

Troy High School Course Profile

Course Title: English 1 Honors Cambridge

Course Prerequisites: TT/H/IB/Cambridge entrance exam and/or application process

Course Description:

Troy High School's **English I Honors Cambridge** course is a rigorous and unique English course. While students continue to explore works of literature (novels, plays, short narratives) and literary non-fiction (essays, articles, arguments, and personal writing) and develop their literary analysis skills in reading, writing, listening, and speaking, this course is distinct from others in its writing focus.

Year 1 of the 2-year Cambridge A-level curriculum centers on the following writing skills to prepare for Papers 1 and 2 of the A-Level examinations:

- Writing to persuade and advise
- Writing to critique, to comment, and to review
- Writing to argue and discuss
- Writing to narrate and describe
- Writing short and long reflective commentaries
- Writing a descriptive or imaginative response
- Writing for style analysis of voice, viewpoint, form, and structure

Students will:

- Read and demonstrate understanding of a wide variety of texts (reviews, critiques, arguments, narratives, commentaries, etc.)
- Write effectively, creatively, accurately, and appropriately for a range of audiences and purposes.
- Analyze the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.
- Reflect and analyze their own practices and experiences as writers.

Students additionally work towards mastery of rhetorical style analysis and argument writing. Through a detailed and accelerated examination of the rhetorical situation in a variety of source texts, students develop their knowledge of writing rhetorical analysis

essays, as well as cultivating argument writing skills using appropriate application of the rhetorical situation to persuade an audience.

Students will:

- Read and demonstrate understanding of a wide variety of texts (letters, speeches, memoirs, articles, essays, etc.)
- Analyze the ways in which writers' and speakers' choices of form, structure and language produce meaning and style
- Respond to the prompt with a thesis that presents a defensible position and a thesis that analyzes rhetorical choices
- Provide specific evidence to support all claims in a line of reasoning.
- Demonstrate sophistication of thought and develop a complex understanding of the argument or rhetorical situation

Students entering this course should already have a mastery of the following concepts and possess the following skills:

Students entering this course need a strong understanding of language conventions, including sentence structure, subject-verb and noun-pronoun agreement, and quotation integration.

Students entering this course need a strong understanding of literary and non-fiction conventions. Students must be able to read and demonstrate a sophisticated understanding and interpretation of a variety of texts.

Students entering this course must have experience and a strong understanding of writing expository, argument, and narrative compositions.

Students entering this course must have experience with timed, on-demand writing in addition to long-term, multi-draft compositions.

Students entering this course need an enthusiastic interest in reading and writing, thinking critically, creatively innovating, and taking intellectual risks.

Workload Expectations for this course (list typical amount of homework, projects, presentations, papers, etc.):

Students can expect at least 4-6 hours of homework per week. This homework consists of reading a variety of assigned texts and responding to the reading with careful analysis and interpretation using annotations, and graphic organizers.

Students are expected to manage time carefully in long-term outside projects, and can expect several collaborative projects. As such, students need to feel confident communicating, planning, coordinating, and collaborating with their peers.

Students are expected to participate in dynamic class discussions by confidently contributing interpretations and ideas, while also posing thoughtful questions, advocating for themselves and others.

Students are expected to write frequently, in on-demand and in-class situations, in a variety of writing styles, for a variety of writing objectives. Students will also need to have an awareness of word-count limitations in timed writing situations and be able to meet these writing expectations.