

2014-2015

English I Pre-AP

Course Syllabus



Coming of Age

Teacher: Mr. Paul Pérez-Jiménez (Mr. Pérez)
 Conference: 7th & 8th Periods 2:00 – 3:40
 E-mail: paul.perez@psjaisd.us

Location: PSJA Southwest Early College High School RmK115
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Course Description:

English 1 Pre-AP – Full Year

Required for graduation

Intended Audience: Grade 9

Pre-AP English I engages students in learning all the essential knowledge and skills of English I while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Language and Literature classes. Summer reading is required as it provides an avenue for Pre-AP students to both activate academic skills during the summer and to launch academic progress at the beginning of the school year. Independent reading in Pre-AP courses is structured to support students' interaction with a text through the application of close reading analysis with Pre-AP and AP reading strategies, leading to an ability to independently analyze any new text. Students are confronted with increasingly challenging texts, both classic and contemporary, fiction and nonfiction. Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes. With exposure to AP strategies, prompts, nonfiction texts, and varied writing tasks, students will exit the program equipped with the kind of higher-order thinking skills, knowledge, and behaviors necessary to be successful in AP classes and post-secondary education. This course will require an End of Course Exam required for graduation.

Textbooks

- Springboard, Level 4
- Literature: Language & Literacy: Grade 9
- ***“Mythology”*** – Edith Hamilton
- Selected novels & book excerpts

Materials/Supplies

- 2 spiral notebooks
- Highlighters
- Pen – blue or black only
- 1 box of pencils
- Glue sticks
- Scissors
- Pocket pencil sharpener
- Pencil pouch/box to store supplies

“Reading must move us towards knowledge otherwise, it is either not needed, because we know it all, or we do not understand it. Consequently, our reading, thus our words, becomes either our infinite horizon or true border.”

Academic Instruction

Since you are now a freshman at an early college high school, it is crucial that you begin preparation for your chosen area of higher education.

Class Goals

1. You will employ spoken, written, and visual language to communicate effectively.
2. Strengthen your writing through an enhanced understanding and implementation of grammar, vocabulary and critiques
3. Apply a wide range of strategies to comprehend, appreciate, interpret and evaluate a variety of texts
4. Demonstrate knowledge of various literary genres, literary elements, and historically and culturally significant literary works
5. Approach literature from both a literary and reader's response perspective

Class Expectations

1. **Be Prompt**
2. **Be Prepared**
3. **Be Respectful**

Class Rules

The school-wide behavior expectations are described in the student handbook. I fully support and enforce these standards. In addition, I expect students to be quietly seated and working on their daily writing prompt or revising and editing activity (posted in the front on the board everyday) immediately upon entering the classroom. You will have 10 minutes to finish up the assignment after the bell rings. Independent reading may also be assigned in lieu of a prompt. All steps in the discipline plan will be followed in the order as listed with regards to the consequences.

Electronic Policy

PSJA ISD prohibits students from utilizing electronic devices, cell phones, mp3 players and tablets while on school property. All devices will be confiscated for violating this policy and retrieval of electronic is subject to a \$15 fine. I will collect and turn in electronics as I see fit.

Grading Policy

Students are to complete tasks assigned. Late homework will be reduced 10% per day up to four (4) days. After that the assignment is worth a zero. Failure to turn in homework assignments will be counted as a zero. Students are responsible for making up missed work, quizzes, or tests when absent. Students will have the same amount of days to work on their missing assignments that they were absent. Students are to follow the guidelines outlined in the Student Code of Conduct.

Students' grades are based on various class and homework assignments, quizzes, Reading Renaissance goals, benchmark tests, final exam tests and projects.

• Tests	40%
• Quizzes	15%
• Class/Homework	20%
• Projects	10%
• Six Weeks Exam	15%

End of course exam scores will count as 15% of student's grades in the affected courses.

Extra credit or bonus points will also be given to those students who exceed or meet specific goals as designated by the teacher.

Additional Resources

Computer Labs: The computer lab at school is open before and after school for assigned research projects. It is also available during specially assigned days for class periods.

Library: The library will also be available for access.

Communication

You can contact me by phone at (956) 354-2480 or via email at paul.perez@psjaisd.us. Once I have received the message I will promptly respond. You are also welcome to schedule a meeting with me during my conference period.

English 1 1st Six Weeks Assignment Calendar

**This is a preliminary, flexible schedule that is subject to change and may not include all assignments.*

Unit 1 Coming of Age				
Week	Literary Piece	Grammar	Composition/other	Graded Assignment
I 8/25- 8/29	"Oranges" by Gary Soto	Noun, adjective & Direct Object...	1st essay draft on Me with <i>Mandala</i> Pre- Assessment <i>Mandala</i>	1. Mandala & draft 2. TPFAS- "Oranges" 3. Comic Strip
II 9/1- 9/5	"Sonnet 18" by William Shakespeare	Verb Adverb	Open Ended 2 nd Draft on Me	4. TPFAS- "Sonnet 18" 5. 2 nd Revised Draft
III 9/8- 9/12	"Oranges" & "Sonnet 18" Continued	Prepositions	Final Revision on 1 st Essay	6. Publication of 1 st Essay 7. Mini Assessment
IV 9/15- 9/19	"Cut" Bob Green	Conjunctions	2 nd Essay 1 st Draft on <i>Importance of getting to know people before forming an opinion about them.</i>	8. Open Ended on "Sonnet 18" & "Cut" 9. 2 nd Essay 1 st Draft
V 9/22- 9/26	"Why Couldn't I Have Been Named Ashley?" by Imma Achilike	Tbd	tbd	10. 2 nd Essay Revised 11. Publication of 2 nd Essay
VI 9/29- 10/3	"First Love" by Judith Ortiz Cofer	tbd	tbd	12. CBA



“Establishing a Legacy of College Readiness”

***(THIS PORTION IS TO BE RETURNED TO
ME BY THE FOLLOWING CLASS PERIOD)***

AGREEMENT FORM

Mr. Paul Perez
English I Pre-AP
Room K-115

I, the student, have read and understand the classroom procedures, policies, and conduct described. I agree to cooperate with them and contribute to an orderly, supportive, and pleasant classroom environment.

 Student's Name (Printed) ID#

 Student's Signature Date

I, the parent/guardian, have read and fully understand the classroom procedures, policies, and conduct described. I have discussed the syllabus with my child and agree to support them in their entirety. I am aware that they are in place so that my child may benefit from his/her classroom experience.

Yo, el padre / tutor, he leído y entiendo completamente los procedimientos de la clase, las reglas de conducta y los reglamentos descrito. He discutido el plan de estudios con mi hija/o y estoy de acuerdo para apoyarlos en su totalidad. Soy consciente de que estos reglamentos están en su lugar para que mi hija/o pueda beneficiarse de la experiencia en esta clase.

 Parent/Guardian's Name (Printed) & relation to student

 Signature Date

 Parent/Guardian's Cell # and/or email

Parent/Guardian Notes (to the teacher):
(preguntas o comentarios para el maestro)