**Curriculum**

**Advanced Placement English Language and Composition**

**Course Overview**

This course is for Junior students of superior ability who wish to take the AP Examination in English Language and Composition. As in the 11th grade English course, students study the key writers and literary movements in American literature. They explore in depth major concepts and themes associated with a nation’s identity. They are grounded in the specific skills required for the AP exam, particularly through writing expository essays. Students are expected to hone those communication skills that have been established in previous English courses: careful and active reading, principles of effective analysis, presentation techniques, and effective writing.

**Department Standards**

Students will:
1. Develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
2. Develop an appreciation for literature through the comprehension and analysis of various genres;
3. Communicate their understanding and ideas effectively in a variety of written forms;
4. Articulate organized ideas through a variety of oral activities;
5. Expand and strengthen their vocabularies to enhance their ability to understand and communicate;
6 Learn and apply the standard conventions of the English language in both speaking and writing.

7. Effectively analyse the rhetorical strategies the author uses to make an argument. 8. Create an argument that synthesizes at least three of the sources to support their thesis. 9. Create an evidence-based argument that responds to a given topic.

**Benchmarks**:

1. Students will understand and interpret texts in terms of specific literary and historical contexts.

2. Students will demonstrate in writing and discussion maturity and sophistication in understanding of voice, diction, and tone in fiction, non-fiction, poetry, journalism, criticism, and in historical, political, or scientific writing.

3. Students will employ close reading skills to examine stylistic techniques such as diction, detail, syntax, imagery, point of view, and organization in order to analyze how textual style helps create meaning.

4. Students will read critically and respond to examples of American Literature with a focus on different literary movements.

5, 4 Students will write coherent, effective essays that analyze the style and content of literary and other texts under specific time constraints.

6, Students will formulate an opinion based on a chosen work of literature that results in an original, arguable thesis and write an effective composition in support of the thesis.

7. Students will demonstrate increased rhetorical sophistication by participating in more challenging class discussions and oral presentations that encourage the students to articulate their point of view based on deeper understandings of various texts.

8. Students will expand and strengthen vocabulary to enhance the ability to communicate meaning effectively in multiple contexts.

9. Students will demonstrate an understanding of advanced vocabulary and grammatical concepts.

10. Students will synthesize material from multiple sources (including graphic or visual arts) and incorporate it into a coherent and original argumentative essay that supports the student’s position.

**Performance Indicators**

Students will display a detailed knowledge of and critical insights about the works studied

Students will generate an appropriate thematic comparison between multiple works and support it with relevant textual evidence

Students will demonstrate an understanding of the meaning of new vocabulary words and will use them appropriately

Students will create a logical argument based on themes central to the text using relevant evidence to support their ideas

Students will analyze an author’s use of language, including literary and rhetorical devices

**Assessments**

- vocabulary quizzes (throughout the year)

- reading response journals (throughout the year)

- term quizzes (throughout the year)

- practice multiple choice (throughout the year)

- class discussion (throughout the year)

Quarter 1

- written response to summer reading questions

- personal narrative

- passage analysis of summer reading

- in class rhetorical analysis essay

- out of class rhetorical analysis essay

Quarter 2

- group presentations

- in class argumentative essay

- out of class argumentative/literary analysis essay

- mock AP-style semester exam

Quarter 3

- in class synthesis essay

- in class rhetorical analysis

- group presentations

Quarter 4

- research paper – revised synthesis essay

- mock AP exam

- AP exam

- personal narratives – college essays

**Core Topics**

- Vocabulary development (throughout the year)

- Argumentative and analytical writing (throughout the year)

- Analytical reading (throughout the year)

- Rhetoric (throughout the year)

Quarter 1

* Memoir writing
* Puritans and colonial American literature
* Age of Reason and Revolutionary literature
* Rhetorical analysis

Quarter 2

* Transcendentalism
* Romanticism and anti-Transcendentalism
* Abolition and Suffragette writing
* Persuasive/argumentative writing

Quarter 3

* Realism
* Modernism
* Satire
* Research
* Synthesis essay writing

Quarter 4

* Post-Modernism
* Research paper

Personal narratives

**Specific Content**

**Quarter 1**

Define and investigate the concept of the “American Dream”

Examine what it means to be American

Examine the components of the rhetorical triangle and their uses

Define and identify key rhetorical strategies with the literature

Introduce the historical factors that led to distinct styles of writing in the developing literary culture of the New World

Begin to work on synthesis, expository and argumentative essay styles as required by AP curriculum

**Quarter 2**

Introduce American Romanticism and the elements that make the movement unique

Introduce elements of Transcendentalism and Anti-Transcendentalism

Explore the ways an author uses diction to influence the mood and tone of a narrative

Explore the way an author uses narrative style as a means of imparting contemporary social commentary

Analyze an author’s use of motifs, imagery and symbolism to create and enhance the themes of a story

Begin work on mastery of AP multiple choice questions

**Quarter 3**

Introduce Realism and Naturalism and the elements that create a uniquely American voice

Introduce Modernism and the elements that are unique to that movement

Analyze satire as a means of social critique

Explore the ways an author uses diction to influence the mood and tone of a narrative

Explore the way an author uses narrative style as a means of imparting humor and contemporary social commentary

Analyze an author’s use of motifs, imagery and irony to create and enhance the themes of a story

Learn to use secondary source material to support a critical response to a text

Continue work on AP multiple choice mastery

**Quarter 4**

Introduce Post-modernism and the elements that are unique to that movement

Explore the ways an author uses point of view

Research historical elements of an author’s time period as a means of understanding a text

Continue to master the requirements of the AP synthesis essay

Explore the way an author uses narrative style as a means of imparting contemporary social commentary

Analyze an author’s use of motifs, imagery and irony to create and enhance the themes of a story

Continue to work on mastery of AP multiple choice questions

Create and develop a personal, creative response to a text

**Resources**

2014-2015 Summer Reading: *The Woman Warrior* and *The Lost Continent*

- Selection of works by John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Thomas Paine, Thomas Jefferson, Patrick Henry, Ralph Waldo Emerson, Henry David Thoreau, Abraham Lincoln, Elizabeth Cady Stanton, Sojourner Truth, and Mark Twain

- Selection of essays and short fiction

*The Seagull Reader Anthology of Essays*

*The Scarlet Letter*

*The Crucible*

*The Great Gatsby*

*The Narrative of the Life of Frederick Douglass*

*Beloved*

*The Things They Carried*

Updated November 25, 2015