

Pre AP Tentative Syllabus

What is Pre AP? Pre-AP courses provide students with strategies and tools they need to engage in active, high-level learning to develop the skills, habits of mind, and concepts necessary to succeed in Advanced Placement courses and achieve college readiness.

Student Objectives:

The Pre AP student will be expected:

1. To read frequently, carefully, and critically to analyze various genres of literature.
2. To understand the way writers use language to provide meaning, tone, purpose, and pleasure.
3. To consider a work's structure, style, and themes.
4. To consider the social and historical values a work reflects and embodies.
5. To make connections among different genres, cultures, and across curricula.
6. To write accurately and effectively, as well as to write creatively to develop your own voice through writing.
7. To improve writing skills using multiple drafts, peer editing, and conferencing as a means to improve writing style.
8. To become aware and comfortable using the style of literary language.
9. To improve and master grammar skills such as usage, sentence structure, and punctuation.
10. To develop an advanced vocabulary and be comfortable using it in writing.

Resources:

- * Holt McDougal *Literature 9th Grade*.
- * Houghton Mifflin *The Write Source Grade 9*

Summer Reading Assignment:

- * *A Raisin in the Sun* by Lorraine Hansberry
- * *Mythology* by Edith Hamilton

Other Tentative Required Outside Reading (such as, but not limited to):

- * *Anthem*, *Of Mice and Men*, *Bless Me Ultima*, *Animal Farm*, and other novels to be discussed in class.

Grade distribution:

*Major Assignments: 60%

Exams, Essays, Research Projects, Dialectical Journals, etc.

*Minor Assignments: 40%

Daily work, daily journals, rough drafts, some presentations, etc.

Written assignments will be submitted to an authentication program to maintain the integrity of the assignment and the validity of student's work. These assignments include dialectical journals, essays, research papers and/or creative assignments. As per SISD Student Code of Conduct (pg. 46), *the student will be subject to academic discipline that may include loss of credit for the work in question*. Therefore, an act of *plagiarism, cheating, or copying the work of another*, will result in a student receiving a zero for the assignment with no opportunity to make up the assignment and a disciplinary referral (for documentation purposes).

Late Work:

If a student turns in a late assignment the following school policy will be followed: "All students will be given 3 additional days to make up a **LATE MAJOR or MINOR ASSIGNMENT** and may be required additional tutoring, assignments, etc., as appropriate (with a progressive grade penalty of 10 points per day)".

Tentative Timeline:

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|--|--|---|--|
| <p>Ongoing Assignments</p> | <p>Timed Writing(revising) AP Practice Novel Projects Grammar Revision Expository Writing Assignments Outside Reading Assignments Vocabulary Literary Terms EOC practice Other:</p> | | |
| <p>Unit 1 Plot Structure & Setting/Mood/Imagery</p> <p>Thematic Triplets What does it take to be a survivor?</p> | <p>Reading: -Summer Reading Analysis -Character, Setting, Plot -LTF: "Three Levels of Reading" Plot Structure- teacher selection</p> | <p>Writing: -Introduce Jane Schaffer writing model -introduce short answer responses -introduce Expository Essay</p> | <p>Grammar: Parts of Speech</p> |
| <p>Unit 2 Characterization</p> <p>Thematic Triplet: How important is status?</p> | <p>Reading: -LTF: "Three Levels of Reading" -Characterization & Point of View-teacher selection of stories, poems, excerpts Novel Project #1</p> | <p>Writing: Timed Writing #1 Use revision techniques to master short answer responses and expository Essays Introduce transitions words for effect</p> | <p>Grammar: Subject, Predicate, Fragments, Run-ons</p> |
| <p>Unit 3 Theme, Symbolism</p> <p>Thematic Triplet Why do we hurt the ones we love?</p> <p>Is Revenge ever justified?</p> | <p>Reading: -LTF: "Three Levels of Reading" -theme, symbolism-teacher selection of stories Novel Project #1</p> | <p>Writing: (ongoing)Use revision techniques to master short answer responses and expository essays Introduce and master Cross-over Questions Use effective transitions TIMED WRITING #2: Write a timed essay using comparison structure</p> | <p>Grammar: Simple, compound, complex, compound-complex sentence structures</p> |
| <p>Unit 4 Non-Fiction</p> <p>Thematic Triplet: How can words move people to act?</p> | <p>Reading: -LTF: Author's Purpose Author's Style, Voice, History, Culture Novel Project #2</p> | <p>Writing: (ongoing)Use revision techniques to master short answer responses and expository essays Use effective transitions TIMED WRITING #3: Analyzing Author's Purpose -Creative Writing</p> | <p>Grammar: -Restrictive and Non-Restrictive clauses and Phrases -Reflexive/Reciprocal Pronouns</p> |
| <p>Unit 5</p> | <p>Reading:</p> | <p>Writing:</p> | <p>Grammar:</p> |

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|--|--|---|---|
| Poetry and Dramatic Structure | -LTF: Poetry Selections: Teacher's Choice Drama Conventions(EOC readiness) Novel Project #2 | (ongoing)Use revision techniques to master short answer responses and expository essays Use effective transitions TIMED WRITING #4: Analyzing Figurative Language -Creative Writing | Verbals Active/Passive Voice |
| EOC TESTING March 28, 2017 | | | |
| Unit 6 -Epic Poetry -Research -Persuasion | Reading: -LTF: <i>The Odyssey</i> | Writing: (ongoing)Use revision techniques -Introduce Persuasive Writing -Introduce Rhetorical Devices -Introduce the Research Paper and Format -Create a PowerPoint presentation or Prezi TIMED WRITING #5: Analyzing Setting or Plot | Grammar: -Sentence Variety -CUPS |
| Unit 7 -Shakespearean Drama | Reading: -LTF: <i>-The Tragedy of Romeo and Juliet</i> Alternate Shakespearean play | Writing: (ongoing)Use revision techniques -Creative writing TIMED WRITING #6: Analyzing the tragic hero(character motivation, foil, or dramatic conventions) | Grammar: -Sentence Variety -CUPS |

Expectations of a Pre AP Student

In order to achieve success in Pre-AP classes there is a level of personal commitment and a “conscious good faith effort” on the part of the student. Students will find that Pre-AP coursework typically requires more reading, writing, homework, and preparation for class. After all, the skills taught in a Pre AP class will teach the foundational habits needed to prepare for AP exams, which require effective time management and study skills.

Skills required for a Pre AP course:

- Excellent study and organizational skills such as:
 - active participation in the class such as note-taking and involvement in class discussions
 - a willingness to ask questions,
 - having supplies, novels, and textbooks in class,
- A strong sense of responsibility such as:
 - prioritizing homework and study time, and a willingness to attend tutorials
 - maintaining good attendance
 - paying prompt attention to make-up work or test corrections, and
 - completing ALL assignments in a timely manner
- Ability to work well with others
- Ability to become an independent learner
- A desire to be academically successful
- Reading on or above grade level
- Proficient oral and written communication skills
- Maintain academic integrity and honesty.

Tentative Syllabus Contract:

Occasionally, a student, parent, or teacher realizes that enrollment in a Pre-AP class is not in the student's best interest. In such cases, with parent permission, the student may withdraw from the class and return to an English I CP class within the first six (6) weeks of school. A schedule change form (DROP/ADD form) including student, parent, and teacher signatures is required and must be submitted to the counselor's office.

I have read the syllabus and retesting policy for English I Pre-AP, and I am aware of all tentative assignments required for this class. I also understand that if I do not meet the criteria for this Pre-AP class within six weeks of school, I will have the option to be placed in an English I-CP class, or I will otherwise wait until the end of first semester (December) for the schedule change. I also understand that if I transfer to an English I CP class my current average in the English I Pre-AP class will transfer with me.

Furthermore, I understand that if I do drop the English I Pre-AP class without submitting my Summer Reading assignments, I cannot rejoin the English I Pre-AP class again unless I complete a similar/comparable Summer Reading assignment. I also understand that the teacher can and will select an alternate Summer Reading novel and assignment to maintain the integrity of the assignments given.

Student signature

Parent signature

Date

Date