



Worthington Kilbourne High School Course Advisory Sheet

English

English I and English II/ Honors English I and English II

Scope and sequence of the standard-level and advanced course:

English I, II and Honors English I and II are year-long courses of enriched and integrated Common Core English Language Arts Curriculum. Students build upon the basic elements of both composition and literature. Instruction in composition emphasizes the writing process, including grammar and usage, sentence structure, the paragraph, and multi-paragraph writing. Elements of literature such as theme, plot character and setting are emphasized and enriched, as well as literary techniques and styles used by various authors. The study of literature includes short stories, plays, novels, and poetry. The study of Informational Texts includes technical writing, literary nonfiction, and Seminal US Documents. Students interrogate text to determine main idea, point of view, cite evidence, make inferences from text, and comprehend complex texts from a variety of genres including informational text, literary nonfiction, poetry, short stories, plays, and novels. Integration of strands enables students to utilize mentor texts to expand skills in grammar and structure, producing clear and coherent writing that is developed, organized, and appropriate for the intended purpose and audience. Students have frequent opportunities to present their writing through discussion and utilization of technology.

In a standard-level course, students who typically perform well...

- Attend class every day with all necessary materials
- Actively participate in classroom activities, including taking notes daily
- Seek out other student's assistance when an absence is unavoidable
- Commit 20-30 minutes per night of reading, homework or reviewing materials in preparation for unit tests
- Consult with the teacher outside of class to receive help or work on skills where gaps are present
- Consult with a teacher, academic assistant or adult to review writing assignments
- Have a basic knowledge of grammar
- Conduct thorough, authoritative research and cite sources

Advanced course students accept additional responsibilities for:

- Completing summer assignments
- An additional 15-30 minutes of homework per day: writing, reading, and studying materials in preparation for assessments
- Reading longer texts with elevated vocabulary and complex sentence structure
- Choosing and reading independent reading material
- Increasing "on demand" writing (writing stamina)
- Participating in socratic seminars and discussion-based learning-- students must be willing to communicate effectively with their peers as well as initiate discussions
- Demonstrating knowledge via frequent presentations and other scholarly contributions to lessons
- Application of grammar in writing, including editing, revising, proofreading of written work and of other scholars' written work
- Evaluating the credibility, validity, reliability and accuracy of sources
- Developing skills necessary for future AP, IB and Advanced Placement courses

From a student's perspective:

"I think the biggest difference, after having taken both, is the pacing. Honors classes move at a faster pace. You still get as much help but they move quickly. Also, there are often more things going on at once in the honors classes so you have to juggle more long term assignments."

Example of a task from a standard-level course	Example of a task from an advanced course
English 1 Analysis: "Why is it important for people/cultures to construct narratives about their experience?"	Honors English 1 Analysis: "What is the relevance of studying multicultural texts? What universal characteristics of belief systems are common across people and time?"
English 2 Analysis: Explain what the following simile means: <i>"It hit the hospital like a bomb."</i> Find another simile or metaphor in the section of reading we completed today.	Honors English 2 Analysis: Identify the mood Steinbeck creates in this scene and explain why this interlude is included in the book (So what? Why is this scene important?)
English 1 Narrative Assignment: Students complete a historical narrative providing a unique perspective on an event in history. Short stories should contain 4 types of figurative language and elements of plot, character development, and details from history. <u>Timeline:</u> 3 weeks <u>Length:</u> 4 pages	Honors English 1 Narrative Assignment: The place narrative will build on voice, true, necessary detail, the subtleties in dialogue, and will expand on theme. You know how to write a scene after the first unit, now it is time to think about how to connect those scenes in meaningful ways to build a narrative rooted in theme. <u>Timeline:</u> 2 weeks <u>Length:</u> 3-4 pages
English 2 Essay Prompt: Generate <u>five</u> words that describe Lennie. After making the list, choose <u>one</u> word you think <i>best</i> describes him, then explain why, using an example from the text to support your answer.	Honors English 2 Essay Prompt: Compare and Contrast Lennie and Curley's characterization with textual evidence from chapters one and two and explain how Steinbeck uses characterization to foreshadow the fight scene in chapter three.

All Course Comparison sheets can be found on the Counselor Website