

## AP English Literature and Composition

<b>Curriculum/Content Area:</b> English	<b>Course Length:</b> 18 weeks
<b>Course Title:</b> AP English Literature and Composition	<b>Date last reviewed:</b> October 2018
<b>Prerequisites:</b>	<b>Board approval date:</b> January 15th, 2019

### Desired Results

**Course description and purpose:** In addition to the study of challenging literature, composition is an integral part of this rigorous, college-level course. Short-term writing goals include understanding the skills and strategies necessary to score well on the AP test. Long-term goals including enabling students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success; not only in college but also in the professional world; to cultivate habits of reading, writing, and thinking that characterized life-long learning and enjoyment.

<b>Poetry</b>	
<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>• I can analyze and interpret works of poetry.</li> <li>• I can analyze a speaker's attitude towards the main subject in the poem.</li> <li>• I can define and describe poetry terms and concepts.</li> <li>• I can defend a claim about a poem.</li> </ul>	
<b>Assessment Evidence:</b>	
<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> <li>• Poetry analysis paper</li> <li>• Poetry presentation</li> </ul>	<b>Other assessment options</b> <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> <li>• Essay Tests</li> <li>• Literary terms tests</li> <li>• Practice AP multiple choice tests</li> <li>• Practice AP essays</li> </ul>
<b>Digital Tools &amp; Supplementary Resources:</b>	
<i>Introduction to Poetry</i> , by X.J. Kennedy and Dana Gioia	

**Unit Title:** Canonical Literature

**Learning Targets**

- I can cite the strongest pieces of textual evidence throughout the text to analyze the content. (WI.ELA.R.1.9-10)
- I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (WI.ELA.R.1.9-10) (WI.ELA.R.1.11-12)
- I can determine and analyze the development of a theme or central idea and when it emerges over the course of a text, including its relationship to characters, setting, and symbolism (with increasingly complex text). (WI.ELA.R.2.9-10)
- I can develop the topic with well-chosen, relevant, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, all while using precise language and domain-specific vocabulary to manage the complexity of the topic. (WI.ELA.W.4.9-10)

**Assessment Evidence**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Literary Biography Analysis
- Literary Evaluation Essay

**Other assessment options**

*May include, but are not limited to the following:*

- Essay Tests
- Literary terms tests
- Practice AP multiple choice tests
- Practice AP essays

**Digital Tools & Supplementary Resources**

*Slaughterhouse Five, Turn of the Screw, Hamlet, As I Lay Dying, The Inferno, Heart of Darkness, Waiting for Godot, Catch 22, Jane Eyre, Candide, The Metamorphosis, A Doll's House, As You Like It, King Lear, Beloved, The Sound of Fury,*

**Poetry**

**Learning Targets:**

- I can analyze and interpret works of poetry.
- I can analyze a speaker's attitude towards the main subject in the poem.
- I can define and describe poetry terms and concepts.
- I can defend a claim about a poem.

<b>Assessment Evidence:</b>	
<p><b>Performance Assessment Options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>● Poetry analysis paper</li> <li>● Poetry presentation</li> </ul>	<p><b>Other assessment options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>● Essay Tests</li> <li>● Literary terms tests</li> <li>● Practice AP multiple choice tests</li> <li>● Practice AP essays</li> </ul>
<b>Digital Tools &amp; Supplementary Resources:</b>	
<p><i>Introduction to Poetry</i>, by X.J. Kennedy and Dana Gioia</p>	

<b>Independent Reading</b> <b>***The outcomes in this unit should be embedded throughout the course</b>	
<b>Learning Targets</b>	
<ul style="list-style-type: none"> <li>● I can cite the strongest pieces of textual evidence throughout the text to analyze the content. (WI.ELA.R.1.9-10)</li> <li>● I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (WI.ELA.R.1.9-10) (WI.ELA.R.1.11-12)</li> <li>● I can determine and analyze the development of a theme or central idea and when it emerges over the course of a text, including its relationship to characters, setting, and symbolism (with increasingly complex text). (WI.ELA.R.2.9-10)</li> <li>● I can develop the topic with well-chosen, relevant, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, all while using precise language and domain-specific vocabulary to manage the complexity of the topic. (WI.ELA.W.4.9-10)</li> </ul>	
<b>Assessment Evidence:</b>	
<p><b>Performance Assessment Options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>● Minimum of one nonfiction read each month</li> <li>● One-page written response to monthly book selection discussing author's purpose and use of rhetoric.</li> </ul>	<p><b>Other assessment options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<b>Digital Tools &amp; Supplementary Resources:</b>	

**Unit Title:** Vocabulary

**\*\*\*The outcomes in this unit should be embedded in all reading and writing units**

**Essential Questions**

- A. How do I determine or clarify meanings of unknown words?
- B. How do I enhance my own vocabulary?
- C. How do I incorporate my growing vocabulary into my written and oral communication?

**Standards**

**Priority Standards**

**WI.ELA.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words by analyzing meaningful word parts.

**Learning Targets**

- I can use context as a clue to determine the meaning of a word or phrase (WI.ELA.L.4.11-12)
- I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (WI.ELA.L.4.11-12)
- I can consult reference materials to verify the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology (WI.ELA.L.4.11-12)

**Assessment Evidence**

[Priority Standards Learning Progressions](#)

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Objective Quizzes
- Using Vocabulary in Writing

**Other assessment options**

*May include, but are not limited to the following:*

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**Digital Tools & Supplementary Resources**

TBD

**Unit Title:** Grammar

**\*\*\*The outcomes in this unit should be embedded in all reading and writing units**

**Essential Questions**

- A. How can sentence structures contribute to style and effectiveness?
- B. How can knowing the conventions of grammar impact the clarity of my writing?

**Standards****Priority Standards**

- WI.ELA.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- WI.ELA.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words by analyzing meaningful word parts.

**Learning Targets**

- I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (WI.ELA.L.4.11-12)
- I can resolve issues of complex or contested usage, consulting credible references as needed. (L.11-12.1)

**Assessment Evidence**

[Priority Standards Learning Progressions](#)

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Objective Quizzes
- Using Grammar in Writing
- Addressed in writing rubrics

**Other assessment options**

*May include, but are not limited to the following:*

- Pre-assessment/review of clauses from 9th grade
- ACT practice assessments