

Date:

# High School

February 27, 2019

Arroyo High School

## El Monte Union High School District Course Outline Pre-AP English 1

Course Title: Pre-AP English 1

Textbook(s): \_\_\_\_\_

Copyright date/Edition: \_\_\_\_\_

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\*  Honors\*\*

Department: English

CTE\*\*\*:

Industry Sector: \_\_\_\_\_

Pathway: \_\_\_\_\_  
(check one)

Intro  Intermediate  Capstone

Grade Level (s): 9

Semester \_\_\_\_\_ Year X

Year of State Framework  
Adoption \_\_\_\_\_

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval Date

_____	_____
_____	_____
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Is this course an adaptation from another source?

No

Yes

If yes, please indicate the source of the original course:

\_\_\_\_\_

\_\_\_\_\_

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): Proficient or Advanced scores on the RI test, SBAC test for 8th grade, or teacher's recommendation. This course has open enrollment, but it should be understood that the students who are taking this course want to be on track for taking English 3AP (Language Advanced Placement) in Grade 11 and English 4AP (Literature and Composition Advanced Placement) in Grade 12.

2. Short description of course which may also be used in the registration manual:

Pre-Advanced Placement English 1 is a course designed to train students to read critically and analyze a wide range of literature across genres, themes, and contexts. Through close critical analysis students learn to read a work while focusing on structure, style, and themes, and investigate and understand how a writer uses the tools of figurative language, literary devices, rhetoric and other elements of language to create meaning. Students are also expected to develop their writing skills in a variety of assignments as they prepare for writing at the college level. Expository, analytical, argumentative and research writing are the main focus of the writing element of the course, but many other types of writing are addressed as well.

- This course is above and beyond a regular course because of the expected rigor involved to ready the students for the Advanced Placement courses and exams in the junior and senior levels.
- This course is the equivalent of a college level class because the rigor of the class requires students to think critically, express themselves with depth and advanced language skills, write persuasively, and write cogent essays about literature. Students should expect to read for comprehension individually as well as write frequently, with the intention of becoming proficient self-editors and critical thinkers. Discussions are done with small groups as well as whole class and may include pair share, Socratic seminars, and oral presentations.

**Text(s) Used:**

Required text:

Recommended supplemental reading:

- *Romeo and Juliet*
- *The Odyssey* (excerpts)
- *House on Mango Street*
- *Of Mice and Men*
- *Edith Hamilton Mythology*
- *A Christmas Carol*
- *Call of the Wild*
- *Lord of the Flies*
- *Nine Stories*

Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Laptop carts with printer, computer labs, video/DVD and television, Internet, selected video and audio tapes, overhead projectors, and other multimedia such as ELMO's, white boards.

### 3. Course content:

Pre-AP English 1 emphasizes the following instructional priorities:

- **Reading closely:** Students read closely and analyze a range of complex literary and informational texts.
- **Valuing evidence:** Students value textual evidence and incorporate it effectively in writing and speaking.
- **Noticing language choices:** Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

Each unit is shaped by a focus area, a collection of high-quality readings, and lesson sets that support the readings and focus areas.

#### **Content and Skills focus across all units:**

- Close reading
- Evidence-based writing
- Vocabulary in context
- Precise language
- Collaborative communication

Number of units: 6 units

#### **Unit 1 Title: Telling Details**

**Featured text types: Short stories and visual texts**

**Timeframe: 6 weeks**

#### **Skills Focus**

- Critical reading of literary texts
- Making meaning from visuals
- Writing a literary analysis

#### **Underlying Unit Foundations**

These big ideas are addressed across units:

- Engaging with texts
- Constructing texts
- Focusing on language
- Researching to learn
- Entering the conversation

#### **Content: Instructional Resources**

Schools that officially implement a Pre-AP course will receive access to instructional resources for each unit. These resources don't constitute a full day-by-day curriculum. Instead, they provide support and modeling as teachers design instruction for each unit.

Pre-AP English 1 instructional resources include:

- A course framework, texts, and targeted lessons that provide guidance and models for teaching the course.
- Pre-AP resources that can be used alongside local school or district materials during the unit with continued infusion of the areas of focus and shared principles.

**Culminating Project: Assessments and Feedback**

Each unit includes a variety of opportunities for meaningful feedback:

- Curriculum-embedded assessments: learning checkpoints consisting of short writing tasks scored by teachers
- 2 unit quizzes: short online assessments with automated scoring and reporting
- 1 performance task: writing prompts that build readiness for the SAT Essay and AP English exam, with clear scoring guidelines for teachers

**Unit 2 Title: Pivotal Words and Phrases**

**Featured text types:** Poetry and drama

**Timeframe:** 6 weeks

**Skills Focus**

- Critical reading of poetry and drama
- Purposeful revision
- Oral delivery and dramatic presentations

**Underlying Unit Foundations**

These big ideas are addressed across units:

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- Constructing texts
- Focusing on language
- Researching to learn
- Entering the conversation

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**Unit 3 Title: Compelling Evidence**

**Featured text types:** Essays and arguments

**Timeframe:** 7 weeks

**Skills Focus**

- Critical reading of essays and arguments
- Synthesizing ideas across texts

**Underlying Unit Foundations**

These big ideas are addressed across units:

- Engaging with texts
- Constructing texts
- Focusing on language
- Researching to learn
- Entering the conversation

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**Unit 4 Title: Powerful Openings**

**Featured text types:** Openings from novels

**Timeframe:** 7 weeks

**Skills Focus**

- Critical reading of literary texts
- Writing a literary analysis

**Underlying Unit Foundations**

These big ideas are addressed across units:

- Engaging with texts
- Constructing texts
- Focusing on language
- Researching to learn
- Entering the conversation

**Content: Instructional Resources**

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### **Culminating Project: Assessments and Feedback**

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### **Unit 5 Title: Research**

**Featured text types:** Online peer reviewed articles and websites

**Timeframe:** 3 weeks

### **Skills Focus**

- Critical reading of nonfiction texts
- Writing an analysis of the information based on materials found from extensive research in and out of the classroom

### **Underlying Unit Foundations**

These big ideas are addressed across units:

- Engaging with texts
- Constructing texts
- Focusing on language
- Researching to learn
- Entering the conversation
- Proper format

### **Content: Researching and Developing Theses**

Students will take time to research a given topic. Students will need to develop a thesis and accumulate materials based on approved websites and materials.

### **Culminating Project: Research Paper**

This unit will conclude with a formal MLA research paper complete with parenthetical notation and work cited references to document the research completed. Papers will be graded using the department rubric for research papers which was derived using the McDougal Littell bridge materials for research rubrics.

### **Unit 6 Title: Nonfiction Analysis**

**Featured text types:**

**Time frame: 5 weeks**

**Skills Focus**

- Critical and Close reading of nonfiction articles and texts
- Writing an analysis
- Oral communication through discussion

**Underlying Unit Foundations**

These big ideas are addressed across units:

- Engaging with texts
- Focusing on format, point of view, author’s audience
- Focusing on language
- Researching to learn
- Entering the conversation

**Content: Understanding the role of nonfiction**

Nonfiction materials will be presented and discussed to determine their connection to literary devices and elements. Author purpose and point of view will be the main focus as comprehension and critical thinking are strengthened. This unit will ready students for English 3AP and the structure of language and syntax importance.

**Culminating Project:**

Reading using Close reading skills, individual and group reading, annotation, deduction, and critical thinking will take place as students use nonfiction materials and their own introspective lenses to see the importance of this genre. This unit will work well crossing over into other curricular areas to demonstrate how language and communication are all connected.

**Student performance standards/ Evaluation/assessment/rubrics**

<b>TASK</b>	<b>PERCENT</b>
School-wide Performance Tasks (two required)	10%
Assessments (Tests, Quizzes, Finals, other...)	25%
Essays/Writing	40%
Projects, participation/Class work/Homework	25%

**Minimal attainment for student to pass course**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

Academic Achiever: Students who successfully complete this course will have a higher comprehension level and be able to determine more critically the nuances of the English language as it pertains to fiction and nonfiction materials.

**Critical Thinker:** Students will be able to look at many different genres of literature and be able to apply it to how they see the world around them. This will include rhetorical persuasion and the ability to explain using literary devices to broaden the views of the worlds of the students.

**Quality Producer:** Students will be exposed to a higher rigor of work than their general education counterparts in English and be prepared to take on the challenges of Pre-AP English 2. The intent of this class is to have these students become more college-ready as they continue on to English 3AP as juniors and 4AP as seniors.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

All teachers in the English Department have bilingual, BCLAD or CLAD credentials. They have been trained in AVID strategies and language acquisition techniques. In addition, all teachers use technology resources to enhance student learning.

6. Describe the interdepartmental articulation process for this course:

The English Department incorporates and reinforces skills that can be utilized across any class curriculum on campus and in the students' futures. Comprehension, analysis and communication skills are vital for understanding in any course on campus. This course will allow students to strengthen their skills to be better equipped to handle the rigor of all their courses.

Collaboration and articulation occur in WASC committees, in late-start faculty sessions, and with direct communication with the core course teachers.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students are encouraged to embrace bilingualism in order to become better prepared for viable career paths. Fluency in Spanish enhances one's success in business, translation/interpretation, teaching, and writing. Students prepare for the workplace via research, presentations, writing, and speaking activities.