

PreAP ENGLISH 10

COURSE OVERVIEW

Pre-A.P. English 10 applies the rigorous standards to the sophomore curriculum at North Creek High School. This class prepares students for A.P. Language and Composition (11) and A.P. Literature and Composition (12). Students are expected to engage in a variety of challenging texts at an accelerated pace, practice independent time management, and take initiative for your own learning. The curriculum explores universal themes relating to the individual and society. Students will practice writing in different modes, with an emphasis on literary analysis, persuasion, and exposition. Students will also develop public speaking skills.

COURSE GOALS

1. To carefully read and critically analyze imaginative literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) and to know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies.
7. To write, focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. To become aware of, through speaking, listening, reading, and, chiefly, writing, the resources of language: connotation, metaphor, irony, syntax, and tone.
9. To be prepared for a college level English class by the end of the school year.

Students continue working on these goals as they move through the AP program.

II. CURRICULUM AND ASSESSMENTS

The curriculum and assessments for this class follow the Common Core State Standards in Reading, Writing, Speaking and Listening, and Language. Specific details for this class include:

Reading

THIS COURSE EMPHASIZES READING. Students will need to carefully budget their time and find a quiet place to study on a regular basis in order to successfully meet the reading requirements for this class. Students should always use a dictionary to look up words they don't know, so they can build their vocabulary.

Texts for this year incorporate a variety of genres (novels, non-fiction, drama, and poetry). **Purchasing a text is optional.** Having a personal copy allows students to write in their texts (annotate) as they read. If using a school copy, students can annotate using Post-it Notes. Annotating texts while reading is a critical strategy for success when taking the college boards.

In addition to independent reading, the Pre-A.P. English 10 curriculum includes but **is not limited to**:

- *Of Mice and Men* by John Steinbeck
- *Frankenstein* by Mary Shelley
- *The Odyssey* by Homer
- *Julius Caesar* by William Shakespeare
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *The Picture of Dorian Gray* by Oscar Wilde
- *Writing Analytically* by David Rosenwasser & Jill Stephen (district curriculum)
- *Reading the World* (district curriculum)
- *Common Threads* by Ellen Kuhl Repetto and Jane E. Aaron (district curriculum)

Writing

While the literary critical essay will be emphasized, students will write in a range of modes, for diverse purposes: expository, persuasive, narrative, informational, creative, etc. In addition to the literature units above, students will have a unit on persuasive and expository writing prior to state SBA testing.

Speaking & Listening

English class relies on discussion and collaboration. Students will have the opportunity to make formal and informal speeches, give presentations both in groups and individually, and to support one another's learning.

Language

Throughout the year, students will work on building vocabulary. Students will learn word meanings, literary devices, fundamentals of grammar and usage, and the ways that language functions in different contexts.

Grading

NSD uses an 11-point grading scale:

A: 93-100%	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A-: 90-92.9%	B: 83-86.9%	C: 73-76.9%	D: 60-66.9%
	B-: 80-82.9%	C-: 70-72.9%	F: 0-59.9%

Assignments are accorded point values, and grade information will be regularly posted online. Grades will be rounded to whole numbers.

Grading breakdown is as follows:

Writing 30%
Presentations & Projects 25%
Tests 25%
Homework 10%
Participation 10%

If you have questions or concerns about a grade on an assignment, notify me immediately.

OFFICE HOURS: By appointment before and after school and during Jag Time.

FOLLOWING DIRECTIONS: Students must pay close attention to the assignment instructions. As in the job world, work not submitted in proper format will not be accepted. Most assignments in English are required to be submitted either typed in M.L.A. format or handwritten.

All typed assignments will be turned into Turnitin.com which will assist students in identifying unintentional plagiarism. Students will be trained on how to use Turnitin.com.

III. POLICIES

Class Rules will be discussed. **Please note that cellphones should be off and in backpacks when the bell rings. Use of cellphones in class without teacher permission is prohibited.**

Plagiarism: Students must remember never to submit someone else's work as their own or help someone else to do so. Other types of cheating are described in the student handbook. English students in particular must be careful not to plagiarize, which means to use other people's words or even summarize their ideas too closely without citing them as a source.

Deadlines: As a class, our assignments build upon one another toward mastery of specific skills. With this in mind, it is crucial that students stay on pace with deadlines. Failure to meet multiple deadlines will negatively impact student progress and grade. If you are concerned you may be unable to meet a deadline due to extenuating circumstances, please communicate early so that we can make a plan suitable to both parties.

In addition, makeups for some assignments may be altered from the original, due to the nature of the lesson or activity that took place in class. Makeup assignments, therefore, may seem more difficult than the in-class experience.