

Sophomore Pre-AP Scope and Sequence

The 1st and 2nd six weeks incorporate College Board's Unit 2 literature unit including the use of model lessons where appropriate, online checkpoint and performance task.

Areas of focus:

ENDURING UNDERSTANDINGS ADDRESSED IN UNIT 2 MODEL LESSONS

Big Idea: Engaging with Texts

EU 1.1 Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

EU 1.3 Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

EU 1.4 A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

EU 2.1 Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

EU 2.3 Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

EU 3.1 Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

EU 3.2 Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

EU 3.3 Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Entering the Conversation

EU 5.1 Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

EU 5.2 Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

1st Six Weeks-Literary Analysis: Novel and Short Stories

- A. Discuss, Review and Test over summer reading- *Lord of the*
- B. Introduce Pre-AP Green Pages- handbook for course
- C. Short Stories and fiction passages to facilitate annotation and analysis
- D. Literary Analysis Writing
 - a. timed AP essay at the end of the six weeks
 - b. Editing for grammar and style included in this process
 - c. Practice decoding prompts: Big and little questions
 - d. Introduce the AP rubric and scoring guide
 - e. Practice creating essays out of analysis paragraphs
- E. Students write and practice AP questions in pairs and individually
- F. Close reading and annotation practice- *Lord of the Flies*, and short stories

- G. Vocabulary- terms drawn from either the work studied in context or SAT practice

- H. Friday Activities- PSAT practice
- I. Literary Terms Project- AP terms
- J. Weekly grammar through NoRedInk

Major Grades: *Lord of the Flies*- Summer Reading Test

College Board Checkpoint

AP Literary Terms Test/Project Flip Book

2nd Six Weeks – a continuation of Unit 2- Literary Analysis: Novel

Drama: Excerpts from *A Raisin in the Sun*

- A. Literary Analysis practice and **performance task**

Novel: *To Kill A Mockingbird*

- B. Read the novel with an emphasis on historical context, setting, imagery, characterization, plot and symbolism
- C. Discuss and analyze author's use of tone, syntax and specific diction
 - a. Analysis and annotation practice
- D. Examine historical context and compare to current events
- E. AP Style Questions- for practice and as a test
- F. TKMB Courage Project
- G. Vocabulary- terms drawn from either the work studied in context or SAT practice
- H. Close reading of Atticus's closing argument- Ethos, Pathos and Logos
- I. Weekly grammar through NoRedInk
- J. Friday Activities- PSAT practice

Major Grades: *To Kill a Mockingbird* Test- One set of AP questions
Performance Task
To Kill a Mockingbird Project

3rd Six Weeks- Drama and Poetry

The 3rd six weeks incorporates College Board's Unit 4 drama and poetry unit including the use of model lessons where appropriate, online checkpoint and performance task.

Areas of Focus:

ENDURING UNDERSTANDINGS ADDRESSED IN UNIT 4 MODEL LESSONS

Big Idea: Engaging with Texts

EU 1.1 Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

EU 1.3 Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

EU 1.4 A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

EU 2.1 Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

EU 2.3 Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

EU 3.1 Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

EU 3.2 Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

EU 3.3 Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Investigating Through Research

EU 4.1 Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

EU 4.2 Research presentations and reports include new findings as well as a synthesis of the prior research of others.

Big Idea: Entering the Conversation

EU 5.1 Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

EU 5.2 Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

- A. Selection of Poetry from CB model lessons, our new textbook and other sources
- B. Students become familiar with dramatic and poetic terms
- C. Closing reading, annotation practice
- D. AP Question practice
- E. Poetry annotation and analysis practice
- F. Weekly grammar through NoRedInk
- G. Poetry analysis and creative writing project
- H. Vocabulary- terms drawn from either the work studied in context or SAT practice
- I. Timed Write- poetry/drama/explication

Major Grades:

Poetry Analysis and Creative Writing Project
College Board Checkpoint
Benchmark Test
Performance Task- Poetry analysis

4th Six Weeks- Argumentative Writing and Drama

The 4th six weeks incorporates College Board's Unit 1 argument and rhetorical analysis unit including the use of model lessons where appropriate, online checkpoint and performance task.

Areas of Focus:

ENDURING UNDERSTANDINGS ADDRESSED IN UNIT 1 MODEL LESSONS

Big Idea: Engaging with Texts

EU 1.1: Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

EU 1.2: Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

EU 1.4: A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

EU 2.1: Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

EU 2.2: Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

EU 2.3: Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

EU 3.1: Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

EU 3.2: Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

Big Idea: Entering the Conversation

EU 5.1: Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- A. Writing: Argument/Persuasive and Rhetorical Analysis
 - a. Extensive practice writing persuasive essays scaffolding skills throughout the six weeks.
- B. Grammar Boot Camp on Fridays
- C. Nonfiction selections for AP Language practice
- D. Examination and rhetorical analysis of persuasive speeches and arguments
- E. *Julius Caesar*: read/act out play in class
- F. rhetorical analysis of *Julius Caesar*- close reading, annotation
- G. Fallacy project- analytical memes
- H. Students will learn and practice Rhetorical Devices
- I. Students will learn methods of Rhetoric and rhetorical strategies beginning with the rhetorical triangle
- J. Weekly grammar through NoRedInk
- K. Class debates over both historical and current events
- L. Vocabulary- terms drawn from either the work studied in context or SAT practice
- M. Argument Performance Task
- N. Persuasive Writing Benchmark

Major Grades: Fallacy Project

Rhetorical Terms/ Fallacy/Test

College Board Checkpoint

Persuasive Essay Benchmark

Revising and Editing Benchmark

Argument Performance Task

5th Six Weeks- Synthesis and Research

The 5th six weeks incorporates College Board's Unit 3 Synthesis unit including the use of model lessons where appropriate, online checkpoint and performance task.

Areas of Focus:

ENDURING UNDERSTANDINGS ADDRESSED IN UNIT 3 MODEL LESSONS

Big Idea: Engaging with Texts

EU 1.1 Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

EU 1.2 Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

EU 1.4 A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

EU 2.1 Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

EU 2.2 Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

Big Idea: Focusing on Language

EU 3.1 Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

EU 3.2 Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

EU 3.3 Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Entering the Conversation

EU 5.1 Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- A. Synthesis Practice utilizing model lessons from College Board.
- B. Research Paper: Topics chosen from the UN Sustainability Goals of 2015

Formal, full length research paper synthesizing multiple sources and MLA citations

Collaborative Project and Presentation- Students use their individual research and work together to suggest a possible solution or improvement to a global sustainability issue. Together they create either a three-dimensional project, a digital project, or a service project.

Students present their findings and projects to an audience comprised of classmates and adults.

-Daily Notebook- Greek/Latin Roots, Thesis Practice, Example development, Grammar practice and reflective writing practice.

Major Grades:

Research Paper- 1200 words

Julius Caesar Test: Two AP passages

Project/Presentation

Performance Task

College Board Checkpoint

6th six weeks: Novel Study- the Great Gatsby and a return to skills from Unit 2.

- A. Students Read and Discuss *The Great Gatsby*, focusing on themes, symbols and characterization
- B. AP style Questions
- C. literary analysis practice- AP discussion questions and analysis poster
- D. Gatsby Project: Students produce collaborative documentary film- historical context topics of the 1920's
- E. Gatsby Test- 3 sets of AP passages and questions.
- F. Weekly grammar through NoRedInk
- G. Vocabulary- terms drawn from either the work studied in context or SAT practice
- H. Performance Task: student choice- literary analysis or argument prompt

Major Grades:

Gatsby context documentary

Gatsby Test-3 AP passages

Timed Write: Argument/Analysis

Final Exam: College Board English II exam