



# English I Advanced

## Year at a Glance (YAG)

### 2024-25



First Semester		Second Semester	
<p><b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 14 - October 11) (September 4 -- Labor Day -- No School) (October 9 -- Indigenous Peoples' Day -- No School)</p>		<p><b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 3 – March 8) (January 2 -- Staff Workday / Student Holiday) (January 15 – MLK – No School) (February 12 -- PD Day/Student Holiday) (February 19 -- PD Day/Student Holiday) (March 11 - 15 -- Spring Break)</p>	
<p><b>TEKS*</b> <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><b>Reading Analysis</b> - Students will examine the selected short stories and excerpts, paying particular attention to thematic development, characterization, plot development, and setting's influence on theme.</p> <p>- Students will also build summarizing/paraphrasing skills with attention to meaningful details.</p> <p>-Students will read self-selected texts.</p> <p><b>Visual Analysis</b> - 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><b>Composition</b> - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence.</p> <p>- For the process piece, students will write a comparative analysis focused on <i>A Separate Peace</i> and a creation myth.. Students will engage in the writing process: brainstorming, drafting, workshop, revising and editing.</p> <p>-Students will extend their knowledge in the final process piece.</p>	<p><b>TEKS*</b> <u>E1.4A-I,</u> <u>E1.7A-C,</u> <u>E1.8A-G,</u> <u>E1.5G, E1.5G</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><b>Reading Analysis</b> - 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.</p> <p>- Students will also examine non-fiction, news articles and poetry that further explore the themes presented in <i>Romeo and Juliet</i>.</p> <p>- Students will read self-selected texts.</p> <p><b>Composition</b> - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence.</p> <p>- Students will refine their understanding of an expository essay in order to more clearly explain a topic or position.</p> <p>- 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><b>2<sup>nd</sup> Nine Weeks – 41 days</b> (October 12 – December 15) (October 10 -- Student holiday/staff development) (November 20 - 24 – Thanksgiving Break) (December 19 – December 30 – Holiday Break)</p>		<p><b>4<sup>th</sup> Nine Weeks – 46 days</b> (March 19 – May 23) (March 18 - Staff Workday / Student Holiday) (March 29 - Good Friday - No School) (April 26 – Battle of Flowers – No School)</p>	
<p><b>TEKS*</b> <u>E1.4A-I,</u> <u>E.1.6C-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><b>Reading Analysis</b> - 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.</p> <p>- Students will read literary texts (flash fiction and poems) that further explore the themes presented in <i>March</i>.</p> <p>-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.</p> <p>- Students will read self-selected texts.</p> <p><b>Composition</b> - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence.</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"> <li>Students will support a thesis by explicitly guiding the reader through a logical progression of reasoning and evidence.</li> <li>Students will notice literary techniques, analyze them, and make inferences and draw conclusions about the author's purpose.</li> </ul>	<p><b>TEKS*</b> <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><b>Reading Analysis</b> - Students will learn rhetorical appeals, concessions, and a convincing conclusion (call to action) and apply their knowledge in a mini-project.</p> <p>- Students will examine poetry, short stories, a photo essay, and a memoir that further explore the themes of transformation and/or world's end</p> <p>- Students will read self-selected texts.</p> <p><b>Composition</b> - Students will engage in daily journaling, writing in a variety of modes: literary, informational, argumentative, correspondence.</p> <p>- For the process piece, students will learn the structure of a personal essay.</p> <ul style="list-style-type: none"> <li>Students will reflect on the question “How might a journey matter more than the destination?”, explore ideas and insights based on their own experiences.</li> <li>Student essays will contain a thesis and narrative elements.</li> </ul>



**English I Advanced**  
**Year at a Glance (YAG)**  
**2024-25**



<u>E1.11A-I</u>	<p><b>Research</b>          - Students will develop their own research questions, conduct relevant research, and create their own research products.</p>		
-----------------	--	--	--

Resources			
1st Nine Weeks - Journeys of Transformation and Creation	2nd Nine Weeks - Moving Toward Justice	3rd Nine Weeks - Crazy Stupid Love	4th Nine Weeks - Tomorrowland
How do we learn who we truly are?	How can words inspire change?	What is true love?	Why do we try to imagine the future? or Why do we imagine alternate worlds/realities?
Summer reading--Gene and Finny's transformations--Gene's creation at Devon  Creation myths  <i>The Odyssey</i>	<i>March</i> A selection of Podcasts  Selections from textbook <ul style="list-style-type: none"> <li>● informational texts</li> <li>● newscasts</li> <li>● videos</li> <li>● memoirs</li> </ul>	<i>Romeo and Juliet</i>  Choice reading (hexagonal one-pagers) [maybe combine choice and R&J]  Poetry and a selection of music/lyrics  Selections from textbook <ul style="list-style-type: none"> <li>● nonfiction</li> <li>● news articles</li> <li>● poetry</li> </ul>	Dystopian and Fantasy Literature Circles (student selected texts) <ul style="list-style-type: none"> <li>● weekly discussion and product for lit circles</li> <li>● socratic seminar</li> <li>● short stories--dystopian and fairy tales</li> </ul>
Learning Experiences and Assessment Opportunities			
<ul style="list-style-type: none"> <li>● Summer Reading (MC and short answer test?)</li> <li>● Writing piece (comparative of assigned/selected creation myth to <i>Separate Peace</i>)</li> <li>● Creation in the modern world...maybe team with Dorgan and Ricketts here?</li> </ul>	Lit. analysis paragraph (mood, tone via dialogue and shading ( <i>March</i> ); theme; poetry analysis)  Research assessment (synthesis essay)  Podcast project and presentation (consider exhibitions in the classroom)	Tracking character, style, imagery, symbolism, and theme throughout the play and film  Literary analysis paragraph  Response essay (ECR)  MC and short answer test	Response Essay (ECR)  Book Talk  Socratic Seminar

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