



English 1 Syllabus

Ms. Maddie Hall

Westside High School English 1 and Pre-AP English 1 is designed to prepare the student with the literacy knowledge and skills required in high school and future college English courses. Students will have daily opportunities to learn and develop important skills in reading, writing, listening, and speaking throughout the year.

Areas of Focus

- **Reading closely:** students will read and analyze a variety of complex fiction and nonfiction texts.
- **Valuing Evidence:** students will read to evaluate and use text evidence in their writing and speaking
- **Noticing Language Choices:** students will read to understand how writers write and how speakers speak using specific word choice that engage the readers' and listeners' thoughts, emotions, and actions.

Guiding Principles

- Close Observation and Analysis
- Higher-order Questioning
- Evidence-based Writing
- Academic Conversation

BIG IDEAS

Engaging with texts
Constructing texts
Focusing on Language
Investigating through research
Entering the conversation

SCORING

In this class, you will receive points based on your level of understanding. You will receive points based on evidence that you can prove in class.

COURSE GRADING

The academic year is comprised of two semesters. Each semester is divided into three cycles. Each cycle will have a separate grade. The semester grade will be the average grade of three

cycles. Your grade for English will be calculated as 70% --Major assignments and 30% minor assignments.

RETAKE POLICY

HISD School Guidelines explain that ***“a student may be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.”***

At Westside, a retake is an assessment that matches the rigor and objectives of an original exam. Retakes often increase a student’s grade, but they may not. The primary purpose is a second opportunity to demonstrate mastery of course material.

Student Retake Eligibility

Only major assignments and tests in which a student DOES NOT PASS are eligible for a retake. Student may request a retake by sending Mrs. Hall a message in TEAMS or filling out a retest request form. In addition to requesting the retake, which will be offered during tutorials, a student *might* be required to do the following

- Attend tutorials
- Complete additional homework
- Complete test corrections
- Students who are absent for a major assignment or test will also be able to retake a failed major grade.

LATE WORK

All assignments (including tests) must be completed on time. Late work that is not a result of an excused absence will be accepted and scored. The highest score you can receive on a late assignment will be a passing score of 70%.

ABSENCES

In case of absence, it is the student's responsibility to make up missed work. A student is permitted one extra day to turn in an assignment for every day of an EXCUSED absence.

Students can contact Mrs. Hall through TEAMS or sign up for tutorials within a week of an absence. Missing assignments and tests will result in a grade of 50% (Not passing). Assignments will be posted on the teacher webpage. Missed work can be located in the colored files next to the door in class.

I do care about all my students, and if you are ill, or unable to attend class for any reason, do not be afraid to tell me. Please send me a message in TEAMS. Unfortunately, I will not be able to give you the undivided attention you deserve if you ask me what you missed during class. Please use your observation skills and *ask three before me*.

TUTORIAL SCHEDULE

I am available for tutorials every Monday after school and every Wednesday during lunch.

ACADEMIC EXPECTATIONS

Cheating and plagiarism will not be tolerated. It is against HISD policy and will result in the referral process. In addition, you will not receive a passing score on

the assignment and will be required to attend tutorial to make up the failed grade.

BEHAVIOR EXPECTATIONS

Disruptive behavior will not be tolerated in this class. You are all nearing adulthood in legal and social terms. In this class you will be expected to conform to both school and district expectations of student behavior. Infractions for disruptions (excessive talking, sleeping, cell phone use, profanity, etc) will follow the guidelines laid out in the Student Code of Conduct. 1st infraction will be a warning. 2nd infraction will be a parent/ student conference. 3rd infraction will be a written referral to the Discipline Office. No exceptions and no excuses will be made.

COURSE OUTLINE

Ms. Hall's English I and Pre-AP English 1

Unit 1 –Telling Details

Genre focus: short stories and visual texts

Students will learn to notice and discuss details in text and images and understand how authors use specific details to convey meaning. Students will construct complex sentences, narrative paragraphs, and analytical paragraphs

Possible reading selections:

- “Bread” by Margaret Atwood
- “The First Day” by Edward P. Jones
- “What Happened During the Ice Storm” by Jim Heynen
- “The Red Fox Fur Coat” by Teolinda Gersao
- “Lamb to the Slaughter” by Roald Dahl
- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce

Unit 2 – Pivotal Words and Phrases

Genre focus: Poetry and Drama

Students will learn how authors use pivotal words and phrases to engage the readers thoughts, emotions, and actions

Students will construct found poems, analytical sentences and paragraphs, and a multiple paragraph analysis

Possible reading selections:

- “What Happened During the Ice Storm” by Jim Heynen
- “Lottery” by Rasma Haldri
- “The Fight” by John Montague
- “Tamara’s Opus” by Joshua Bennet
- “The Hamilton Mixtape” by Lin-Manuel Miranda
- “Hamlet” by William Shakespeare
- “Romeo and Juliet” by William Shakespeare

Unit 3 – Compelling Evidence

Genre focus: essays and arguments

Students will learn how to identify and discuss rhetorical features of language, compare texts of varied perspectives, and read and interpret informational graphs. Students will construct original arguments, annotated story boards, and analytical sentences, paragraphs, and essays

Possible Reading Selections:

“The Work You Do, the Person You Are” by Toni Morrison

“Drowning in Dishes but Finding a Home” by Danial Adkison

“What to Do with the Kids This Summer” by Ben Sasse

“The Decline of the American Teenager’s Summer Job” by Lexington

“Teenagers Have Stopped Getting Summer Jobs – Why?” by Derek Thompson

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Ms. Hall’s English class. All my questions were answered.

Student signature: _____

Print your name name: _____

Class Period: _____

Student email address (one that you check regularly, please):

PARENT/GUARDIAN

You have two options. You can sign and fill out the form below, or you can email me at Sandra.Hall2@houstonisd.org to acknowledge that you have read the syllabus packet. If you email me, please respond with your complete contact information (phone numbers and alternate email addresses). This way I will have your correct email address on file, and we will be connected by email for future conversation. Please use this opportunity to share any information you think is important for me to get to know your child better. Please add your child’s name in the subject line of the email.

If you are unable to email me (or do not wish to do so), please sign and fill out the information below.

I have read the syllabus, and understand the course and class expectations for Ms. Hall’s Freshman English classes.

Parent/Guardian signature: _____

Printed Parent/Guardian name (please print): _____

Email address: _____

Home telephone: _____

Cell phone: _____

Preferred way to contact: _____

Please offer any additional information you would like to share here: