

**Warren County School District**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** AP English Literature and Composition

**Course Number:** 00019

**Course Prerequisites:** Successful completion of English 10 Honors and English 11 Honors courses

**Course Description:** This course is the final level of a three-year program. 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.

**Suggested Grade Level:** 12

**Length of Course:** \_\_\_\_\_ One Semester    X Two Semesters    \_\_\_\_\_ Other (Describe)

**Units of Credit:** 1 (Insert **NONE** if appropriate.)

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

**Certification verified by WCSD Human Resources Department:**

  x   Yes    \_\_\_\_\_ No

**Board Approved Textbooks, Software, Materials:**

**Title:**

**Publisher:**

**ISBN #:**

**Copyright Date:**

**Date of WCSD Board Approval:**

**Summer reading must include:**

- Their Eyes Were Watching God
- Things Fall Apart

**Required Dramas:**

- Hamlet
- Othello OR Macbeth
- Murder in the Cathedral

**Required Works:**

- The Odyssey
- Beowulf
- Wuthering Heights
- Sir Gawain and the Green Knight
- “Federigo’s Falcon” (The Decameron)
- The Canterbury Tales (“Prologue” and selected tales)
- Tess of the D’Urbervilles or Mayor of Casterbridge
- Frankenstein
- Invisible Man
- Great Expectations
- Jane Eyre
- The Dubliners
- Obasan
- Crime and Punishment
- Heart of Darkness

**BOARD APPROVAL:**

**Date Written:** January 2015

**Date Approved:** \_\_\_\_\_

**Implementation Year:** 2015-2016

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**SPECIFIC EDUCATIONAL STANDARDS, ESSENTIAL QUESTIONS, CONTENT, & SKILLS**

|  | <b>Standard</b>   | <b>Eligible Content</b>  | <b>Skills</b>   |
|--|---|--|---|
| <b>L.F.1 Reading for Meaning—Fiction</b><br><br><b>L.F.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.</b> | <b>CC.1.2.11–12.A</b><br>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.<br><br><b>CC.1.2.11–12.B</b><br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.<br><br><b>CC.1.2.11–12.C</b><br>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. | L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.<br><br>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.<br><br>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. | -Key ideas and details: literary elements, text analysis, and theme |

|   |  |   |   |
|---|--|---|---|
|   | <p><b>CC.1.2.11–12.E</b><br/>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>  |   |   |
| <p><b>L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b></p>  | <p><b>CC.1.2.11–12.I</b><br/>Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11–12.J</b><br/>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> | <p>-Range of Reading<br/>-Vocabulary Acquisition and Use strategies</p> |
| <p><b>L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.</b></p>   | <p><b>CC.1.2.11–12.A</b><br/>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b><br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>   | <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p>   | <p>-Craft and Structure: text structure and point of view</p>           |
| <p><b>L.F.2 Analyzing and Interpreting Literature—Fiction</b></p> <p><b>L.F.2.1 Use appropriate strategies to make and support interpretations of literature.</b></p> | <p><b>CC.1.2.11–12.B</b><br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>  | <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p>  | <p>-Integration of Knowledge and Ideas: sources of information</p>      |
| <p><b>L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary</b></p>   | <p><b>CC.1.3.11–12.G</b><br/>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. Include at least</p>   | <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.2.2 Compare and evaluate the characteristics</p>  | <p>-Integration of Knowledge and Ideas: text analysis</p>               |

|   |   |  |   |
|---|---|--|---|
| <p><b>forms.</b></p>  | <p>one play by Shakespeare and one play by an American dramatist.</p> <p><b>CC.1.3.11–12.H</b><br/>Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>   | <p>that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>   |   |
| <p><b>L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</b></p> | <p><b>CC.1.3.11–12.A</b><br/>Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p><b>CC.1.3.11–12.C</b><br/>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>CC.1.3.11–12.D</b><br/>Evaluate how an author’s point of view or purpose shapes the content and style of a text</p> <p><b>CC.1.3.11–12.E</b><br/>Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p><b>CC.1.3.11–12.F</b><br/>Evaluate how words and phrases shape meaning and tone in texts</p> | <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:</p> <p>Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> </ul> | <p>-Key Ideas and Details: Theme, Text Analysis, and Literary Elements</p> <p>-Craft and Structure: text structure, point of view, and vocabulary</p> |

|                    |                       |  |                                      |
|--------------------|-----------------------|--|--------------------------------------|
|                    |                       | <ul style="list-style-type: none"> <li>• how the author structures plot to advance the action</li> </ul> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the theme and other components of a text</li> <li>• comparing and contrasting how major themes are developed across genres</li> <li>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>• the way in which a work of literature is related to the themes and issues of its historical period</li> </ul> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the tone, style, and/or mood and other components of a text</li> <li>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul> |                                      |
| <b>L.F.2.4 Use</b> | <b>CC.1.3.11–12.H</b> | <b>L.F.2.4.1 Interpret and analyze</b>   | <b>-Integration of Knowledge and</b> |

|  |   |  |  |
|--|---|--|--|
| <b>appropriate strategies to interpret and analyze the universal significance of literary fiction.</b>               | Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.  | works from a variety of genres for literary, historical, and/or cultural significance.   | Ideas: text analysis   |
| <b>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</b> | <p><b>CC.1.3.11–12.E</b><br/>Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p><b>CC.1.3.11–12.F</b><br/>Evaluate how words and phrases shape meaning and tone in texts</p>   | <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>    | -Craft and Structure: vocabulary and text structure  |
| <b>L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</b>       | <p><b>CC.1.2.11–12.C</b><br/>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.E</b><br/>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11–12.F</b><br/>Evaluate how words and phrases shape meaning and tone in texts.</p> | <p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p> | Key Ideas and Details: text analysis<br>-Craft and Structure: point of view and text structure |
| <b>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>              | <b>CC.1.2.11–12.J</b><br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  | <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p>   | -Vocabulary: Acquisition and Use   |

|   |   |   |   |
|---|---|---|---|
|   | <p><b>CC.1.2.11–12.K</b><br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p>  | <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p>  |   |
| <p><b>L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.</b></p>   | <p><b>CC.1.2.11–12.A</b><br/>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b><br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11–12.C</b><br/>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> | <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>Note: Items may target specific paragraphs.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> | <p>-Key Ideas and Details: Main Idea and Text Analysis</p>                          |
| <p><b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b><br/><b>L.N.2.1 Use appropriate strategies to make and support interpretations of literature.</b></p> | <p><b>CC.1.2.11–12.B</b><br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>   | <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p>  | <p>-Key Ideas and Details: text analysis</p>  |
| <p><b>L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</b></p>  | <p><b>CC.1.2.11–12.G</b><br/>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p>  | <p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>   | <p>Integration of Knowledge and Ideas: diverse media</p>                            |
| <p><b>L.N.2.3 Use appropriate strategies to compare,</b></p>  | <p><b>CC.1.2.11–12.A</b><br/>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of</p>   | <p>L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p>  | <p>Details: main idea and text analysis<br/>-Craft and Structure: point of view</p> |

|  |   |  |  |
|--|---|--|--|
| <p><b>analyze, and evaluate literary elements.</b></p> | <p>the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.C</b><br/>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b><br/>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> | <p>Note: Character may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> <li>• how the author structures plot to advance the action</li> </ul> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the theme and other components of a text</li> <li>• comparing and contrasting how major themes are developed across genres</li> </ul> |  |
|--|---|--|--|



|   |  |  |   |
|---|--|--|---|
|   |  | <ul style="list-style-type: none"> <li>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>• the way in which a work of literature is related to the themes and issues of its historical period</li> </ul> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the tone, style, and/or mood and other components of a text</li> <li>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul> |   |
| <b>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</b> | <p><b>CC.1.2.11–12.C</b><br/>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.E</b><br/>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> | <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4 Make connections</p>   | <p>-Key Idea and Details: text analysis</p> <p>-Craft and Structure: text structure</p> |

|   |  |   |  |
|---|--|---|--|
|   |  | <p>between a text and the content of graphics and charts.</p> <p>L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p>  |  |
| <p><b>L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</b></p> | <p><b>CC.1.2.11–12.H</b><br/>Analyze seminal texts based upon reasoning, premises, purposes, and arguments</p>   | <p>L.N.2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.</p> | <p>-Integration of Knowledge and Ideas: evaluation arguments</p>   |
| <p><b>C.IE.1.Text Type and Purposes—Informative/Explanatory</b></p>   | <p><b>CC.1.4.11–12.A</b><br/>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b><br/>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b><br/>Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.11–12.D</b><br/>Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole;</p> | <p><b>C.IE.1.1.1</b> Write with a sharp controlling point and an awareness of the audience and task.</p> <p><b>C.IE.1.1.2</b> Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p><b>C.IE.1.1.3</b> Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</p> <p><b>C.IE.1.1.4</b> Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an</p>  | <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions of Language</li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <p>use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension</p> <p><b>CC.1.4.11–12.E</b><br/>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>•Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p><b>CC.1.4.11–12.F</b><br/>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | <p>appropriate, objective tone.</p> <p><b>C.IE.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p><b>C.IE.2.1.1</b> Use a variety of sentence structures.</p> <p><b>C.IE.2.1.2</b> Use precise language to create clarity, voice, and tone.</p> <p><b>C.IE.2.1.3</b> Revise to eliminate wordiness and redundancy.</p> <p><b>C.IE.2.1.4</b> Revise to delete irrelevant details.</p> <p><b>C.IE.2.1.5</b> Use the correct form of commonly confused words; use logical transitions.</p> <p><b>C.IE.2.1.6</b> Combine sentences for cohesiveness and unity.</p> <p><b>C.IE.2.1.7</b> Revise sentences for clarity.</p> <p><b>C.IE.3.1.1</b> Spell all words correctly.</p> <p><b>C.IE.3.1.2</b> Use capital letters correctly.</p> <p><b>C.IE.3.1.3</b> Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p><b>C.IE.3.1.4</b> Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p><b>C.IE.3.1.5</b> Demonstrate correct sentence formation.</p> |  |
| <p><b>C.A.1 Text Types and Purposes—Argumentative</b></p> <p><b>C.A.1.1</b> Write argumentative pieces that include a clearly stated</p> | <p><b>CC.1.4.11–12.G</b><br/>Write arguments to support claims in an analysis of substantive topics.</p> <p><b>CC.1.4.11–12.H</b><br/>Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>•Introduce the precise, knowledgeable</li> </ul>  | <p><b>C.A.1.1.1</b> Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p><b>C.A.1.1.2</b> Construct a thorough argument with</p>  | <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions of Language</li> </ul> |

|  |   |   |  |
|--|---|---|--|
| <p>osition made convincing through the use of appropriate methods.</p> <p><b>C.A.2.1</b> Revise writing to improve style, meaning, word choice, and sentence variety.</p> <p><b>C.A.3.1.</b> Editing for conventions of standard written language.</p> | <p>claim.</p> <p><b>CC.1.4.11–12.I</b><br/>Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases</p> <p><b>CC.1.4.11–12.J</b><br/>Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CC.1.4.11–12.K</b><br/>Write with an awareness of the stylistic aspects of composition.<br/> <ul style="list-style-type: none"> <li>•Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>•Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> </p> <p><b>CC.1.4.11–12.L</b><br/>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | <p>consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p><b>C.A.1.1.3</b> Organize the argument using effective strategies to develop a strong, well supported position.</p> <p><b>C.A.1.1.4</b> Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p><b>C.A.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p><b>C.A.2.1.1</b> Use a variety of sentence structures.</p> <p><b>C.A.2.1.2</b> Use precise language to create clarity, voice, and tone.</p> <p><b>C.A.2.1.3</b> Revise to eliminate wordiness and redundancy.</p> <p><b>C.A.2.1.4</b> Revise to delete irrelevant details.</p> <p><b>C.A.2.1.5</b> Use the correct form of commonly confused words; use logical transitions.</p> <p><b>C.A.2.1.6</b> Combine sentences for cohesiveness and unity.</p> <p><b>C.A.2.1.7</b> Revise sentences for clarity.</p> <p><b>C.A.3.1.1</b> Spell all words correctly.</p> <p><b>C.A.3.1.2</b> Use capital letters correctly.</p> <p><b>C.A.3.1.3</b> Punctuate correctly (e.g., correctly use commas, semi-colons, quotation marks, apostrophes).</p> <p><b>C.A.3.1.4</b> Demonstrate correct</p> |  |
|--|---|---|--|

|   |  |   |  |
|---|--|---|--|
|   |  | <p>grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p><b>C.A.3.1.5</b> Demonstrate correct sentence formation.</p> |  |
| <p><b>1.5 Speaking and Listening</b></p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions</p> | <p><b>CC.1.5.11–12.A</b><br/>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11–12.B</b><br/>Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p><b>CC.1.5.11–12.C</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.</p> <p><b>CC.1.5.11–12.D</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12E</b><br/>Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b><br/>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b><br/>Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content</p> | <p>-Comprehension and Collaboration:</p> <p>-Presentation of Knowledge and Ideas</p> <p>-Integration of Knowledge and Ideas</p> <p>-Conventions of Standard English</p>                 | <p>*Collaborative Discussion</p> <p>*Evaluating Information</p> <p>*Critical Listening</p> <p>*Purpose, Audience and Task</p> <p>*Context</p> <p>*Multimedia</p> |
|   |  |   |  |

See Curriculum Map - <AP English Literature and Composition 12>

## ASSESSMENTS

**Suggested Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

**Suggested Summative Assessments:**

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

**District Approved Assessment Instruments**

- Any district approved assessment instrument

**Portfolio Assessment:** \_\_\_\_\_ Yes      X   No

**District-wide Final Examination Required:** \_\_\_\_\_ Yes      X   No

**Course Challenge Assessment (Describe):** Not Applicable

**WRITING TEAM:** WCSD Language Arts Teachers

## 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