

College Prep English

1405-1406 College Prep English (Year)
NCAA Approved

Grade 12

Recommended for college-bound seniors, this course is designed to improve the student's skills in critical reading, writing, and thinking. Students will be expected to read daily from assigned works of ancient, British, and American literature, and from texts on writing. Writing assignments will require students to think analytically and to write well-supported, argumentative essays, often under the pressure of time limitations. Other writing activities will also be included. Vocabulary, spelling, and review of aspects of English grammar and usage will also be addressed.

Study of Greek and Latin Roots and Prefixes (Year-long)

| Objective | Resource |
|---|---|
| <ul style="list-style-type: none">The learner will learn and use Greek and Latin roots and prefixes to expand vocabulary and determine meaning of unfamiliar words. | <ul style="list-style-type: none">District developed list |

Review of Mechanics and Usage (Year-long)

| Objective | Resource |
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| <ul style="list-style-type: none">The learner will identify and correct errors in mechanics and usage in his or her own writing. | <ul style="list-style-type: none">District developed mechanics and usage skills review lists. |
| <ul style="list-style-type: none">The learner will identify patterns of mechanics and usage problems in his or her own writing. | <ul style="list-style-type: none"> |

Writing Under Timed conditions (year-long)

| Objective | Resource |
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| <p>Unit 1:</p> <ul style="list-style-type: none"> • The learner will support an opinion about a work’s interpretation with references to the work’s content, style, or structure under timed conditions • The learner will learn and apply various methods of introducing a persuasive paper about literature. • Specific objectives: <ul style="list-style-type: none"> • Develop a clear thesis that responds to the assigned question • Develop topic sentences that support the thesis statement • Present specific evidence from the text to support the thesis • Use an appropriate method to develop an introduction | <ul style="list-style-type: none"> • To be used with first work read |
| <p>Unit 2</p> <ul style="list-style-type: none"> • The learner will support an opinion about a work’s interpretation with references to the work’s content, style, or structure under timed conditions. • The learner will learn and apply various methods of concluding a persuasive paper about literature. • All of the above, as well as <ul style="list-style-type: none"> • Use an appropriate method to develop a conclusion | <ul style="list-style-type: none"> • To be used with the second work studied |
| <p>Units 3 -8</p> <ul style="list-style-type: none"> • The learner will support an opinion about a work’s interpretation with references to the work’s content, style, or structure under timed conditions. • Students are to complete at least four in-class essays. | |

| Objective | Resource |
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| Units 1-8: Editing Skills <ul style="list-style-type: none"> • The learner will review and practice avoiding common problems in English mechanics and usage. • The learner will identify and correct errors in mechanics and usage in his/her own writing | |

Use of Listening Skills for Note-taking (year-long)

| Objective | Resource |
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| The learner will use listening skills to select and record ideas from information presented orally. | |

Unit 1: The Canterbury Tales

| Required Texts |
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| Dual Language Edition of Chaucer's The Canterbury Tales. |

| Objectives |
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| • The learner will use historical context, characterization, point of view, and irony to understand meaning and appreciate artistic value of the work. |
| • The learner will use the structure of a literary work to organize, interpret, and make inferences about the meaning and artistic value of a work. |
| • The learner will recognize the influence of the style on the reader's response. |
| • The learner will read and analyze a work of British literature from medieval times. |
| • Throughout text the reader will expand vocabulary through identifying and explaining the meaning of new words in their literary contexts. |
| • The learner will evaluate the reader's response to a work. |

Unit 2: Hamlet

| Required Texts |
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| Hamlet by William Shakespeare |

| Objectives |
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| • The learner will read, view and analyze a play from the English Renaissance |
| • The learner will read, view, analyze, and interpret literature to recognize multiple meanings of a literary work. |
| • The learner will use knowledge of historical context, setting, point of view, characterization, imagery, tone diction, and other literary devices to understand the meaning and recognize the artistic value of a literary work |
| • The learner will recognize the influence on the style and structure of the work on the reader's response. |
| • The reader will identify rhythm patterns in poetic works. |
| • The reader will explore how an actor's delivery of a speech can influence interpretation. |
| • The learner will write and present an interpretation of a dramatic scene. |

Unit 3: Non-fiction

| Required Texts |
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| • Various current event articles from sources representing diverse viewpoints. This could be magazine, newspapers, news shows, blogs, web pages, personal narratives, interviews, documentaries, political ads, editorials, reviews, speeches, memos, videos or social networking sites. |

| Objectives |
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| • Understand author's purpose |
| • Understand point of view & bias |
| • Identify central ideas and development |
| • Analyze effectiveness of style, structure, and use of rhetoric |
| • Determine the meaning of words and phrases within the context of the piece |

- Evaluate and integrate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- Conduct research projects to answer a question or solve a problem.
- Use technology effectively to gather relevant information from multiple authoritative print and digital sources
- Asses the strengths and limitations of each source in terms of the task, purpose, and audience
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Throughout texts the reader will expand vocabulary through identifying and explaining the meaning of new words in their literary contexts.

Unit 4: The Road

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| Required Texts |
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| <u>The Road</u> |
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| Objectives |
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| • The reader will read and analyze a contemporary American novel. |
| • The learner will read, view, analyze, and interpret literature to recognize multiple meanings of a literary work. |
| • The learner will use the structure of a literary work to organize, interpret, and make inferences about the meaning and artistic value of a work. |
| • The learner will use knowledge of context, setting, point of view, characterization, imagery, tone, irony, diction, and other literary devices to understand the meaning and recognize the artistic value of a literary work. |
| • The learner will recognize the influence of the style and structure of the work on the reader's response. |

Unit 5: In the Lake of the Woods

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| Required Texts |
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| <u>In the Lake of the Woods</u> by Tim O'Brien |
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| Objectives |
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| • The learner will read and analyze a contemporary American novel. |
| • The learner will read, view, analyze, and interpret literature to recognize multiple meanings of a literary work. |
| • The learner will use the structure of a literary work to organize, interpret, and make inferences about the meaning and artistic value of a work. |

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| <ul style="list-style-type: none"> • The learner will use knowledge of historical context, setting, point of view, characterization, imagery, tone diction, and other literary devices to understand the meaning and recognize the artistic value of a literary work. |
| <ul style="list-style-type: none"> • The learner will recognize the influence of the style and structure of the work on the reader's response. |
| <ul style="list-style-type: none"> • The learner will make strategic use of digital media. |

Unit 6: Literature Circles

| Required Texts |
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| <p>Texts will be selected from contemporary fiction works of recognized literary merit and representing a variety of ethnic backgrounds.</p> <ul style="list-style-type: none"> • <u>Dinner at the Homesick Restaurant</u>, Tyler • <u>How the Garcia Girls Lost Their Accents</u>, Alvarez • <u>No-No Boy</u>, Okada • <u>Song of Solomon</u>, Morrison • <u>The Namesake</u>, Lahiri • <u>Mona in the Promised Land</u>, Jen • <u>The Kite Runner</u>, Hosseini • <u>Girl in Translation</u>, Kwok • <u>Into the Wild</u>, Krakauer • <u>The Secret Life of Bees</u>, Kidd |

| Objectives |
|---|
| <ul style="list-style-type: none"> • The learner will read and analyze a contemporary work. |
| <ul style="list-style-type: none"> • The learner will read, analyze, and interpret literature to recognize multiple meanings of the literary work. |
| <ul style="list-style-type: none"> • The learner will use the structure of a literary work to organize, interpret, and make inferences about the meaning and artistic value of a work. |
| <ul style="list-style-type: none"> • The learner will use knowledge of setting, point of view, characterization, imagery, tone, diction, and other literary devices to understand the meaning and recognize the artistic value of a literary work. |
| <ul style="list-style-type: none"> • The learner will recognize the influence of the style and structure of the work on the reader's response |
| <ul style="list-style-type: none"> • The learner will expand vocabulary through identifying and explaining the meaning of new words in their literary contexts. |

Board Approved - May 2011

