

Process for indicating your course interest for SY 19-20 (English department)

1. Carefully review the course descriptions and at a glance document
2. (optional) Ask your current English teacher if they have a suggested challenge level for you, or consult the BSA Counselor to align your course selection with your postsecondary goals
3. Complete the Google Form you will receive to your BSA email on Tuesday, Jan. 8th. For Honors and AP:
 - a. write a formal, well-constructed paragraph that explains why you are interested in the course and how it aligns to your personal and academic goals. Failure to complete this paragraph may result in being removed from consideration for the course.
 - b. Note: AP literature will also have prerequisite summer work
4. Review your submission and course selection with you parents or guardians
5. **Submit Google Form no later than 5 p.m. on Friday, Jan. 18th.** Failure to submit will default you to a standard level course for SY 19-20. *Contact Ms. Bacon or Mr. Askey with any further questions.*

BSA English Department course descriptions, SY 19-20

Standard English II:

This course explores the key principles of usage and writing in a variety of genres and literary analysis. Students read and respond in writing to a variety of literary genre including plays, novels, short stories and poetry. This course balances writing skills, including multi-paragraph analytical essays, SAT preparation writing, journal writing (including personal compositions and creative writing) poetry, and literary analysis. The course aligns with the Maryland College and Career Readiness standards, as well as elements of pre-AP skills and content.

Honors English II:

Honors English 10 balances critical reading and writing skills with collaborative scholarly discourse. This course will require students to write for a variety of purposes, including: informative/explanatory writing to convey complex ideas, argumentative writing in an analysis of substantive topics and texts, and narrative writing that develops real or imagined events. As such, routine writing tasks will vary, ranging from creative fiction to MLA-style research papers. All essays and writing tasks assigned in this honors course will go beyond the parameters of a typical paper in an English 10 course, by requiring students to effectively present the analysis and synthesis of ideas from an array of sources in order to produce thoughtful work at lengths appropriate for AP courses. In addition, speaking and listening skills are essential for academic and professional success. With that in mind, coursework will incorporate an array of speaking and listening skills, as students are required to deliver formal speeches and participate in various group activities within the classroom, including Socratic Seminars and debates. The course is organized around essential questions. Essential questions are open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster. Lessons in this course have been developed to align with and support expectations contained in the *Maryland College and Career Readiness Standards*, *Baltimore City Schools' Model of Effective Literacy Instruction*, and the "plan" and "teach" components of the *Baltimore City Public Schools Instructional Framework*. Coursework and expectations for student work are aligned with 11/12 grade-level expectations, as based on the Maryland College and Career Readiness Standards, in order to provide rigorous instruction and adequately prepare Honors English 10 students to excel in future endeavors.

Honors English III/IV:

By the end of the year, students will have explored multiple perspectives, voices, time periods and experiences that all relate to the position of the artist within American Literature. This focus not only builds on the foundational texts of the 18th, 19th, and 20th century in American Literature, but examines them through the particular lens of student artists and how writers of novels, plays, poems, and essays use language to create art. At the honors level, students will be expected to study these topics more in depth, and analyze a wider breath of sources than the standard grade level course. Honors supplemental materials are of a higher complexity as measured by the Common Core factors for text complexity, as well as comparison to equivalent sources assigned at the college level. In terms of pacing, the honors course covers 2 additional units of content(units 6 and 7) than the standard English III course, and each unit includes 2 major works instead of one (although some texts may be excerpted or assigned at different points in order to differentiate for student ability). As an honors course, students should also expect a faster reading pace, larger volume of works assigned, independent reading and extended research assignments.

AP Language (11th and 12th graders)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP Literature (12th grade only)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will be both prepared for the end of course AP exam as well as success in college-level Literature courses.

BSA English Department course differences at a glance

	Standard	Honors	AP Language	AP Literature
Graded discussions (average)	2x/month	3x/month	1/week	1/week
Independent reading each quarter		X	X	
EOC mandatory standardized test			X	X
Novels per quarter	1-2 novels	2-3 novels	1 novel	1 novel every 3 weeks
Extended research or literary analysis		X		X
Explicit PSAT and SAT preparation	X			
routine study of literary criticism		X	X	X
Homework or studying load (average)	30 minutes 3 times a week	30 minutes nightly	1 hour nightly	1 hour nightly
Timed in-class writes	X	X	X	X
Balance of literature to nonfiction	60/40	60/40	30/70 (emphasis on nonfiction)	70/30 (emphasis on literature)
Emphasis on technical terminology	low	medium	high	high
Weighted GPA		X (1.0)	X (1.5)	X (1.5)
Potential college credit			X	X
Explicit grammar instruction	X			
Instruction through lecture	low	medium	high	high
Curriculum oversight	BCPSS	BCPSS	College Board	College Board
Summer reading requirement	X	X	X	X

