

English I Course Description

Write4Homeschool

Writing	<p>Narrative Writing - In this unit, students will learn to write effectively about personal experiences. As a prelude to delving into their own experiences, students will read and discuss two literary examples of personal narratives. They will then learn how to capture a specific memory and paint a vivid, detailed picture of the memory through their writing. <i>Students will submit their personal narrative to the teacher at the end of this unit.</i></p>
	<p>Journalistic Writing - Through exploring a newspaper, students will gain an understanding of journalistic writing. They will discuss interviewing techniques and, specifically, engaging a reader from the first line of text. Students will then apply this knowledge by writing a feature article of their own. <i>Students will submit their feature article to the teacher at the end of this unit.</i></p>
	<p>Persuasive Essay - Everyone has opinions, and it is human nature to have a desire to convince others to share opinions. In this unit, students will learn some important techniques about argument and writing persuasively. With a focus on organization and clarity, students will learn how to define a clear thesis and then create a coherent flow throughout the paper. <i>Students will submit their final essay to the teacher at the end of this unit.</i></p>
	<p>Short Stories - Students will read and analyze a short story. Students will then develop their own short stories while paying particular attention to various elements of a short story. <i>Students will submit their short story to the teacher at the end of this unit.</i></p>
	<p>Expository Report - Using research, students will learn to write objectively and factually. In addition, students will learn about ways to add variety to writing. Finally, they will learn how to correctly cite their sources. <i>Students will submit their expository report to the teacher at the end of this unit.</i></p>
	<p>Poetry - Students will explore poetry in a few different ways for this unit. First, they will collect favorite poems to keep in their Notebooks. Secondly, they will analyze poems from well-known poets. Finally, students will compose their own poetry which they will share with others through the Forum.</p>
	<p>Analytical Writing - After reading a well-known, classic novel, students will examine the text, looking for themes. After careful analysis, students will write a concise, coherent essay which addresses a given topic. For this writing, students will apply all the skills and techniques they have learned throughout the course. <i>Students will submit their analytical writing to the teacher during this unit.</i></p>
	<p>Creative Writing - In response to the same novel, students will demonstrate their ability to write creatively. Given a choice of creative topics, students will apply all the skills and techniques they have learned throughout the course to complete the assignment. <i>Students will submit their creative writing response to the teacher at the end of this unit.</i></p>
Literature	<p>Short Stories/Narratives - <i>The Love Letter</i> by Jack Finney, <i>Why I Live at the P.O.</i> by Eudora Welty, <i>The Most Dangerous Game</i> by Richard Connell (Note: <i>Why I Live at the P.O.</i> contains some themes of divorce.)</p>
	<p>Poetry - poetry by Robert Frost and Williams Carlos Williams</p>
	<p>Novel - <i>To Kill a Mockingbird</i> by Harper Lee - is the poignant, dramatic, classic tale of a young girl growing up in the Deep South of the 1930s. (Note: <i>To Kill a Mockingbird</i> deals with many issues of prejudice, one of which is racism. Because of its time setting, the author stays true to the dialog of that decade. Consequently, there are a couple of instances where a racial slur is used. In addition, the author depicts the injustice of the times by centering the novel around the courthouse in which the accused is standing trial for rape.)</p>
Grammar	<p>correcting sentence errors, paragraphing, quotation marks, pronoun-antecedent agreement, apostrophes, commas, semi-colons, subject-verb agreement, colons, dashes, transitions</p>
Required Materials	<p>A newspaper is required beginning in Lesson 15.</p>
	<p><i>To Kill a Mockingbird</i> by Harper Lee is required beginning in Lesson 78.</p>
	<p>Other general materials include a 2" 3-ring binder, 6 dividers, and paper. For one lesson, the student will use glue and scissors. For another optional activity, the student will need a video camera.</p>
Other	<p>Students will answer guided questions on the Forum. This is a place where they can share ideas and insights about the lessons with other students and with the teacher.</p>