like to introduce myself as your child's English I teacher. My name is Gloria M. Perez. I have taught English in Middle School at HISD, with highly successful STAAR results. I have taught Spanish for Native Speakers, Non-Natives (Spanish II), and the AP Spanish course since 2008. I obtained my first teaching diploma back in 1988. I truly enjoy the new experiences, interaction, and challenges every school year brings within.

I hold a Liberal Studies degree from Barry University, Miami, FL with a minor in English Literature. I also hold a Special Education Associate Degree from AVEPANE, Venezuela where I'm originally from. I have a teaching certificate in Spanish 6-12, and a Bilingual/English-Spanish certificate as well. I attend every summer a Spanish AP training at Rice University. Furthermore, I am Naviance trained; which is a college and career readiness program. This summer I attended several Professional Developments that will help me guide your child through the most updated techniques and best teaching practices.

Finally, I am a mother of three children, the older two are college graduates. My first born attended South East Missouri University (under a football scholarship) and graduated with a Bachelor Degree in Business and a Master's in Finance. He has been married for eight years and gave me the blessing of becoming the grandmother of two beautiful grandbabies. Mason, who is five years old and just started Kindergarten this school year, and Audrey who is one year old. My daughter is a University of North Texas Entrepreneurship graduate with a minor in Spanish. She works at HISD as a 5th grade Bilingual Math teacher. She is getting married in January 2019. My youngest is a Senior at Bellaire HS, he is getting ready to apply to college and get into Computer/IT Engineering. Yes, soon all my kids will be on their own, living their dreams. I cannot be prouder of the three of them. This same way, I feel very confident on being that person who can walk my students to make their own passion and goals come true.

I want to let you know that I am here to support your child in their academic endeavors. Please feel free to contact me at Gloria.Perez@houstonisd.org and I will respond within 48 hours. As a parent, you can easily access your student's grades and even set up text alerts for notifications on the HISD website Parent/Student Connect.

Unit Overviews

Unit One

This unit explores the theme of identity, asking students to consider the essential question, "What shapes my identity?" through the reading of literary nonfiction and expository texts. Students are introduced to the workshop instructional model and learn to utilize cognitive strategies to explore literary nonfiction, expository elements, and text structures by crafting precise responses. Students craft a personal memoir, an email, and begin drafting an expository essay. Students are introduced to the writing portfolio as a tool for reflection and tracking growth.

Unit Two

This unit explores the theme of culture, asking the students to consider the essential question, “How does my culture impact my understanding the world?” through the reading of expository and dramatic texts. Students continue to use a workshop instructional model and further develop comprehension strategies to analyze author’s purpose and exhibit higher-level thinking skills and analysis by crafting a precise response. Students continue the expository essay from Unit 1 and revise to create a 26-line STAAR expository essay. Students continue to build their writing portfolios and reflect on their growth as writers.

Unit Three

In this unit, students explore the theme of influence by addressing the essential question, “How am I influenced by the world around me?” through the analysis of persuasive techniques in text and media, fiction, and poetry. Students demonstrate their abilities to make connections to the text by crafting a precise response. Students write an argumentative essay utilizing persuasive techniques. In addition, students craft poetry. Students continue to submit selections to their writing portfolios and reflect on their growth as writers.

Unit Four

This unit explores the theme of justice by addressing the essential question, “How do I determine what is right?” Literary nonfiction texts are paired with fictional and expository texts. Students read and make connections between these paired passages, examining text structures and author’s purpose. Students continue to exhibit their analytical skills by crafting various precise responses. Additionally, students write an interpretive response and a 26-line STAAR expository essay. Students submit selections to their writing portfolios and reflect on their growth as writers.

Unit Five

This unit explores the theme of choices by addressing the question, “How do my choices impact my life” through reading and examining historical fiction, media, and expository texts. In addition, students analyze how social, cultural, geographical, and historical context affect the author’s organization and presentation of ideas. Students further analyze texts by crafting precise responses. Students continue to focus on writing and revising a 26-line STAAR essay and will submit selections to their writing portfolios and reflect on their growth as writers.

Unit Six

In this unit, students explore the theme of change by addressing how the question, “How can I affect change through reading and examining media and expository and procedural texts. Students conduct research, craft a research plan, and produce an abstract of findings. Students use their research to produce and present a multimedia presentation. Students will reflect on their growth as writers by examining their writing portfolios and selecting a piece for revision and presentation. The unit ends by focusing on what students have read in this course and planning for summer reading in preparation for English II.