



**English 1301 & 1302
(Dual Credit Composition I and II)
Year at a Glance (YAG)**



**2024-25
English 1301**

<u>TITLE 19</u>	EDUCATION
<u>PART 2</u>	TEXAS EDUCATION AGENCY
<u>CHAPTER 110</u>	TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING
<u>SUBCHAPTER C</u>	HIGH SCHOOL
<u>RULE §110.38</u>	English Language Arts and Reading, English III (One Credit) (a) General requirements. Students shall be awarded one credit for successful completion of this course. (b) Introduction.
<u>RULE §110.88</u>	Concurrent Enrollment in College Courses (a) General requirements. Students shall be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. (b) Content requirements. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

First Semester

1st Nine Weeks – 41 days
(August 14th – October 11th)
(September 10 – Labor Day -- No School)
(October 10 – Indigenous Peoples' Day -- No School)

<p><u>Skills</u></p> <p><u>E3.1, E3.2A-B</u></p> <p><u>E3.4A-C, F-H, E3.5</u></p> <p><u>E3.7.E-F.</u></p> <p><u>E3.8A-D, F-G</u></p> <p><u>E3.9A-E, E3.10B-D, F</u></p> <p><u>E3.11A-I</u></p> <p><u>Positive Character</u> <u>TEKS</u></p> <p>§120.9</p> <p>b.(1) and (2)</p>	<p>Introduction to Writing (5 days)</p> <p>Rhetorical Analysis Essay (12 days) Students examine selected process essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques to achieve a particular purpose ● to use as models for their own profile essay composition. <p>Visual Analysis (14 days): Students examine selected evaluation essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques ● to achieve a particular purpose, and ● to use as models for their own analysis essay composition. <p>Argumentative Essay (10 days) Students examine selected analysis essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques ● to achieve a particular purpose, and ● to use as models for their own analysis essay composition. ● Develop cogent counter-arguments and learn how an argumentative essay/logical fallacies can color a debate. <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all</p>
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	<p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>
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2nd Nine Weeks – 43 days
 (October 12th – December 15th)
(November 20 - 24 – Thanksgiving Break)
(December 18 – December 31 – Holiday Break)

<p><u>Skills</u></p> <p><u>E3.1, E3.2A-B</u></p> <p><u>E3.4A-C, F-H, E3.5</u></p> <p><u>E3.7.E-F,</u></p> <p><u>E3.8A-D, F-G</u></p> <p><u>E3.9A-E, E3.10B-D, F</u></p> <p><u>E3.11A-I</u></p> <p><u>Positive Character TEKS</u></p> <p>§120.9</p> <p>b. (1) and (2)</p>	<p>Argumentative Essay, continued (8 days) Students examine selected analysis essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques ● to achieve a particular purpose, and ● to use as models for their own analysis essay composition. ● Develop cogent counter-arguments and learn how an argumentative essay/logical fallacies can color a debate. <p>Argumentative Essay Extension: Counter arguments and Podcast (30 days) Students examine selected argument essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques ● to achieve a particular purpose, and ● to use models for their own argument essay composition. ● Students will focus on counter-argument and producing media <p>Reflective Essays/Final Exam (5 days) Students examine selected evaluation essays in order:</p> <ul style="list-style-type: none"> ● to analyze how authors use rhetorical techniques ● to achieve a particular purpose, and ● to use models for their own argument essay composition. <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>
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1st Nine Weeks	2nd Nine Weeks
<p>Reading selections, from open sources, aligned with textbook, <i>How to Write Anything: A Guide and Reference, with Readings</i>, 4th Edition (with 2020 APA Update)</p> <p>Rhetorical Analysis</p> <p>Reading selections, from open sources, aligned with textbook.</p> <p>Visual Analysis Essay</p> <p>Other Texts Eisele, "Why I Write" Selected sample process essay Selected simple analysis essays Selected sample research essays Selected sample evaluation essays</p>	<p>Argumentative Essay</p> <p>Reading selections, from open sources, aligned with textbook,</p> <p>Research Essay</p> <p>Evaluation Essay (final exam)</p> <p>Other Texts Selected sample research essays Selected simple evaluation essays</p>

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Second Semester

3rd Nine Weeks – 48 days

(January 3rd – March 8th)

(January 2 -- Staff Workday / Student Holiday)

(January 15 – MLK – No School)

(February 12 & 19 -- Presidents' Day -- PD Day/ Student Holiday)

(March 11 - 15 -- Spring Break)



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<p>Skills</p> <p><u>E3.1, E3.2A-B, E3.3</u></p> <p><u>E3.4, E3.5, E3.6</u></p> <p><u>E3.7, E3.8A-B, C-F</u></p> <p><u>E3.9, E3.10B, D-F</u></p> <p><u>E3.11</u></p> <p>Positive Character TEKS</p> <p>§120.9</p> <p>b.(1) and (2)</p>	<p>Literary Analysis (Reading) (33 days) Students examine selected non-fiction, poetry, and short fiction in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p>Literary Analysis (Composition) (10 days) Students compose literary analyses that: are thesis driven; use primary and secondary sources to support the thesis; offer original interpretations of selected texts, while adhering to MLA guidelines for formatting and documentation.</p> <p>Research (5 days) Students use academic databases in order to research critical interpretations of selected 19th & 20th century texts.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p> <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>
<p>4th Nine Weeks – 45 days (March 18th – May 23rd) (March 18 - Staff Workday / Student Holiday) (March 29- Good Friday - No School) (April 26 – Battle of Flowers – No School)</p>	
<p>Skills</p> <p><u>E3.1, E3.2A-B, E3.3</u></p> <p><u>E3.4, E3.5, E3.6</u></p> <p><u>E3.7, E3.8A-B, C-F</u></p> <p><u>E3.9, E3.10B, D-F</u></p> <p><u>E3.11</u></p> <p>Positive Character TEKS</p> <p>§120.9</p> <p>b. (1) and (2)</p>	<p>Literary Analysis (Reading) (24 days) Students examine selected poetry, short fiction, and drama in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p>Literary Analysis (Composition) (10 days) Students compose literary analyses that: are thesis driven; use primary and secondary sources to support the thesis; offer original interpretations of selected texts, while adhering to MLA guidelines for formatting and documentation.</p> <p>Research (8 days) Students use academic databases in order to research critical interpretations of selected 19th & 20th century texts.</p> <p>College Essay (3 days) Students pre-write and draft a college essay using the Kernel Essay procedures.</p> <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active</p>



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	<p>listening and respect for all</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>
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Resources

3rd Nine Weeks	4th Nine Weeks
<p>Reading selections, from open sources, aligned with textbook,</p> <p>Prose Hughes, “Early Autumn” Chopin, “The Story oif an Hour” O’Connor “A Good Man Is Hard to Find” Wharton, “Roman Fever” Hemingway, “Hills Like White Elephants” DeMaupassant, “The Necklace” Oates, “Where are you going, Where have you Been?”</p> <p>Poetry Poe, “Annabelle Lee” PShelly “Ozymandias” Blake, “The Sick Rose” Keats, “La Belle Dame Sans Mercei” Dickinson, “Because I could not stop for death” Frost, “Road Not Taken” Owen, “Dulce et Decorum Est”</p> <p>Drama Miller, <i>The Creucible</i></p> <p>Novel Camus, <i>The Stranger</i></p> <p>Other Texts Background academic readings related to the short prose selections</p>	<p>Novel O’Connor, <i>Wise Blood</i></p> <p>Other Texts Background academic readings: Selected background articles for <i>Wise Blood</i> and <i>The Stranger</i> Selected sample college entrance essays</p>