

MONDAY  
13 APRIL 2026

### What you should do to prepare Open House:

- Take a copy of my syllabus.
- Have a seat.

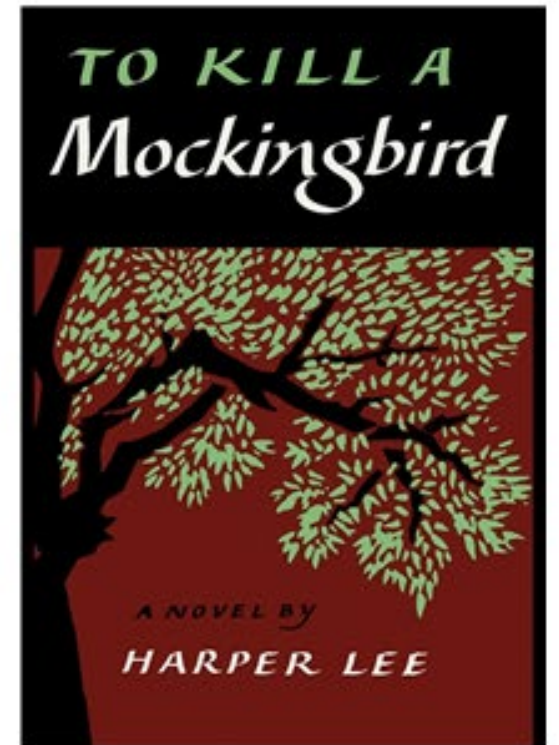
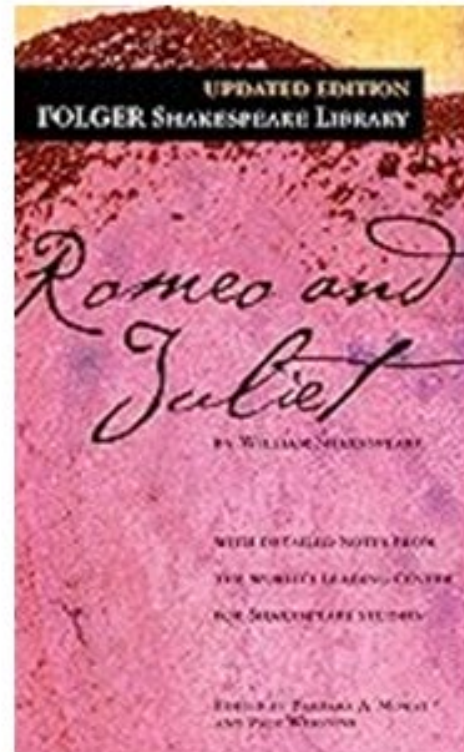
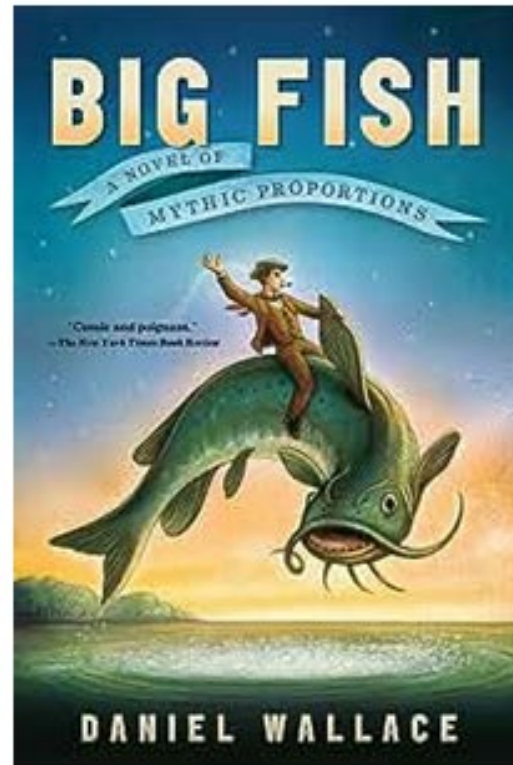
### Agenda

- Syllabus
- PPT introduction to Pre-AP English 1 Honors with examples of work
- Student Panel
- Q and A



# TEXTS (SUMMATIVES)

This is mostly a reading class.



# EMBEDDED ASSESSMENTS

## Unit 2A Assignment Description and Rubric Pre-AP English 1 Honors Literary Analysis Essay

**Assignment Description:** The meaning of some literary works is often enhanced by sustained allusion to myths, the Bible, or other works of literature. Using Daniel Wallace's novel, *Big Fish*, choose two allusions that make use of such a sustained reference. Then write a well-organized essay in which you explain the allusion that appears in the work and analyze how it enhances the work's larger meaning.

### Purpose and Genre

*A successful analysis will:*

- Demonstrate thorough comprehension of the source text.
- Make skillful use of strategically chosen textual evidence (quotations, paraphrases, or both)
- Offer an insightful analysis of the source text and demonstrate a sophisticated understanding of the analytical task.
- Includes a skillful introduction and conclusion; demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- Have a wide variety of sentence structures; demonstrate a consistent use of precise word choice; maintain a formal style and objective tone.
- Include a logical structure, with an insightful claim, effective order, and clear transitions.
- Show a strong command of the conventions of standard written English and is free or virtually free of errors.

### Audience:

The audience for this assignment is the teacher.

### Media and design:

Employ MLA format throughout, including proper heading, header, font, spacing, margins, and page numbers, as well as in-text citations for textual evidence, and a works cited page.

### Stance:

The best analysis will have a strong thesis and will have a clear analysis related to the prompt.

### Suggested Length:

2-3 pages using four well-developed paragraphs that utilize several pieces of textual evidence to support your claims.

## Unit 2B Assignment Description and Rubric Pre-AP English 1 Honors Archetype Presentation

**Assignment Description:** Character archetypes are used to help understand the motivations of characters. Developed by Carl Jung, these archetypes include the following: ruler, creator/artist, sage, innocent, explorer, rebel, hero, wizard, jester, everyman, lover, and caregiver. Your goal is to make a connection between a character from *Big Fish* and one of Jung's archetypes. You will then find two other characters that fit this archetype. You may choose a character from another text, TV show, movie, song, or other appropriate source. Once you have found your archetype examples, you will construct a presentation to present your connections. Examples should be paired with appropriate cited evidence as well as video clips, images, lyrics, or other appropriate media to support your connections. Students may choose to work in a group of no more than four. Points will be divided by the group. NOTE: You cannot revise this assignment.

### Purpose and Genre

*A successful analysis will:*

- Demonstrate thorough comprehension of the source texts.
- Make skillful use of strategically chosen evidence (quotations, paraphrases, or both).
- Offer an insightful analysis of the evidence and demonstrate a sophisticated understanding of the analytical task.
- Include a skillful introduction and conclusion; demonstrate a deliberate and highly effective progression of ideas.
- Include a logical structure, with an insightful claim, effective order, and clear transitions.
- Demonstrate a consistent use of precise word choice; maintain a formal style and objective tone.
- Show a strong command of the conventions of standard written English and be free of errors.

### Audience:

The audience for this assignment is the teacher and classmates.

### Media and design:

The media is a presentation using Google Slides or something similar.

### Stance:

The best analysis will have a strong thesis and will have a clear analysis related to the prompt.

### Suggested Length:

5 minutes

# INDEPENDENT READING (FORMATIVE)

## All Advanced Placement- (AP) Level Texts

**Independent Reading Weekly Journal**  
10 Formative Points Each Week

Book title	Author	Genre
Checkout date	Renewal date	Book Talk due date
Friday, August 29, 2025	Friday, September 19, 2025	

IR #	Due Date	Pages/ Time Read	Brief summary	Inference/Connection/Literary device*	Pts.
1	9/8				
2	9/15				
3	9/22				
4	9/29				
5	10/6				
6	10/20				
7	11/3				
8	11/10				
9	11/17				
10	11/24				


**\*Inference:** Provide a prediction that includes textual evidence.

**\*Connection:** Provide a relation to self, another text, or the world based on textual evidence.

**\*Literary device:** Provide an example from the text and explain the device.

*This document will need to be un-submitted and resubmitted for each due date.  
 Be sure to include links for any source you may use for clarification; otherwise, I will consider your entry plagiarized.  
 You may make corrections for any entry turned in on time. Corrections are due by the due date of the next journal entry.*

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Book Talk – 50 formative points for second semester** 

**Basic information:**

Book Title	
Author	
Genre	

**Brief summary (5 points each):**

<b>Character</b> Who is the protagonist? Explain what motivates him/her.	
<b>Setting</b> Describe where and when the story takes place.	
<b>Main conflict</b> Explain what drives the action in the story. (You can provide a series of events.)	
<b>Is the conclusion</b> what you expected? Explain.	

(If you have not finished the book, then provide a prediction of what you think the conclusion will be and why.)

# GRAMMAR

## Pronoun-Antecedent Agreement: Notes

A pronoun is a word that replaces a noun. An antecedent is the word being replaced by the pronoun.

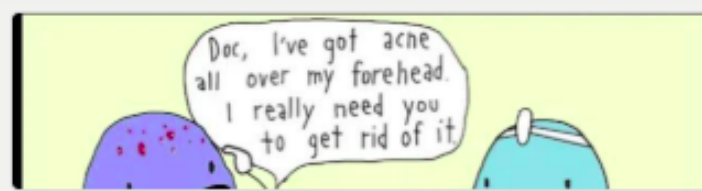
**Example:** The student confided in her teachers and told them about the missing assignment. The pronoun her has the antecedent student; the pronoun them has the antecedent teachers.

<b>1. Rule</b>	Pronouns and antecedents
<b>Examples</b>	<u>Colleen</u> brought money with <u>her</u> . <u>James</u> persuaded <u>himself</u> about the decision. The <u>show</u> has the Old West as <u>its</u> theme. <b>Note:</b> "they" and "their" can also be used to refer to gender. <b>Example:</b> The student told the teacher <u>they</u> prefer gender-neutral pronouns.
<b>Practice</b>	The baby kitten licked ( <u>his, her, its</u> ) paws. The star player on the boys' tennis team won a trophy for ( <u>his, her, its</u> ) effort.

<b>2. Rule</b>	Pronouns and antecedents
<b>Examples</b>	The <u>teacher</u> told <u>her</u> class to walk quietly to the library. The <u>student and his friend</u> sat in <u>their</u> assigned seats at the assembly.
<b>Practice</b>	The author signed ( <u>his/her, their</u> ) book for all the adoring fans. My friends all braided ( <u>his/her, their</u> ) hair for the party.

<b>3. Rule</b>	Indefinite pronouns
<b>Examples</b>	<b>Singular:</b> anyone, anybody, anything, each, either, everyone, everybody, everything, one, neither, no one, nobody, nothing, someone, somebody, something <b>Plural:</b> both, few, many, several <b>Both:</b> all, any, most, none, some
<b>Practice</b>	Everyone needs ( <u>his/her, their</u> ) book for class. Both girls share ( <u>her, their</u> ) responsibility equally. Some of the books are missing ( <u>its, their</u> ) covers; some of the book is missing ( <u>its, their</u> ) pages.

<b>4. Rule</b>	Compound subjects
<b>Examples</b>	<u>Richard and Bob</u> have given <u>themselves</u> a raise. Neither <u>Richard</u> nor <u>Bob</u> has given <u>himself</u> a raise. ("Bob" is singular.) Neither <u>Richard, Bob, nor the employees</u> have given <u>themselves</u> a raise. ("Employees" is plural.)
<b>Practice</b>	Either my mom or my brother secretly gave me ( <u>his, her, their</u> ) last brownie.



## Pronoun-Antecedent Agreement

Choose the correct pronoun for each sentence and then choose its antecedent. Each sentence is worth 1/2 point.

\* Indicates required question

Email \*

Record eptronlo@jths.org as the email to be included with my response

What is your class period? \*

1 point

- Period 2
- Period 3
- Period 5
- Period 6
- Period 8

1a. Either the twins or Marcia's brothers can lend us (his, their) jackets if we get cold. \*

1 point

- his
- their

1b. What is the antecedent for the above answer? \*

1 point

- Either
- twins
- brothers
- twins or brothers

# STUDENT PANEL



- Students, what have been your experiences in this Pre-AP English 1 Honors class?
- What advice do you have for those entering the class?
- What do you think you have gained by being in this class?
- Guests, do you have questions for the students?

# Q AND A

Guests, do you have any questions for me about the class?

