

Basic English 3 Syllabus Outline

M. Anderson – Lake Dallas High School

Fall 2025

Dear Parents and Guardians,

Welcome to 11th grade at Lake Dallas High School! This syllabus outlines the course plan for your child's class this semester, including key topics, expectations, and how you can support their success. As required by Texas law (Senate Bill 12), this document serves as the instructional plan and is available for your review. I look forward to working with you and your child!

Contact Information

- **Teacher:** Marcee Anderson
 - **Email:** manderson@ldisd.net
 - **Phone:** 940-497- 4031
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 - **Conference Time:** 2:15-3:00 Monday-Friday
 - **Best Way to Reach Me:** Email or call the school office. I'll respond within 24 hours on school days.
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Course Overview (Instructional Plan)

This semester, your child will study the following topics in English Literature, based on Texas state standards (TEKS):

1. Unit 1: The American Story Begins

- Learning objectives: The student will summarize and paraphrase texts in ways that maintain meaning and logical order; make and correct or confirm predictions using text features; analyze how the historical, social, and economic context of settings influences the plot, characterization, and theme; evaluate how the author's diction and syntax contributes to the mood, voice, and tone of a text; and interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. TEKS: 5D; 4C; 6D; 8F; 5E

- Activities: Guided and independent reading, written responses to comprehension and analysis questions and exercises; journaling; written compositions; group discussions; quizzes and tests; and multimedia presentations.

2. Unit 2: The Individual and Society

- Learning objectives: Students can create mental images to deepen understanding; analyze relationships among characteristics of poetry; evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; compose informational texts; generate questions about text before, during, and after reading to deepen understanding and gain information; and make and correct/confirm predictions using text features, characteristics of genre, and structures. TEKS: 4D; 7B; 8F; 10B; 4B; 4E
- Activities: Guided and independent reading; written responses to comprehension/analysis questions and exercises; journaling; written compositions; group discussions; quizzes and tests; and multimedia presentations.

3. Unit 3: The Threat of "The Other"

- Learning objectives: Students can paraphrase and summarize texts in ways that maintain meaning and logical order; evaluate details read to understand key ideas; analyze how the relationships among dramatic elements advance the plot; and evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes. TEKS 5D; 4G; 7C; 8E
- Activities: Guided and independent reading; written responses to comprehension/analysis questions and exercises; journaling; written compositions; group discussions; quizzes and tests; and multimedia presentations.

4. Additional Skills

- Developing critical thinking, note-taking, and time management.

Classroom Expectations

To support a focused learning environment, we follow these rules:

1. **Be Respectful:** Listen to others and contribute positively.
2. **Be Responsible:** Complete assignments on time and prepare for class.
3. **Be Safe:** Appropriate behavior in the classroom.

4. **Be Engaged:** Participate actively in lessons and discussions.
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Grading & Assignments

- **Grading:**
 - Classwork and participation: 40%
 - Projects and quizzes: 30%
 - Tests and major assignments: 30%
 - Grades follow district guidelines (e.g., 90–100 = A, 80–89 = B, etc.).
 - **Assignments:**
 - Homework: assigned when class time is not used appropriately, due the next class.
 - Please check your child's planner or online portal.
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Supplies Needed

- Textbooks (provided), notebook, pens, and loose leaf notebook paper.
 - Access to a computer or internet (provided).
 - Optional: Donations like paper or cleaning supplies are appreciated.
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How You Can Help at Home

- **Review Work:** Check your child's assignments and test prep.
- **Encourage Study Time:** Support a quiet space nightly for needed minutes.
- **Stay Connected:** Notify me of any concerns or changes affecting their learning.
- **Praise Effort:** Recognize their hard work and progress.

Communication

- **Weekly Updates:** I'll post on Canvas every Monday.
- **Parent-Teacher Conferences:** Scheduled by request.

Thank you for supporting your child's education! Please sign and return the attached acknowledgment form by August 30, 2025. Feel free to contact me with questions.

Sincerely,
Marcee Anderson

Acknowledgment Form for Instructional Plan

Lake Dallas High School– 11th Grade

M. Anderson – Fall 2025

Dear Parent or Guardian,

This form confirms that you have received and reviewed the instructional plan for your child's class taught by M. Anderson. The plan outlines the course topics, expectations, and schedule for the Fall 2025 semester. It is also available on the district's website at www.lakedallasisd.net.

Please complete and return this form to M. Anderson by August 30, 2025 to acknowledge receipt.

Student Information

- **Student Name:** _____ **Grade Level:** _____
- **Teacher's Name:** M. Anderson **Course/Subject:** _____

Parent/Guardian Acknowledgment

I acknowledge that I have received and reviewed the instructional plan for my child's class. I understand I can request additional copies or review the plan at www.lakedallasisd.net.

- **Parent/Guardian Name (Print):** _____
- **Signature:** _____ **Date:** _____

Return Instructions

Please return this completed form to M. Anderson by August 30, 2025. You may:

- Hand it to your child to return to class, email a scanned copy to M. Anderson, or drop it off at the school office.

Thank you for your support!