

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP LITERATURE AND COMPOSITION

Board Approval Date: May 2, 2019	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 12	Subject Area: English Elective Area (if applicable):
Prerequisite(s): Recommended A/B in English 3 or A/B in AP Language and Composition	Corequisite(s):
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (b) English	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable): AP	

COURSE DESCRIPTION:

Current AP Course Description: 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.

The course will include intensive study of representative works from various genres and period, concentrating on works of recognized literary merit. The works chosen should invite and gratify re-readings.

The course is designed to help students become skilled readers and writers through engagement with the following course outcomes:

Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study

Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone

Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students’ analyses of literary texts

Writing that proceeds through several stages or drafts, with revision aided by teacher and peers

Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading

Revising their work to develop: a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure

An Honors/AP course is differentiated from a regular course in terms of student expectancies by the breadth and complexity of material covered in the course.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Summer Reading	What conflicts exist in literature?	<ul style="list-style-type: none"> *Charts *Class discussion *Short writings *Read and analyze passages *Timed writings *Peer reviews *Self-evaluation of own writings *Analyze and comment upon mentor texts *Emulate model texts *Annotate for comprehension and initial analysis *Teacher or textbook generated exercises and assessments to support sentence paragraph, or composition writing 	*Summer Reading Exam and/or Essays

2. Analyzing Fiction and Drama	What is the purpose of literary analysis, and how do readers make meaning of the works they read? What significance do character, setting, and theme play in creating our understanding?	*Timed Writes *Socratic Seminar	*Out-of-class Process Essay(s)
3. Classic Lit. Project	What makes a work “a classic”? Why/how do certain works “stand the test of time,” and others not?	*Annotated Bibliography Rough Draft and peer review Mini-presentation	*Argumentative Research Essay Presentation
4. Close Reading: Analyzing Poetry	How do I read and understand poetry?	*Quickwrites *Creative writing	*Original Poem and Artist’s Statement Poetry Essay
5. Analyzing Short Fiction	How do writers succeed in conveying meaning (character, plot, setting, etc.) in short works (as compared to longer works)? Additionally, how do they create emotional impact?	*Outline for original short fiction piece	*Prose Essay
6. Test Preparation	What is on the AP Exam, and how can I best prepare?	*Timed Writes *Multiple Choice	N/A

ESSENTIAL STANDARDS:

Link to Common Core Standards:

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or

texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<http://www.corestandards.org/ELA-Literacy/>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>Literature & Composition: Reading, Writing and Thinking.</i>	Carol Jago, Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses	Bedford, Freeman, & Worth.	2nd	

Other Resource Materials

N/A

Supplemental Materials

Board Approved Supplemental Materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Multiple Choice Questions in Preparation for the AP Literature and Composition Exam (5th Edition)
Materials from College Board: Released Prompts, Multiple Choice Questions, etc.

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