



English I Advanced
Year at a Glance (YAG)
2022-23



First Semester		Second Semester	
<p>1st Nine Weeks – 41 days (August 15 - October 12) (September 10 -- Labor Day -- No School) (October 10 -- Indigenous Peoples' Day -- No School)</p>		<p>3rd Nine Weeks – 48 days (January 3 – March 10) (January 2 -- Staff Workday / Student Holiday) (January 17 – MLK – No School) (February 20 -- Presidents' Day -- PD Day/Student Holiday) (March 13 - 17 -- Spring Break)</p>	
<p>TEKS* <u>E1.4A-I</u>, <u>E1.5D</u>, <u>E1.5F</u>, <u>E1.6A-D</u>, <u>E1.7A</u>, <u>E1.8A-G</u> <u>E1.5G</u>, <u>E1.5G</u></p> <p><u>E1.9A-D</u>, <u>E1.10A-D</u></p> <p>Positive Character TEKS §120.9.b 2A-D</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. -Students will extend their knowledge in the final process piece: the creation of a survival kit.</p> <p>Positive Character In studying multiple texts focusing on survival, students must consider all elements of responsibility--especially perseverance and diligence.</p>	<p>TEKS* <u>E1.4A-I</u>, <u>E1.7A-C</u>, <u>E1.8A-G</u>, <u>E1.5G</u>, <u>E1.5G</u></p> <p><u>E1.7E</u>, <u>E1.8A</u>, <u>E1.8B</u>, <u>E1.8D</u>, <u>E1.8G</u>,</p> <p><u>E1.9A-D</u>, <u>E1.10A-D</u></p> <p>Positive Character TEKS §120.9.b 3 A-C</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 examine the selected visuals in order to analyze how artists, photographers, etc. use words, images, graphics, and sounds work to achieve a particular purpose. - 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>Positive Character In studying multiple texts focusing on love, students are required to analyze how personal behaviors impact relationships.</p>
<p>2nd Nine Weeks – 43 days (October 13 – December 17) (November 21 - 25 – Thanksgiving Break) (December 19 – December 30 – Holiday Break)</p>		<p>4th Nine Weeks – 45 days (March 21 – May 24) (March 20 - Staff Workday / Student Holiday) (April 7 - Good Friday - No School) (April 28 – Battle of Flowers – No School)</p>	
<p>TEKS* <u>E1.4A-I</u>, <u>E1.6C-D</u>, <u>E1.7A</u>, <u>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 read literary texts (flash fiction and poems) that further explore the themes presented in <i>March</i>. -Students will listen to an edited version of <i>Serial</i> season one and make cross-genre and real world connections focused on this unit's theme. - 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.</p>	<p>TEKS* <u>E1.4A-I</u>, <u>E1.7A</u>, <u>E1.7Ei</u>, <u>E1.8D</u>, <u>E1.8E</u>, <u>E1.8F</u></p> <p><u>E1.7F</u>, <u>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 poetry, short stories, a photo essay, and a memoir that further explore the themes of transformation and/or world's end - 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.</p>



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<p>Positive Character TEKS §120.9.b 1A-C 4A-D</p>	<p>- For the process piece, students will learn the structure of a literary analysis essay, to include a thesis statement and an analysis (perfect) paragraph.</p> <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>Positive Character In studying multiple texts focusing on moving toward justice, such as <i>March</i>, students must work through what it means to be a good citizen and responsibility to ourselves and our communities.</p>	<p>Positive Character TEKS §120.9.b 3A-C 4A-D</p>	<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>Positive Character Through creating and following group norms in literature circles, students are practicing their roles and responsibilities to our classroom environment and to each other. In discussion, students are actively engaging with differing viewpoints in civil and rational ways.</p>
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Resources			
1st Nine Weeks - Survival	2nd Nine Weeks - Moving Toward Justice	3rd Nine Weeks - Crazy Stupid Love	4th Nine Weeks - Journeys of Transformation and World's End
<p>Choice reading Articles of the week</p> <p>Selections from textbook</p> <ul style="list-style-type: none"> short stories excerpts (novel and nonfiction) 	<p><i>March</i> Articles of the week An edited form of <i>Serial</i> Season One</p> <p>Selections from textbook</p> <ul style="list-style-type: none"> informational texts newscasts videos memoirs 	<p>Film Analysis of <i>Romeo and Juliet</i> Articles of the week Close studies of select soliloquies from <i>Romeo and Juliet</i>, poetry and a selection of music/lyrics</p> <p>Selections from textbook</p> <ul style="list-style-type: none"> nonfiction news articles poetry 	<p>Literature Circles (student selected texts) Articles of the week</p> <p>Selections from textbook</p> <ul style="list-style-type: none"> poetry short stories memoirs
Learning Experiences and Assessment Opportunities			
<ul style="list-style-type: none"> Expository essay Reading test Survival Project (survival kit) 	<p>Lit. analysis paragraph (mood, tone via dialogue and shading (<i>March</i>); theme; poetry analysis)</p> <p>Expository/informational essay</p> <p>website/blog/podcast</p>	<p>Tracking character, style, imagery, symbolism, and theme throughout the film</p> <p>Literary analysis paragraph</p> <p>Expository essay</p>	<p>Expository essay</p> <p>Persuasive pitch</p> <p>Personal, reflective essay</p>

*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](#)