



# Curriculum Outline

Course & Level: Honors Pre-AP English

Department: English

Teacher: Various

Grade level: 11

**Campbell High School**

Character – Courage – Respect – Responsibility

## Description of Course:

Pre-AP English is a preparatory class for those students who excel in their study of the English language and wish to pursue AP English their senior year. Advanced reading and writing skills are assumed for all participants. The focus of the class will be to read critically, analyzing different texts including novels, plays, short stories, poems, and essays in order to construct meaning. We will focus intensively on exploring authors' word choice (denotation/connotation), tone, point of view, structure, style, and themes. In addition, much time will be spent on developing college level writing skills. Full Year.

## School – Wide Expectations:

### Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

### Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

## Core Competencies and State Standards:

1. **Vocabulary** - Students will be responsible for mastering the Sadlier Vocabulary Book, learning the meaning of literary terms, and understanding connotation and denotation of words presented in the texts.
  - a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
  - b. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening; OC-11-1: Make oral presentations.
2. **Literature** - Students will read critically in order to demonstrate an understanding of the literature, as well as to analyze how an author uses various literary devices to compose a narrative.
  - a. **Initial Understanding of Literary Text** Stem R-12-1-1: Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; R-12-1-4: Demonstrate initial understanding of elements of literary text; R-12-1-5: identify literary devices as appropriate by genre
  - b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; R-11-16: Generate a personal response to what is read through a variety of means.
  - c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
  - d. **Reading Extensively and in Depth** Stem: R-11-14- Demonstrate the habit of reading widely and extensively.
  - e. **Oral Communication Strategies** Stem OC-1: In oral communication, demonstrate interactive listening and participate in large and small group discussions showing respect for individual ideas; OC-2: Make oral presentations
3. **Writing** - Students will critically respond to literature in writing; effective student writing will demonstrate the writing process and a command of English grammar, usage, and mechanics.
  - a. **Structures of Language** Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text.
  - b. **Reading Connection** Stem W:RC:1: In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
  - c. **Expressive Writing** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies; W:EW:3: In writing poetry, using a variety of voices, expressions, and structures. W:EW:5: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights
  - d. **Informational Writing** Stem W:IW:1: In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing(reports or procedures only), demonstrate use of a range of elaboration strategies.
  - e. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
  - f. **Habits of Writing** Stem HW:2: Demonstrates the habit of writing extensively by writing with frequency, sharing thoughts, observations and impressions, and in a variety of genres.
  - g. **Oral Communication Strategies** Stem OC-1: In oral communication, demonstrate interactive listening and participate in large and small group discussions showing respect for individual ideas; OC-2: Make oral presentations

### **Suggested Texts and Media (Software, A/V, etc.):**

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: Oedipus Rex, Sophocles; "The Allegory of the Cave," Plato; excerpts from Beowulf and Sir Gawain and the Green Knight; excerpts from Canterbury Tales, Geoffrey Chaucer; A Brave New World, Aldous Huxley; Hamlet and Macbeth, William Shakespeare; Shakespearean sonnets; selections from the following Romantic poets: Shelley, Keats, Byron, Wordsworth, Coleridge, and Blake; Rosencrantz and Guildenstern are Dead, Thomas Stoppard; "The Zoo Story," Edward Albee; Frankenstein, Mary Shelley; "Metamorphosis," Franz Kafka; "A Modest Proposal" and excerpts from Gulliver's Travels, Jonathan Swift; Heart of Darkness, Joseph Conrad; and selections of poetry from a variety of poets including Donne, Auden, Eliot, Marlowe, Raleigh, and Herrick.
2. Films (DVD) - Excerpts from In Search of Shakespeare. Hamlet, Act III scene I by Branagh and Hamlet, Act III, scene I by Zeffirelli.
3. The Sadlier-Oxford Vocabulary Book; The Elements of Style, Strunk and White

### **Suggested Instructional Strategies:**

1. **Socratic Discussion** – Class is often conducted as a conversation in order to create meaning from the assigned texts. Students are required to read, analyze and evaluate assigned materials prior to class discussion. Students come prepared to discuss assigned materials and share ideas and opinions, using the text or real life experience to back up their answers.
2. **Group Work/Presentations** – Students are often broken into small groups to study a particular aspect of a piece literature. Students are then asked to report their findings to the entire class.
3. **AP Practice** – Timed essays and multiple choice tests in the AP style are frequently given for practice.

### **Suggested Assessment Strategies:**

1. **Quiz / Test** – Often a mixture of objective (multiple choice, matching, True/False) and subjective (short answer and essay)
2. **Informal Group work** – Various modes of formative assessment in which students work on an assignment (literary and historical timelines, visual aids, etc.) in small groups. Group work encourages peer learning, strengthens topical skill sets through teaching, and promotes collaboration and community.
3. **Essay Writing** – Students complete several AP style timed writes per semester. Students also complete 3 critical essays per semester.
4. **Independent Study Projects** – Students complete two independent study projects, one per semester. In the fall semester, the students explore and research a novel of their choice. In the spring, the focus is on a poet and his or her work.