

Basic English 1 Syllabus Outline

M. Anderson–Lake Dallas High School

Dear Parents and Guardians,

Welcome to 9th 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
 - **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 Basic English 1, based on Texas state standards (TEKS):

1. **Unit 1: Survival**
 - Learning objectives: The student will generate questions about text before, during, and after reading to deepen understanding and gain information; make and correct or confirm predictions using text features, characteristics of genre, and structures; create mental images to deepen understanding; make inferences and use evidence to support understanding; understand denotative and connotative meanings; and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. TEKS: 4B-D; 4E; 6C; 2B.

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

2. Unit 2: Moving Toward Justice

- Learning objectives: The student will monitor their comprehension and make adjustments as needed when understanding breaks down; understand pronoun-antecedent agreement; analyze characteristics of multimodal and digital texts; make inferences and use evidence to support understanding; and respond using acquired content and academic vocabulary as appropriate. TEKS: 4I; 9Div; 7F; 4F; 5F
- Activities: Guided reading, written responses to comprehension and analysis questions and exercises; journaling; written compositions; group discussions; and multimedia presentations.

3. Unit 3: Crazy, Stupid Love

- Learning objectives: Students will paraphrase and summarize texts in ways that maintain meaning and logical order; analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and analyze how themes are developed through characterization and plot. TEKS: 5D; 7C; 8E; 5E; 6A
- Activities: Guided reading, written responses to comprehension and 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.
- Example: Preparing for a unit test or presentation

Thank you for supporting your child's education! Feel free to contact me with questions.

Sincerely,
Marcee Anderson