

# Year at a Glance

English 1 (1001310)

English 1 Honors (1001320)

Pre-IB English 1 (1001800)

Pre-AICE English Language (1001560)

English 1 Through ESOL (1002300)



## 2021-2022 School Year

### Course Description:

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

### Pre-IB English Notes:

This course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. More information can be found in the [ELL supporting document](#) which delineates performance definitions and descriptors.

### Textbook Publisher:

[Savvas My Perspectives](#) (Students have online access through [My.SarasotaCountySchools.net](http://My.SarasotaCountySchools.net))

### Other Supplemental Resources:

[USA Test Prep](#) (Students access through [My.SarasotaCountySchools.net](http://My.SarasotaCountySchools.net))

[DBQ Online](#) (Students access through [My.SarasotaCountySchools.net](http://My.SarasotaCountySchools.net))

[FSA Portal](#)

### Standards:

Available on [CPalms](#)

[English I](#)

[English I Honors](#)

[Pre-IB](#)

[Pre-AICE](#)

[English I Through ESOL](#)

Teachers may use additional resources as noted on an individual teacher's syllabus. For specific questions regarding individual classrooms please contact the teacher for clarification.

<b>Benchmark Assessment Dates</b> (Adaptive Progress Monitoring ( <a href="#">APM</a> ))	<b>FSA Dates</b> State date range. Subject to change
AP1: September 13 – September 24 AP2: November 29 – December 10 AP3: January 18 – February 28	Writing : April 4–15, 2022 Reading : May 2–27, 2022

Quarter	Titles	Resources
Quarter 1	<b>Unit 2</b> <b>Outsiders and Outcasts</b> <ul style="list-style-type: none"> <li>• <b>The Metamorphosis by Franz Kafka</b></li> <li>• <b>The Censors by Luisa Valenzuela</b></li> <li>• <b>Harrison Bergeron by Kurt Vonnegut</b></li> <li>• <b>Revenge of the Geeks by Alexandra Robbins</b></li> <li>• <b>Selected Poetry : The Soldier of Mictlán / Elliptical / Fences</b></li> </ul>	<b>DBQ</b>  Mini-Q in Civics: “The Ideals of the Declaration: Which is Most Important?”
Quarter 2	<b>Unit 1</b> <b>What is the Allure of Fear?</b> <ul style="list-style-type: none"> <li>• <b>The Fall of the House of Usher by Edgar Allan Poe</b></li> <li>• <b>House Taken Over by Julio Cortazar</b></li> <li>• <b>from How to Tell You’re Reading a Gothic Novel – In Pictures</b></li> <li>• <b>Where is Here? By Joyce Carol Oates</b></li> <li>• <b>from The Dream Collector by Arthur Tress</b></li> <li>• <b>Why Do Some Brains Enjoy Fear? By Allegra Ringo</b></li> <li>• <b>Selected Poetry : beware: do not read this poem / The Raven / Windigo</b></li> </ul>	<b>DBQ</b>  Mini-DBQs in Florida History: “ <i>Why are Hurricanes so Dangerous?</i> ”
Quarter 3	<b>Unit 3</b> <b>Crazy, Stupid, Love</b> <ul style="list-style-type: none"> <li>• <b>The Tragedy of Romeo and Juliet, by William Shakespeare</b></li> <li>• <b>Pyramus and Thisbe by Ovid/Edith Hamilton</b></li> <li>• <b>Romeo and Juliet Is a Terrible Play   In Defense of Romeo and Juliet</b></li> <li>• <b>American History by Judith Ortiz Cofer</b></li> <li>• <b>Selected Poetry : Futility / How Do I Love Thee? / Sonnet XVII</b></li> </ul>	<b>DBQ</b>  Mini Qs in Literature – Volume 1 – “ <i>Who’s to Blame?</i> ”
Quarter 4	<b>Unit 4</b> <b>Journeys of Transformation</b> <ul style="list-style-type: none"> <li>• <b>from The Odyssey, Part 1 &amp; 2, Homer, translated by Robert Fitzgerald</b></li> <li>• <b>from The Odyssey: A Graphic Novel, by Gareth Hinds</b></li> <li>• <b>Application for a Mariner’s License</b></li> <li>• <b>The Return by Ngugi wa Thiong’o</b></li> <li>• <b>The Writing on the Wall by Camille Dungy</b></li> <li>• <b>from The Hero’s Adventure from The Power of Myth by Joseph Campbell and Bill Moyers</b></li> <li>• <b>Rules of the Game from The Joy Luck Club by Amy Tan</b></li> <li>• <b>Selected Poetry : Courage / Ithaka / Hurricane Hits England</b></li> </ul>	<b>DBQ</b>  Mini-Qs in Literature – Volume 3 - “ <i>Mythology: Does Atalanta Follow the Hero’s Journey?</i> ”

### Graduation Requirements:

Students earning a standard high school diploma must earn a total of four English credits, with one credit in English 1 or an equivalent course. The student must also pass the Grade 10 ELA FSA or earn a concordant score. More information on graduation requirements and concordant scores can be found here: [Graduation Requirements for Florida’s Statewide Assessments](#).

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.