

# English I

		Description of Average Weekly Outside Requirements	
<b>Main Topics</b> <b>What main ideas/concepts are covered):</b> English I is aligned to <a href="#">Florida's B.E.S.T. Standards</a> and will cover the following: <ul style="list-style-type: none"> <li>• Epic Poetry</li> <li>• Novels</li> <li>• Short Stories</li> <li>• Memoirs and Personal Narratives</li> <li>• Poetry</li> <li>• Drama</li> <li>• Formal Writing: Argument, Expository, Narrative</li> </ul>	<b>Rationale</b> <b>(Why a student should take this course):</b> English I is an introduction to all genres of literature and writing. The approach is thematic, and the texts will be selected from the <i>Study Sync</i> curriculum. The writing emphasis will be on text-dependent writing in the argument, expository, and narrative modes. The literature emphasis will encompass all genres in order to develop an understanding of each.  This course is for students below a 3.0 GPA or below a 3 on the FAST ELA who need extra reinforcement of skills needed for success in future English courses and on the FAST.	<b>Reading</b> <b>(Text, document, etc.):</b> Students will be expected to engage in independent reading that will be incorporated into class assignments.	<b>Written</b> <b>(Terms, questions, outlines, free response, etc.):</b> Students will participate in both formal and informal writing activities on a regular basis. <ul style="list-style-type: none"> <li>• Short Constructed Paragraphs</li> <li>• Argumentative Essays</li> <li>• Expository Essays</li> <li>• Narrative Essays</li> <li>• Modeling Existing Pieces of Writing</li> </ul>
<b>Grade Composition</b> <b>(How grades are determined):</b> Formative Assessments: <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Quizzes</li> <li>• Informal Writing</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Projects</li> <li>• Formal Writing</li> </ul>	<b>Skill Development</b> <b>(Skills developed in this course and how):</b>  Reading Comprehension – Students will be given the opportunity to write or discuss about plot, characters, themes, and/or literary devices within a text. Students will be able to demonstrate understanding of a text using a variety of assessment tools.  Writing Foundations – Students will develop a clear ability to express ideas in a variety of styles. Students will be able to incorporate evidence and elaborate on it with commentary.	<b>Sample Textbook Excerpt:</b> When I think of the hometown of my youth, all that I seem to remember is dust—the brown, crumbly dust of late summer—arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet. I don't know why I should remember only the dust. Surely there must have been lush green lawns and paved streets under leafy shade trees somewhere in town; but memory is an abstract painting—it does not present things as they are, but rather as they feel. And so, when I think of that time and that place, I remember only the dry September of the dirt roads and grassless yards of the shantytown where I lived. And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie's marigolds.  - “Marigolds” by Eugenia Collier	
<b>Required Skills</b> <b>(Skills necessary to be successful in this course)</b> <ul style="list-style-type: none"> <li>• Reading – Comprehension and Analysis</li> <li>• Writing – Argument, Expository, and Narrative</li> <li>• Strong Work Ethic</li> <li>• Open Mind to New Concepts</li> </ul>			