

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: AP English Literature and Composition

Course Number: 00019

Course Description and Prerequisites:

This curriculum covers English and multi-cultural novels and poetry, along with a variety of plays, primarily from the thirteenth to twenty-first century. A topical/thematic as well as chronological approach, which emphasizes social, political, and intellectual themes in an appropriate historical context, is essential. Students should expect extensive reading and writing assignments. This course is designed to prepare students to take the AP examination in May which may result in college credit. Students must complete Honors 10 and Honors 11 as prerequisites to this course. Because of expectations for these levels of achievement, any exception to these prerequisites must be approved by the English department head and a panel of English teachers to ascertain the student's knowledge of the concepts and skills required for the course.

Prerequisites:

Successful completion of English 10 Honors and English 11 Honors

Suggested Grade Level: 12

Length of Course: ____ One Semester ☒ Two Semesters ____ Other
(Describe) _____

Units of Credit: One

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): English 7-12

Certification verified by WCSD Human Resources Department:

☒ Yes ____ No

Board Approved Textbooks, Software, Materials:

Title: Literature: Reading Fiction, Poetry, and Drama. 5th ed. Robert DiYanni, ed.

Publisher: McGraw-Hill

ISBN #: 0-07-242617-9

Copyright Date: 2002

OR

Title: . Literature: An Introduction to Reading and Writing. 8th ed.

Edgar V. Roberts, ed.

Publisher: Pearson/Prentice Hall

ISBN #: 0131732781

Copyright Date: 2007

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Suggested Supplemental Materials:

Grammar/writing handbook???

Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

Course Standards

PA Academic Standards:

Reading, Writing, Speaking and Listening Standards:

- ☐ 1.1. Learning to Read Independently
- ☐ 1.2. Reading Critically in All Content Areas
- ☐ 1.3. Reading, Analyzing and Interpreting Literature
- ☐ 1.4. Types of Writing
- ☐ 1.5. Quality of Writing
- ☐ 1.6. Speaking and Listening
- ☐ 1.7. Characteristics and Function of the English Language
- ☐ 1.8. Research

WCSD Academic Standards: None

Industry or Other Standards: None

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

(Eligible Content is subject to change every two years in the state of PA)

*****Assessment Recommendation:**

Assessments according to teacher discretion

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments may include:

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note taking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations/projects
- Open-ended written response
- Quizzes/tests
- Essays

Summative Assessments may include:

- Student presentations
- Essays
- Quizzes/tests
- Portfolios

Portfolio Assessment: Yes X No

District-wide Final Examination Required: X Yes ____ No

Course Challenge Assessment :

Course Objectives:

1. To enable students to read closely, critically, and appreciatively
2. To heighten students' awareness of the various ways plot, theme, character, setting, point of view, and style interconnect
3. To promote students' understanding and application of sophisticated literary terminology
4. To teach students to compare and contrast authors' approaches to fiction
5. To encourage students to assess the impact of imagery, figurative language, symbols, and allusions
6. To enhance students' awareness of the effects of diction, tone, voice, and syntax in literary works and instruct them to improve these rhetorical features in their own writing
7. To incorporate practice with timed AP-type objective multiple-choice and essay questions
8. To instruct students in techniques for writing formal, extended analyses in the expository mode which include textual details to interpret studied works and provide feedback and rewriting opportunities
9. To instruct students in techniques for writing argumentative essays designed to evaluate a literary work's cultural impact and stylistic merit and provide feedback and rewriting opportunities
10. To require students to engage in informal writing activities such as freewriting, personal response journals, double-entry journals, response/reaction papers, and annotations
11. To suggest additional readings in short and long fiction.
12. To have students independently analyze various genres
13. To probe themes as they are evidenced in a variety of literary works

REQUIRED COURSE SEQUENCE AND TIMESPAN

(Content must be tied to objectives)

Content

Summer Reading (2 weeks)

- A. Their Eyes Were Watching God – Zora Neale Hurston
- B. Things Fall Apart – Chinua Achebe
- C. Or a selection of short stories

I. Short Stories (3 weeks)

Selections from the literature anthology and The Dubliners.

II. The Epic (2 weeks)

- A. The Odyssey
- B. Beowulf

III. The Tale, Unit 1 (3 weeks)

- A. Sir Gawain and the Green Knight
- B. “Federigo’s Falcon” (selection from The Decameron)
- C. The Canterbury Tales (“Prologue” and selected tales)

IV. Poetry: 1450–1800 (2 weeks)

Poets studied might include the following: Sidney, Marlowe, Spenser, Shakespeare, Donne, Marvell, Johnson, Herrick, Suckling, Milton, Gray, and Burns.

V. Tragedy in Drama (8 weeks)

- A. Hamlet
- B. Othello or Macbeth
- C. Murder in the Cathedral

VI. Poetry: 1800-1900 (2 weeks)

Selections may include poetry from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Robert Browning, Elizabeth Barrett Browning, Hopkins, Arnold, Hardy, and Housman.

VII. The Novel: 1800-1900 (4 weeks)

At least one of the following works will be studied:

- A. Wuthering Heights
- B. Jane Eyre
- C. Tess of the D’Urbervilles
- D. Crime and Punishment

VIII. Poetry: 1900-Present (2 weeks)

The following poets may be studied: Sassoon, Owen, Yeats, Eliot, Thomas, Hughes, Auden, and Heaney.

IX. The Novel: 1900-Present (6 weeks)

The following works are required:

- A. Heart of Darkness
- B. Obasan

At least one of the following works will also be studied:

- A. The Secret Sharer
- B. The Shipping News
- C. Plainsong

Teacher discretion (2 weeks)

X. Writing (Integrated)

Students will write extensively throughout this course and will be given frequent opportunities to write and rewrite a variety of analytical and interpretive assignments.

Instruction

Based on student assessments, composition instruction will be tailored to group and individual needs. Formal writing instruction will address techniques for using the writing process to compose well-focused and logically organized expository and argumentative analyses supported with extended explanations or interpretations and including effective transitions and specific, illustrative textual detail. Instruction will include methods for incorporating judgments about a literary work's value, both as an artistic effort and a representation of a society's history and mores. After examining exemplary models, students will receive instruction in developing tone, voice, and style through use of specific diction (both denotative and connotative), repetition, parallelism, and a variety of sentence structures, including sophisticated use of subordination and coordination. In conjunction with their reading, students must create a personal thesaurus for vocabulary-building. Informal writing opportunities will include freewriting, personal response journals, double-entry journals, response/reaction papers, and annotations. In preparation for the AP Examination, students will be expected to write timed in-class essays modeled on released exams, including free-response questions.

Writing Team: Input from all Grade 12 Language Arts instructors

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☒ Yes ☐ No
2. Does this course issue a mark/grade for the report card?
 ☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
 ☒ Yes ☐ No
5. Is the course eligible for Honor Roll calculation?
 ☒ Yes ☐ No
6. What is the academic weight of the course?
 ☐ No weight/Non credit ☒ Standard weight
 ☐ Enhanced weight (Describe) _____

AP students must take the AP Literature and Composition examination in order to receive enhanced weight (WCSD Policy 9743).