

**Spaulding High School
2021-2022 English 501 Course Syllabus**

Course Title: AP Language and Composition

Department: English

Teacher Contact Information:

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Course Description:

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Topics/Areas of Study/Units of Study:

Unit 1: Introduction to AP Language and Composition

Unit 2: Building AP Language and Composition Skills

Unit 3: The Individual and Society

Unit 4: The Adolescence of America

Unit 5: Varying Concepts of the Personal Dream

Unit 6: Independent Capstone Project

Practice:

We will be doing weekly learning tasks in the areas of all course standards (including vocabulary and grammar, close readings, Type IIs). These learning tasks will assist students in learning the materials. Should a student wish to reassess, he/she will need to show completed learning tasks.

Assessment/Reassessment:

Performance indicators will be assessed at the end of each unit, using a graduated system. For example, the first major unit will be highly guided. This means students will be doing assessments with the teacher and their peers. Students will be able to show proficiency with support. The next major unit will be less guided, but it will still contain support to reach proficiency.

Students should reassess as needed in order to reach proficiency. This will become increasingly important with the independent assignments. Reassessments must be accomplished before the end of the current Progress Report.

Safety protocols (these may change over the course of the year):

- Wear your mask and cover your face at all times
- Don't leave any possessions in classrooms

Classroom Expectations/General Expectations:

Classroom Expectations:

The creation and maintenance of a safe, respectful, and productive learning environment is essential. To this end, each student is expected to:

- Show respect for themselves and others (including the classroom and its contents).
- Accept responsibility for one’s own learning.
- Be mindful of attendance.
- Arrive on time and prepared (with appropriate text & materials).
- Put their best effort forward in both individual and group work.
- Complete all assessments (formal and informal) by the decided deadline.
- Follow all school and classroom rules (see *Student & Parent Handbook*).
- Commit to developing a growth mindset.

General Expectations:

Students are asked to treat this course like a college-level English course.

- Arrive to class punctually and fully prepared to participate in every class period
- Reading and writing assignments should be completed with thought and care and submitted on their due date

**SHS English Department
Course Standards and Performance Indicators**

STANDARD	PERFORMANCE INDICATORS
<p><u>READING:</u> (Students will comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts)</p>	<ul style="list-style-type: none"> • R.a. Cite evidence to support analysis • R.b. Determine central idea/theme <p>Demonstrate proficiency in at least two of the remaining performance indicators:</p> <ul style="list-style-type: none"> • R.f. Determine author’s purpose • R.j. Participate in an out-of-class book group
<p><u>WRITING:</u> (Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.)</p>	<ul style="list-style-type: none"> • W.b. Write explanatory essays to support claims with multiple, relevant sources <p>Demonstrate proficiency in at least two of the remaining performance indicators:</p> <ul style="list-style-type: none"> • W.c. Write narratives • W.d. Use the writing process • W.f. Use reflection/metacognition
<p><u>SPEAKING AND LISTENING:</u> (Students will indicate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.)</p>	<ul style="list-style-type: none"> • S/L.a. Refer to evidence from text <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> • S/L.b. Operate effectively in a group • S/L.c. Respond thoughtfully and respectfully
<p><u>PRESENTATION:</u> (Students will present information, findings, and supporting evidence conveying a clear and distinct perspective.)</p>	<ul style="list-style-type: none"> • P.a. Develop a clear line of reasoning <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> • P.c. Use audience/purpose awareness • P.d. Use digital media to enhance presentation

LANGUAGE:

(Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.)

- L.a. Demonstrate command of conventions

- L.e. Acquire and use academic vocabulary

Demonstrate proficiency in at least one of the remaining performance indicators:

- L.c. Determine the meaning of words/phrases

- L.f. Demonstrate vocabulary independence

Permissions:

We will be watching films to enrich our understanding of unit-specific essential questions and social issues. Some of these films are quite intense and are rated as such. If you have concerns about these films, please don't hesitate to speak to me.
