



English I Advanced
Year at a Glance (YAG)
2021-22



First Semester		Second Semester	
<p>1st Nine Weeks – 41 days (August 16th – October 13th) (September 6th – Labor day – No School) (October 11th – Staff Development)</p>		<p>3rd Nine Weeks – 45 days (January 3rd – March 4th) (January 17th – MLK – No School)</p>	
<p>TEKS <u>E1.4A-I,</u> <u>E1.5D, E1.5F,</u> <u>E1.6A-D, E1.7A,</u> <u>E1.8A-G</u></p> <p><u>E1.5G, E1.5G</u></p> <p><u>E1.9A-D,</u> <u>E1.10A-D</u></p>	<p>Reading Analysis - Students will examine the selected short stories and excerpts, paying particular attention to thematic development, characterization, plot development, and setting's influence on theme. - Students will also build summarizing/paraphrasing skills with attention to meaningful details. - Students will read self-selected texts.</p> <p>Visual Analysis - Students examine the selected visuals in order to analyze how artists, photographers, etc. use words, images, graphics, and sounds work to achieve a particular purpose.</p> <p>Composition - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence. - For the process piece, students will write an expository/explanatory piece. Students will engage in the writing process: brainstorming, drafting, workshop, revising and editing.</p>	<p>TEKS <u>E1.4A-I,</u> <u>E1.7A-C,</u> <u>E1.8A-G,</u></p> <p><u>E1.7E, E1.8A</u> <u>E1.8B,</u> <u>E1.8D, E1.8G,</u></p> <p><u>E1.9A-D,</u> <u>E1.10A-D</u></p>	<p>Reading Analysis - Students will examine <i>Romeo and Juliet</i>, focusing on dramatic conventions, poetic/literary elements, and prosody in a Shakespearean play. Students will also examine non-fiction, news articles and poetry that further explore the themes presented in <i>Romeo and Juliet</i>. - Students will read self-selected texts.</p> <p>Composition - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence. - Students will refine their understanding of an expository essay in order to more clearly explain a topic or position. - Students will support a thesis by explicitly guiding the reader through a logical progression of reasoning and evidence. Students will use personal, academic, and knowledge-based examples to support their thesis.</p>
<p>2nd Nine Weeks – 43 days (October 14th – December 17th) (November 22nd – 26th – Thanksgiving Break) (December 20th – December 31st – Holiday Break)</p>		<p>4th Nine Weeks – 51 days (March 7th – May 11th) (April 8th – Good Friday – No School) (April 15th – Battle of Flowers – No School) (May 30th – Memorial Day – No School)</p>	
<p>TEKS <u>E1.4A-I,</u> <u>E1.6C-D,</u> <u>E1.7A, E1.7F</u> <u>E1.8C-D</u></p> <p><u>E1.9A-D,</u> <u>E1.10A-D</u></p>	<p>Reading Analysis - Students will examine a variety of texts including the non-linear, graphic novel <i>March</i> and paired non-fiction articles/newscasts to deepen historical context and its connection to plot development. Students will also read literary texts (flash fiction and poems) that further explore the themes presented in <i>March</i>. - Students will read self-selected texts.</p> <p>Composition - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence. - For the process piece, students will learn the structure of a literary analysis essay, to include a thesis statement and an analysis (perfect) paragraph. <ul style="list-style-type: none"> • Students will support a thesis by explicitly guiding the reader through a logical progression of reasoning and evidence. • Students will notice literary techniques, analyze them, and make inferences and draw conclusions about the author's purpose. </p>	<p>TEKS <u>E1.4A-I,</u> <u>E1.7A, E1.7Ei,</u> <u>E1.8D, E1.8E, E1.8F</u></p> <p><u>E1.7F, E1.8C</u></p> <p><u>E1.9A-D,</u> <u>E1.10A-D</u></p>	<p>Reading Analysis - Students will learn rhetorical appeals, concessions, and a convincing conclusion (call to action) and apply their knowledge in a mini-project. - Students will examine <i>The Odyssey</i>, focusing on characteristics of epic poetry including epic simile, epithet, allusion. Students will also examine poetry, short stories, a photo essay, and a memoir that further explore the themes presented in <i>The Odyssey</i>. - Students will read self-selected texts.</p> <p>Composition - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence. - For the process piece, students will learn the structure of a personal essay. <ul style="list-style-type: none"> • Students will reflect on the question “How might a journey matter more than the destination?”, explore ideas and insights based on their own experiences. • Student essays will contain a thesis and narrative elements. </p>



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Resources			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Choice reading Articles of the week Excerpts from <i>Lord of the Flies</i> Selections from textbook <ul style="list-style-type: none"> ● short stories ● excerpts (novel and nonfiction) 	<i>March</i> (possibly books 2 & 3 as well) Articles of the week Selections from textbook <ul style="list-style-type: none"> ● poems ● informational texts ● newscasts ● videos ● memoirs 	Shakespeare, <i>Romeo and Juliet</i> Articles of the week Selections from textbook <ul style="list-style-type: none"> ● nonfiction ● news articles ● poetry 	Homer, <i>The Odyssey</i> Articles of the week Selections from textbook <ul style="list-style-type: none"> ● poetry ● short stories ● memoirs
Learning Experiences and Assessment Opportunities			
<ul style="list-style-type: none"> ● Expository essay ● Mask project 	Lit. analysis paragraph (mood, tone via dialogue and shading (<i>March</i>); theme; poetry analysis) Expository/informational essay (maybe website/blog/podcast)	Tracking character, style, imagery, symbolism, and theme throughout (p 410) Literary analysis paragraph	Expository pre-staar Persuasive pitch post-staar Personal essay

*in compliance with District mandate for 2021-22, summer reading was not assigned

**[TEA TEKS Side-by-Side \(2009 vs 2017\)](#)
[Region 20 TEKS Alignment Doc](#)