

ENGLISH I

TEXT

Literary selections including fiction, non-fiction, poetry and drama.

PREREQUISITES

9th grade standing

OBJECTIVES

The purpose of this course is to build students' critical writing and thinking skills. Emphasis is on active reading and discussion. Students learn grammar and vocabulary in context, and practice writing skills by revising their own and one another's work. They are encouraged to find an appreciation for reading and writing, and discover how both can relate to their lives.

CONTENT

Students read essays, poetry, novels, non fiction and drama. Students respond to the literature in class discussions, journal writing, and essays. Writing instruction focuses on vocabulary usage that demonstrates vivid imagery and "showing versus telling" writing.

SKILLS

- Critical thinking
- Literary analysis
- 5-paragraph essay
- Personal and creative writing
- Vocabulary
- Editing/Revising

METHODS

Reading is done together in class and at home. Students learn how to approach a text through guided class discussions. Journal writing is a daily exercise with ample time given for each student to respond to the topic of the day. Vocabulary is given weekly and includes words from their reading selections as well as words from Latin and Greek roots. Peer review is done by oral sharing of written work.

HOMEWORK

Homework often serves as reinforcement for what is done in class. Homework consists of reading, e-mail assignments, and literature based vocabulary. More in depth assignments include book reports, essays, and preparation for reading and vocabulary quizzes.

GRADING/CREDITS

A student must complete all of the assignments. Papers may be rewritten. The grade results from the following:

25% Homework (Journals, vocabulary and grammar exercises)

25% Book Reports/Essays (Worked on in class and at home)

25% Participation (Discussion engagement and leadership, attitude, improvement)

25% Quizzes and Tests (Reading and vocabulary)

INDIVIDUALIZATION

Reading is often done in class in order to make the material more accessible, and allow students to ask questions as they read. Assignments are modified when necessary in order to accommodate learning differences. For example students may read materials on the read and scan system or listen to them in an audio format. A variety of assignments (writing, artistic, oral presentations) allow a wide range of students to be successful. Working with students individually, in small groups, and as a class, provide a diversity of learning opportunities.

ABSENCES/TARDIES

If a student is absent, he/she should meet with the teacher to discuss make-up work. Excessive tardies or absences will result in a lower grade and/or loss of credit.