

Secondary
English/Language
Arts

Grades 6-10
Accelerated and Pre-AP
Curriculum

ST. MARY'S COUNTY PUBLIC SCHOOLS

What are Accelerated and Pre-AP courses?

While all of our **on-grade level** and **accelerated/Pre-AP** courses align to the rigorous Maryland College and Career Readiness Standards (MCCRS), the accelerated and Pre-AP courses are specifically designed to meet the needs of students reading and writing above grade level. This includes reading and analyzing complex above-grade level texts, engaging in advanced research and writing activities, and learning and applying higher-level literary terminology, vocabulary and analysis. SMCPS accelerated and Pre-AP courses provide students with strategies and tools they need to engage in advanced, high-level learning to develop the skills, habits of mind, and concepts necessary to succeed in advanced placement courses and achieve college readiness.

This sequence of courses is based on the following principles:

- All students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school so that all students are consistently being challenged to expand their knowledge and skills. We encourage all students to accept the challenge of a rigorous academic curriculum through enrollment in advanced level and AP courses. While every student is different and every teacher has unique strengths and a unique style, common expectations in terms of topics, concepts, and skills are consistent across our sequence of courses in Grades 6-12.
- We can prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. The middle and high school years provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in higher levels of learning. With this in mind, our accelerated and Pre-AP courses are aligned with the content and concepts taught in high school Advanced Placement English Language and Composition and Literature courses. Refer to the “Guidelines for Vertical AP English/Language Arts Curriculum” on page 5 of this document for more information.
- All students should be prepared for and have an opportunity to participate successfully in college. Equitable access to higher education must be a guiding principle for teachers, counselors, administrators, and policymakers. Equity means more than offering the same opportunities; it means a willingness to do whatever is necessary to help prepare a wide variety of students with different needs, different backgrounds, and different abilities.

Who should take ELA Accelerated and Pre-AP and AP courses?

At the end of each school year, SMCPS will make individual student course recommendations for the following school year based on a range of data, including reading and writing ability, grades, and various assessment scores. While our recommendations will reflect what we believe to be the best placement to foster each student's success, all students in all SMCPS middle and high schools have access to and are eligible to enroll in Accelerated and Pre-AP and AP courses. SMCPS supports The College Board's Equity and Access Policy Statement outlined below.

Students identified as **gifted and talented in their 6th grade year** will be registered in the accelerated course unless a parent or guardian requests otherwise. According to state law, teachers are required to provide the following learning opportunities for identified GT students in grades K-12 during the school day as well as the entire school year:

DIFFERENTIATION- an array of appropriately challenging learning experiences for students to demonstrate and apply learning;

APPROPRIATE PACING- opportunities to accelerate and extend instructional experiences; and

DEPTH AND COMPLEXITY- unique learning experiences that reflect enrichment of the instructional content, strategies, and products of the regular ELA curriculum.

The College Board's Equity and Access Policy Statement

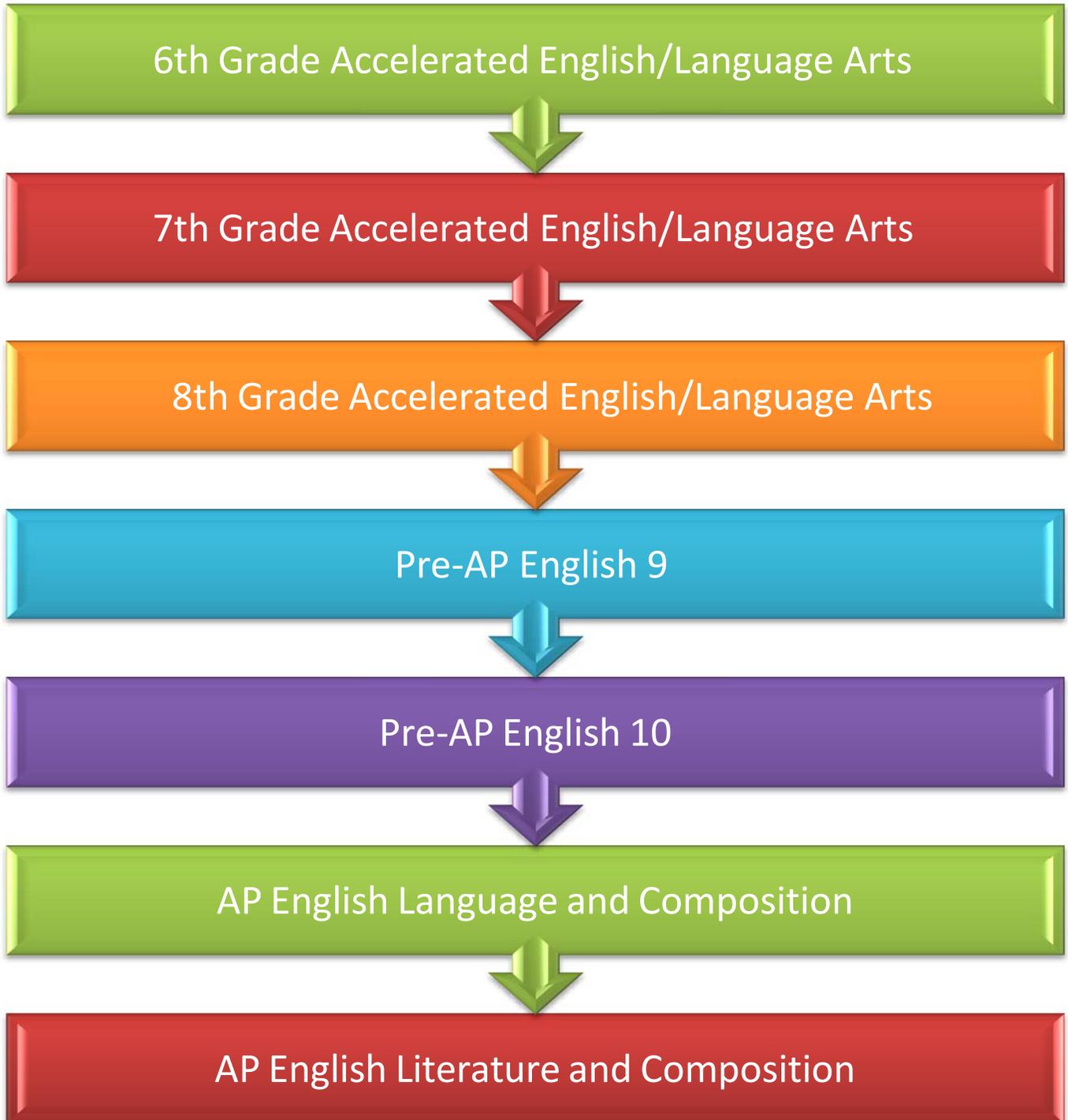
“The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework **before** they enroll in AP classes.

“Only through a commitment to equitable preparation and access can true equity and excellence be achieved.”

Vertical Sequence of Courses

The following flowchart outlines the recommended Accelerated/Pre-AP and AP sequence of courses in English Language Arts. Accelerated/Pre-AP classes prepare students to take AP classes, and AP classes prepare students for college-level work.

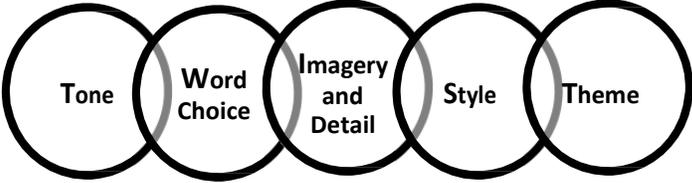
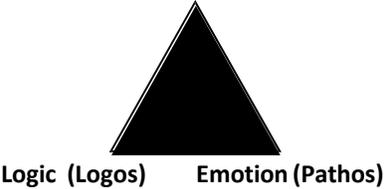
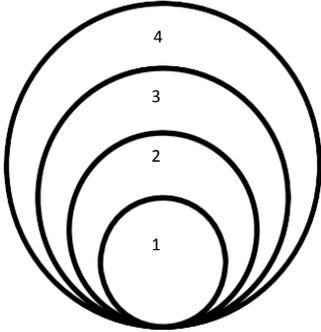


Guidelines for Vertical AP English/Language Arts Curriculum

The College Board has developed Curricular Requirements for each AP course. These requirements should be emphasized in the development of skills in Accelerated and Pre-AP courses. The instructional strategies listed below include best practices. **See the next page for explanation of acronyms and strategies for exploring literature.**

Curricular Requirements	Instructional Strategies
<ul style="list-style-type: none"> • Approach a poem, a prose work, and a play and respond to it analytically and critically, both orally and in writing. • Understand that form follows function, that <i>how</i> authors write is inextricably linked to <i>what</i> they are writing about; • Identify speaker, audience, situation, and setting; • Examine the style of a literary piece; • Develop a vocabulary of literary terms; • Become familiar with narrative voice and point of view; • Read, understand, interpret, and write text; • Construct mature arguments and analyses using a variety of sentences; • Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques; • Apply effective strategies and techniques in their own writing; • Create and sustain arguments based on readings, research and/or personal experience; • Write for a variety of purposes; • Produce expository, analytical and argumentative compositions that introduce complex central ideas and develop with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions; • Demonstrate understanding and mastery of standard written English as well as stylistic maturity in writings; • Demonstrate understanding of the conventions of citing primary and secondary sources; • Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; • Write thoughtfully about their own process of composition; • Revise a work to make it suitable for a different audience; • Analyze image as text; and • Evaluate and incorporate reference documents into researched papers. 	<p>LITERARY ANALYSIS</p> <ul style="list-style-type: none"> • SIFT Method of Literary Analysis • Dante’s Fourfold Method for Interpreting Symbol and Allegory • TWIST • LEAD Method of Diction Analysis • SOAPStone • PAMDISS (self-evaluation) • TP-CASTT (poetry analysis) • LIDDS (tone analysis) • RAFT
	<p>RHETORICAL ANALYSIS</p> <ul style="list-style-type: none"> • Rhetorical Appeals • SMELL Method of Persuasive/Argument Analysis
	<p>WRITING</p> <ul style="list-style-type: none"> • Recursive Writing Process including Self and Peer Editing and Revision • Timed Writing • Research beyond text being studied • Dialectic Journals
	<p>READING</p> <ul style="list-style-type: none"> • 3 Levels of Reading • Cornell Notes/2-Column Notes • Text Annotations • Word Wall of Literary Terms • Study of Latin and Greek elements (prefixes, suffixes) • Non-fiction and fiction that supports advanced vocabulary development
	<p>SPEAKING</p> <ul style="list-style-type: none"> • Socratic Seminars • Fishbowl Discussions • Literature Circles • Questioning the Text
	<p>VIEWING/REPRESENTING</p> <ul style="list-style-type: none"> • Variety of graphic organizers and foldables • Visualization
<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> • Flexible Skills Grouping • Appropriate Pacing • Depth and Complexity • Various test-preparation activities (incorporating both essay and multiple choice styles) 	

Vertical AP English/Language Arts Team Strategies

<p style="text-align: center;">TWIST</p> 	<p style="text-align: center;">SIFT (literary analysis)</p> <table border="1" data-bbox="1062 262 1458 394"> <tr> <td>Symbol</td> <td>Images</td> </tr> <tr> <td>Figures of Speech</td> <td>Tone and Theme</td> </tr> </table>	Symbol	Images	Figures of Speech	Tone and Theme																																																	
Symbol	Images																																																					
Figures of Speech	Tone and Theme																																																					
<p style="text-align: center;">3 Levels of Reading</p> <p>Level One - Literal Level Students will find meaning directly in the text (reading on the line).</p> <p>Level Two - Inferential Level Students will interpret what is in the text (reading between the lines).</p> <p>Level Three - Thematic Level Students will move beyond the text to connect to universal meaning (reading beyond the lines).</p>	<p style="text-align: center;">LEAD (diction analysis)</p> <table border="1" data-bbox="1057 548 1463 684"> <tr> <td>Low or informal diction</td> </tr> <tr> <td>Elevated language/formal diction</td> </tr> <tr> <td>Abstract and concrete diction</td> </tr> <tr> <td>Denotation and connotation</td> </tr> </table>	Low or informal diction	Elevated language/formal diction	Abstract and concrete diction	Denotation and connotation																																																	
Low or informal diction																																																						
Elevated language/formal diction																																																						
Abstract and concrete diction																																																						
Denotation and connotation																																																						
<p style="text-align: center;">Argumentation</p> <ol style="list-style-type: none"> Defend or agree with a position (CLAIM & EVIDENCE) Challenge or disagree with a position (COUNTERCLAIM) Qualify, modify, limit, or restrict the claim by giving exceptions 	<p style="text-align: center;">Rhetorical Appeals</p> <p style="text-align: center;">Ethics (Ethos)</p> 	<p style="text-align: center;">SMELL (persuasive/argument analysis)</p> <table border="1" data-bbox="1045 806 1458 1035"> <tr> <td>S</td> <td>Sender-receiver relationship</td> </tr> <tr> <td>M</td> <td>Message</td> </tr> <tr> <td>E</td> <td>Emotional strategies</td> </tr> <tr> <td>L</td> <td>Logical strategies</td> </tr> <tr> <td>L</td> <td>Language</td> </tr> </table>	S	Sender-receiver relationship	M	Message	E	Emotional strategies	L	Logical strategies	L	Language																																										
S	Sender-receiver relationship																																																					
M	Message																																																					
E	Emotional strategies																																																					
L	Logical strategies																																																					
L	Language																																																					
<p style="text-align: center;">SOAPSTone (rhetorical analysis)</p> <table border="1" data-bbox="142 1171 558 1346"> <tr> <td>Subject</td> <td>Occasion</td> <td>Audience</td> <td>Purpose</td> <td>Speaker</td> <td>Tone</td> </tr> </table>	Subject	Occasion	Audience	Purpose	Speaker	Tone	<p style="text-align: center;">RAFT</p> <table border="1" data-bbox="623 1125 980 1268"> <tr> <td>Role</td> <td>Audience</td> </tr> <tr> <td>Format</td> <td>Text</td> </tr> </table>	Role	Audience	Format	Text	<p style="text-align: center;">PAMDISS (self-evaluation)</p> <p>Purpose Audience Mode Diction Images/Concrete Details Syntax Structure</p>																																										
Subject	Occasion	Audience	Purpose	Speaker	Tone																																																	
Role	Audience																																																					
Format	Text																																																					
<p style="text-align: center;">TP-CASTT (poetry analysis)</p> <table border="1" data-bbox="215 1444 501 1688"> <tr> <td>Title (literal)</td> </tr> <tr> <td>Paraphrase</td> </tr> <tr> <td>Connotation</td> </tr> <tr> <td>Attitude</td> </tr> <tr> <td>Shifts</td> </tr> <tr> <td>Title (interpretive)</td> </tr> <tr> <td>Theme</td> </tr> </table>	Title (literal)	Paraphrase	Connotation	Attitude	Shifts	Title (interpretive)	Theme	<p style="text-align: center;">Dante's Fourfold Method</p>  <p style="text-align: center;">4 levels for interpreting symbol and allegory:</p> <ol style="list-style-type: none"> Literal or historical Political Moral or psychological Spiritual 	<p style="text-align: center;">LIDDS (tone analysis)</p> <table border="1" data-bbox="1057 1482 1495 1814"> <tr> <td>L</td> <td>I</td> <td>D</td> <td>D</td> <td>S</td> </tr> <tr> <td>A</td> <td>M</td> <td>E</td> <td>I</td> <td>E</td> </tr> <tr> <td>N</td> <td>A</td> <td>T</td> <td>C</td> <td>N</td> </tr> <tr> <td>G</td> <td>G</td> <td>A</td> <td>T</td> <td>T</td> </tr> <tr> <td>U</td> <td>E</td> <td>I</td> <td>I</td> <td>E</td> </tr> <tr> <td>A</td> <td>S</td> <td>L</td> <td>O</td> <td>N</td> </tr> <tr> <td>G</td> <td></td> <td>S</td> <td>N</td> <td>C</td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> <td>E</td> </tr> <tr> <td colspan="4"></td> <td>Structure</td> </tr> </table>	L	I	D	D	S	A	M	E	I	E	N	A	T	C	N	G	G	A	T	T	U	E	I	I	E	A	S	L	O	N	G		S	N	C	E				E					Structure
Title (literal)																																																						
Paraphrase																																																						
Connotation																																																						
Attitude																																																						
Shifts																																																						
Title (interpretive)																																																						
Theme																																																						
L	I	D	D	S																																																		
A	M	E	I	E																																																		
N	A	T	C	N																																																		
G	G	A	T	T																																																		
U	E	I	I	E																																																		
A	S	L	O	N																																																		
G		S	N	C																																																		
E				E																																																		
				Structure																																																		
<p style="text-align: center;">Cornell Notes</p> <table border="1" data-bbox="215 1759 498 1997"> <tr> <td rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Points</td> <td>Notes on Key Points</td> </tr> <tr> <td>Summary Space</td> </tr> </table>	Key Points	Notes on Key Points	Summary Space																																																			
Key Points		Notes on Key Points																																																				
	Summary Space																																																					

AP Resources

Teacher Corner for Pre-AP

This website contains information and teaching tips for Pre-AP courses. Visit the Course Home Pages for additional information about each AP course, the Teachers' Resources area for reviews of teaching materials, and the Exam Questions pages for detailed information about each exam.

http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/index.html

College Board Electronic Discussion Group

AP Central offers Web-based threaded discussion groups for many AP courses and roles. This feature gives you the ability to post and view messages online for the discussion group.

<http://apcentral.collegeboard.com/apc/public/homepage/7173.html>

AP Digest

The AP Digest is a one- to two-page newsletter to support Pre-AP and AP students and teachers. They are written for teachers to share with students and focus on a variety of topics such as improving vocabulary, study tips, memory aids, and media literacy.

<http://aisdaas.blogspot.com/>

Explore AP

Online clearinghouse tailored to students. Includes important dates, test preparation materials, and student logon for AP scores. <https://apstudent.collegeboard.org/home>

Online Score Reports for Schools

Log in required. Access a wide variety of reports regarding student performance on AP exams. <https://scores.collegeboard.com/pawra/home.action>