



English I (Grade-Level)  
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</u>, <u>E1.5F</u>, <u>E1.6A-D</u>, <u>E1.7A</u>, <u>E1.8A-G</u></p> <p><u>E1.5G</u>, <u>E1.5G</u></p> <p><u>E1.9A-D</u> <u>E1.10A-D</u></p> <p><b>Positive Character TEKS</b> §120.9 1A-D Citizenship</p>	<p><b>Reading Analysis</b> - Students will examine the elements of fiction through a variety of short stories and a shared novel, <i>Lord of the Flies</i>. - 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, and correspondence.  - For the process piece, students will create and revise thesis statements and introductions.</p> <p>Students consider the legal and social considerations and consequences of unethical behavior in <i>Lord of the Flies</i>.</p>	<p><b>TEKS</b> <u>E1.4A-I</u>, <u>E1.7A-C</u>, <u>E1.8A-G</u>, <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><b>Positive Character TEKS</b> §120.9 Responsibility</p>	<p><b>Reading Analysis</b> - Students will examine the elements of non-fiction and argumentation through various works including Martin Luther King's "I Have a Dream" speech.  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.  - For the process piece, students will perfect thesis statements, introductory paragraphs, body paragraphs and create transitions and conclusions. Students will write a multi-paragraph essay.  Students will reflect on a question about identity, and explore ideas and insights based on their own experiences.</p> <p>Students will examine the characteristics of accountability, perseverance, diligence, and self-control as demonstrated in the texts.</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>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><b>Positive Character TEKS</b> §120.9 Trustworthiness</p>	<p><b>Reading Analysis</b> - Students will examine a variety of texts including the classic adventure story, <i>The Odyssey</i>. Students will also engage in poems that explore the theme of the journey. Additionally, students will analyze the writer's craft using elements of poetry.  - 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. Students will compose their own poem using a model poem for guidance.  - For the process piece, students will perfect thesis statements, introductory paragraphs and develop body paragraphs.</p> <p>-Students will examine the characteristics of loyalty and integrity as demonstrated in the texts including in this unit.</p>	<p><b>TEKS</b> <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> <u>E1.7F</u>, <u>E1.8C</u></p> <p><u>E1.9A-D</u>, <u>E1.10A-D</u></p> <p>§120.9 Caring</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.  - 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.  - 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>



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1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Selected shorts stories <i>Lord of the Flies</i> Theme: Survival	Selected shorts stories <i>March</i> Theme: Moving Towards Justice	Selected shorts stories <i>The Odyssey</i> Theme: Journeys of Transformation	Selected shorts stories <i>Fahrenheit 451 +More</i> Theme: World's End

Learning Experiences and Assessment Opportunities

<ul style="list-style-type: none"> <li>● Summer Reading</li> <li>● Writing pieces (narrative/informational)</li> <li>● No Red Ink</li> <li>● Bell Ringers</li> <li>● Journaling</li> </ul>	<ul style="list-style-type: none"> <li>● Writing pieces (narrative/informational)</li> <li>● Group Project</li> <li>● No Red Ink</li> <li>● Bell Ringers</li> <li>● Journaling</li> <li>● Socratic Seminar</li> <li>● Individual Book Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Tracking character, style, imagery, archetypes, and theme throughout the play and film</li> <li>● Literary analysis paragraph</li> <li>● Response essay (ECR)</li> <li>● MC and short answer test</li> <li>● No Red Ink</li> <li>● Bell Ringers</li> <li>● Close Reading</li> <li>● Individual Book Projects</li> </ul>	<ul style="list-style-type: none"> <li>● No Red Ink</li> <li>● Bell Ringers</li> <li>● Journaling</li> <li>● Individual Book Projects</li> <li>● Lit. analysis paragraph</li> <li>● Book Clubs*</li> </ul>
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