



English/Language Arts– Year A

Instructor Annie Ward

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Office Blanco River Academy Classroom

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Office Hours: Available Tuesday and Thursday mornings before school and by appointment

Textbooks/Resources:

Writing Coach by Pearson, *Painless Grammar* by Rebecca Elliot

Description:

The focus of this course is to understand, evaluate and draw correlation between literature, grammar, writing and research skills.

Goals:

1. Develop vocabulary and skills for literary analysis of poetry, short stories, fiction, and non fiction.
2. Understand and create thoughtful, original writing in a variety of formats.
3. Identify parts of speech, punctuation, capitalization and sentence structure in a way that produces clarity and functionality.
4. Successfully determine the meaning of a variety of words based on Latin/Greek roots, analogies, dictionaries and context clues.
5. Research, outline, develop, plan, write and correctly cite sources for expository, persuasive, procedural, and research assignments.

Expectations:

1. Each student is responsible for reading all assigned novels on their own time. The reading assignments will require on average 30 minutes of reading 5 times a week. Final drafts of papers will also be required to be completed outside of school, along with any other daily work not completed in class. I will make a commitment to give appropriate time in class to finish all other assignments in order to respect other subjects, extra curricular activities and family time with the stipulation that students remain on task.
2. Each student is responsible for having their reading material, homework, writing utensils, appropriate technology, or any other item ready and accessible at the beginning of class.
3. Each student is expected to come to class ready to participate in the Three R's - Be Respectful, Be Responsible, Be Reasonable. We will all hold one another accountable to these three expectations in order to have a successful, fun and productive learning atmosphere.

Technology:

Part of coming prepared for class means not having inappropriate technology out during instructional time. Cell phones, tablets, and iPods are to be kept in backpacks or in cubbies unless they are being used for a special purpose, i.e. in a presentation or when allowed to listen to music. Students will have an opportunity to check their phone during breaks and during lunch. Students may only use computers during class when it is necessary for the lesson. The student may only have applications and websites open that are necessary and applicable for the lesson. Cell phones seen during class will be collected and kept on the desk until the end of that class period. Students misusing laptops during class will be asked to close their laptop and share with a neighbor until the end of the class period. Additionally, teachers have the authority to

check at any time for misuse of iMessage during class. If unapproved communication is seen during class time, points will be taken away from the participation grade. Continual misuse of technology will result in contacting the parents and a student unable to use abused technology for the remainder of the day.

Evaluation:

1. Daily Work - 10%
2. Participation - 10%
3. Quiz - 20%
4. Projects/Papers - 30%
5. Tests - 30%

Participation:

Each student will begin each quarter with 100 points for their participation grade. As the quarter continues, points will be taken away for lack of participation, coming to class unprepared, or behavioral issues.

Course Schedule:

Class introduction — "Alice in Wonderland" and "Through the Looking-Glass" by Lewis Carroll	Review and introduction of literary terms, introduction of expanded Montessori style grammar, compare and contrast writing, discuss distinctive qualities of children's literature, adolescent literature and adult literature
Unit 1 — <i>The Alchemist</i> by Paulo Coelho	Form opinions based on textual evidence, review of exposition, conflict, rising action, climax, falling action and resolution, writing strong introductory and concluding paragraphs, Arabic and North African culture/ folklore, Personal narratives
Unit 2 — <i>Gandhi: A Manga Biography</i> by Kazuki Ebine	Indian folklore and culture, powerful body paragraphs, fluency in research, proper citations, honesty in writing, editing process,
Unit 3 — <i>The Hobbit</i> by JRR Tolkien	Excerpts of Epic Poetry, Celtic, Scandinavian and Norse folklore, read and write expository texts, specifically quote blending and research paper writing processes and completion
Unit 4 — <i>To Kill a Mockingbird</i> by Harper Lee	Focus on characterization, pair with civil rights era poetry, news articles and short stories, study the impact of other cultures on American life, Procedural paper