

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Course Description:** The course is designed to provide students with an accelerated and advanced study of British Literature as well as other selected literature that will assist students in their preparation for the Advanced Placement Literature and Composition national examination given in May. Students will study literature broadly and deeply. They will also work to create a fluid, intellectual, analytical style of writing.

**Time/Credit for this Course:** One Academic School Year

**Curriculum Writing Committee:** Jodi Guro

**Wilson Area School District  
Planned Course Materials**

**Course Title:** Advanced Placement Literature and Composition

**Textbooks:** *Literature: British Literature*  
Holt McDougal 2012

**Supplemental Books:**

*Making Literature Matter*, by John Schilb and John Clifford  
*Literature: The Evolving Canon*, by Sven Birkerts

**Teacher Resources:**

- Ancillary Books, Holt McDougal
- AP Literature and Composition practice workbooks
- Past AP Literature exams

## Wilson Area School District Curriculum Map

### **August and September:**

- Summer reading review
- Top 100 literary terms
- The Anglo-Saxons
- Medieval Literature
- Renaissance Literature

### **October:**

- Renaissance Literature

### **November:**

- Renaissance Literature

### **December:**

- Renaissance Literature
- The Restoration and 18<sup>th</sup> Century
- Romanticism

### **January:**

- Romanticism
- The Victorians
- Modernism

### **February:**

- Short Fiction

### **March:**

- Short Fiction

### **April:**

- Selected Poetry
- Review and practice for Advanced Placement Literature and Composition Exam

### **May:**

- Review and practice for Advanced Placement Literature and Composition Exam

### **June:**

- Final Exams

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Review of Summer Reading

Summer reading assignments are subject to change.

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F; CC.1.5.11-12.A; CC.1.4.11-12.E,I,J,K,Q

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Review the plot of a novel by correctly incorporating literary terms for plot analysis.
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence.
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history.
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice.
- Analyze the author's style.

**Core Activities:** Students will complete/participate in the following:

- Take notes independently.
- Discuss plot, character, diction, theme, symbol, point of view, current and historical connections in small groups and/or in large group instruction.
- Bring questions to the class for discussion.

**Extension:**

- Students may complete additional research on historical aspects of the novel.
- Students may complete additional research on the artistic aspects of the novel.
- Students may choose an author for their research paper that is related in some way to the author, theme, or topic of the novel.

**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may seek assistance with various online resources.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Class editing, peer editing, independent editing
- Reading support techniques such as annotating the text as well as other teacher-generated activities focusing on literature and writing instruction.

**Materials and Resources:**

- The summer reading novels

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** The Research Paper

**Time Frame:** 12-16 weeks

**Common Core Standards:** CC.1.2.11-12.A,B,C,D,E,F,G,I,L; CC.1.3.11-12.A,B,C,D,E,F,G,H,K; CC.1.4.11-12.A,B,C,D,E,G,H,I,J,K,P,S,T,U,V,W,X

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Write a well-developed literary research paper.

**Core Activities:** Students will complete/participate in the following:

- Follow the writing process of pre-writing, drafting, revising, and editing a composition.
- Use the library including databases to research their topics.
- Peer edit student drafts, group edit, and/or seek the teacher's assistance with particular editing questions.
- Conduct research via books and electronic sources including but not limited to data bases.
- Produce a final draft that follows MLA format.

**Extension:**

- Students or teachers may vary the complexity or length of this assignment.

**Remediation:**

- Students may seek additional help before or after school with their teacher.
- Students may seek additional help in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing

**Materials and Resources:**

- Student One Stop Planner CD
- Teacher One Stop Planner CD
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Pre-writing notes
- Graphic organizers
- Research notes
- Rough draft
- Revisions
- Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing.
- Final draft

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** The Anglo-Saxon Period

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read literature from the Anglo-Saxon period
- Analyze how the Anglo-Saxon authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: *Beowulf*, *The Seafarer*, *The Wanderer*, and *The Wife's Lament*.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other works by Anglo-Saxon authors.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.



**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

**Materials and Resources:**

- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Medieval Literature

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how the medieval authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: **The Prologue to the Canterbury Tales** as well as *The Wife of Bath's Tale* and *The Pardoner's Tale* by Geoffrey Chaucer and *Sir Gawain and the Green Knight*.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other works of Medieval British literature.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Renaissance Literature

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how the renaissance authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read *The Passionate Shepherd to his Love*, by Christopher Marlowe, and *The Nymph's Reply to the Shepherd*, by Sir Walter Raleigh.
- Read Sonnet 30 and 75 by Edmund Spenser.
- Read Sonnet 18, 29, 116, and 130 by William Shakespeare.
- Read Sonnet 90 by Petrarch.
- Read *On My First Son* and *Song: To Celia* by Ben Jonson.
- Read *To His Coy Mistress* by Andrew Marvell.
- Read *To the Virgins, to Make Much of Time* by Robert Herrick.
- Read *To Althea, from Prison* by Richard Lovelace.
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other works in the unit.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Shakespearean Plays

**Time Frame:** Eight Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how William Shakespeare achieved his themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, figurative language, and dialogue.
- Analyze how the author achieves his or her intended effect.
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**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: *The Tragedy of Macbeth*, *The Tragedy of Hamlet*, and *A Midsummer Night's Dream*.
- Take notes . Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.

**Extension:**

- Students may read other works by William Shakespeare.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets
- The Riverside Complete Works of William Shakespeare

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** The Restoration and the 18<sup>th</sup> Century; The Flowering of Romanticism

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how Swift and Blake achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, figurative language, and dialogue.

**Core Activities:** Students will complete/participate in the following:

- Read *A Modest Proposal*, by Jonathan Swift.
- Read *The Lamb* and *The Chimney Sweeper* from William Blake's Songs of Innocence.
- Read *The Tyger*, *The Chimney Sweeper*, and *The Sick Rose* from William Blake's Songs of Experience.
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other works from 18<sup>th</sup> century British authors or early Romantic authors.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.



### **Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

### **Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

### **Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Romanticism

**Time Frame:** One Week

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read *Lines Composed a Few Miles Above Tintern Abbey* by William Wordsworth.
- Read *I wandered Lonely As a Cloud* and *The World is Too Much With Us* by William Wordsworth.
- Read *She Walks in Beauty*, by Lord Byron.
- Read *Ozymandias* and *Ode to the West Wind* by Percy Shelley.
- Read *When I Have Fears That I May Cease to Be*, *Ode on a Grecian Urn*, and *Ode to a Nightingale* by John Keats.
- Read independently the texts listed above .
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.

**Extension:**

- Students may read other works of British Romantic poetry.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing

- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** The Victorians

**Time Frame:** One Week

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Students will analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read *The Lady of Shalott* and *Ulysses* by Alfred, Lord Tennyson.
- Read *My Last Duchess* by Robert Browning.
- Read *Dover Beach* by Matthew Arnold.
- Read *To an Athlete Dying Young* by A.E. Housman.
- Read *Ah, Are You Digging on My Grave* by Thomas Hardy.
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.

**Extension:**

- Students may read other works by Victorian authors in order to analyze the similarities and differences in his treatment of character, theme, symbolism, point of view, and purpose.

**Remediation:**

- Students who need remediation may access notes, study guides, and online assistance.
- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Modernism

**Time Frame:** One week

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Students will analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read *The Hollow Men* by T.S. Eliot.
- Read an excerpt from *Heart of Darkness* by Joseph Conrad.
- Read an excerpt from *A Portrait of an Artist as a Young Man* by James Joyce.
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other works by modern authors in order to analyze the similarities and differences in his treatment of character, theme, symbolism, point of view, and purpose.

**Remediation:**

- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Short Fiction

**Time Frame:** Four Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Students will read and analyze the following stories for character development and other elements of fiction: *The String*, by Guy de Maupassant; *The Conjuror Made Off with the Dish*, by Naguib Mahfouze; *Sleepy*, by Anton Chekhov.
- Students will read and analyze the following stories for their development of plot and other elements of fiction: *A Very Old Man with Enormous Wings*, by Gabriel Garcia Marquez; *Wakefield*, by Nathaniel Hawthorne; *The Lottery*, by Shirley Jackson.
- Students will read and analyze the following stories for the effect of setting as well as other elements of fiction: *Looking for a Rain God*, by Bessie Head; *Orientation*, by Daniel Orozco.
- Students will read and analyze the following stories for the effect of point of view as well as other elements of fiction: *My Oedipus Complex*, by Frank O'Connor; *When I married, I became an old woman*, by Robert Lennon; *Girl*, by Jamaica Kincaid.
- Students will read and analyze the following stories for the effect of symbolism as well as other elements of fiction: *Tattoo*, by Junichiro Tanazaki; *A Visit of Charity*, by Eudora Welty; *The Yellow Wallpaper*, by Charlotte Perkins Gilman.

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.



**Extension:**

- Students may read other works by these authors in order to analyze the similarities and differences the author's treatment of character, theme, symbolism, point of view, plot, setting, and tone.

**Remediation:**

- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Poetry

**Time Frame:** Three Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Use the various terminology associated with poetry.
- Analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read the following poetry in order to study works NOT written by British authors so that they can prepare for the AP text:
  - Summer Solstice* by Sharon Olds
  - Forgiving My Father* by Lucille Clifton
  - Those Winter Sundays* by Robert Hayden
  - My Father, in Heaven, Is Reading Out Loud* by Li-Young, Lee
  - The Love Song of J. Alfred Prufrock* by T.S. Eliot
  - I Have Three Daughters* by Ruth Stone
  - Daddy* by Sylvia Plath
  - The Terrorist, He Watches* by Wislawa Szymborka
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.

**Extension:**

- Students may read other poems by these authors in order to analyze the similarities and differences the author's treatment of character, theme, symbolism, voice, figurative language, imagery, sound devices, and tone.

**Remediation:**

- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford

## Curriculum Scope and Sequence

**Title of Planned Course:** Advanced Placement Literature and Composition

**Subject Area:** English

**Grade Level:** Twelve

**Unit:** Greek Tragedy

**Time Frame:** Four Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Compare the conventions of Greek theater to those of Elizabethan theater.
- Analyze the development of tragic heroes.
- Analyze the use of irony throughout Greek plays.

**Core Activities:** Students will complete/participate in the following:

- Read *Oedipus* and *Antigone* by Sophocles.
- Read independently the texts listed above.
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context.
- Analyze how the author achieves his or her intended effect.

**Extension:**

- Students may read other plays by Sophocles in order to analyze the similarities and differences the author's treatment of tragic heroes.

**Remediation:**

- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford

<b>Scoring Components</b>	<b>Page(s)</b>
<b>SC1</b> The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).	4, 6
<b>SC2</b> The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.	3,4, 5
<b>SC3</b> The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.	3,4, 6, 8,
<b>SC4</b> The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.	4, 6, 7,
<b>SC5</b> The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.	3,5, 6
<b>SC6</b> The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.	7
<b>SC7</b> The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.	6 ,8
<b>SC8</b> The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.	5, 6, 7, 8, 10
<b>SC9</b> The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.	6, 7, 8
<b>SC10</b> The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.	6
<b>SC11</b> Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).	6, 8
<b>SC12</b> The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.	4, 5, 7
<b>SC13</b> The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.	4, 5, 9
<b>SC14</b> The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.	5, 6, 8
<b>SC15</b> The AP teacher provides instruction and feedback on students' writing assignments both before and	4, 7

after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.	
<b>SC16</b> The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.	5, 9

## AP English Language and Composition Syllabus

### Course Overview

This course is designed to follow the requirements for the English Language and Composition Advanced Placement Exam. This is an AP course in English Language and Composition that engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and 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 generic conventions and the resources of language contribute to effectiveness in writing (Collegeboard 2010).

Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with novels, essays, letters, speeches, images, and imaginative literature. Featured authors include:

Khaled Hosseini, Nathaniel Hawthorne, Arthur Miller, Ralph Waldo Emerson, Henry David Thoreau, Zora Neale Hurston, F. Scott Fitzgerald, Toni Morrison, Martin Luther King Jr., Virginia Woolf, Benjamin Franklin, William Faulkner, Amy Tan, Walt Whitman, George Orwell, Mark Twain, and Tim O'Brien. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

### Central course textbooks:

Graff, Gerald, and Cathy Birkenstein, Russel Durst. *They Say/I Say: the Moves that Matter in Academic Writing with Readings*. 2nd edition. New York: W.W. Norton & Co, 2012.

Hacker, Diana, and Nancy Sommers. *The Bedford Handbook*. 9th edition. Boston: Bedford/St. Martin's, 2013.

*Holt McDougal Literature: American Literature*. Ed. Janet Allen. New York: Holt, 2012.

Moliken, Paul, Douglas Grudzina and Brendan McGuigan. *Rhetorical Devices: A Handbook and activities for Student Writers*. United States: Prestwick House, 2007.

Shea, Renée, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. 2nd edition. Boston: Bedford/St. Martin's, 2012.

Course reading and writing activities should help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. By early May of the school year, students will have nearly completed a course in close reading and purposeful writing. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of nonfiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

The course is constructed in accordance with the guidelines described in the *AP English Course Description*.

## Course Planner

### **First Quarter: American Ideals: Triumphs and Pitfalls (August 25- October 29)**

The course opens with an immediate follow-up on a summer assignment, which consists of reading three novels and analyzing author's style in relation to author's purpose. **[SC3]** By choosing self-selected quotes, students recognize the importance of tone, diction, and syntax in reference to purpose in Khaled Hosseini's *The Kite Runner*, Tim O'Brien's *The Things They Carried*, and Nathaniel Hawthorne's *The Scarlet Letter*. They consider rhetorical context – subject, occasion, context, and purpose—as they focus on close reading. They study the analysis of arguments, staking claims, and presenting evidence (Chapter 1: “An Introduction to Rhetoric: Using the Available Means” and Chapter 3: “Analyzing Argument: From Reading to Writing” from *The Language of Composition: Reading, Writing, Rhetoric*). The entire class considers the substance and context of William Faulkner's Nobel Prize acceptance speech.

**Major Writing Assignment #1:** After considering Faulkner's closing statement concerning “the writer's duty,” students select key passages from *The Kite Runner*, *The Things They Carried*, and *The Scarlet Letter*, that allow them to discuss the purpose of each novel. Then they draft an essay in which they analyze their selected passages, illustrating how each writer fulfills Faulkner's “writer's duty” concept. **[SC5]** Students may draw on their summer reading assignments and subsequent class work with the novels. Following discussions over their drafts



with me, students revise, prepare, and submit final versions of their essays. **[SC2] DUE: September 19.**

Focus on rhetorical purpose and language continues as students read *La Relacion*, a report by Alvar Nunez Cabeza de Vaca, *Sinners in the Hands of an Angry God* by Jonathan Edwards, “To My Dear and Loving Husband” and “Upon the Burning of Our House, July 10<sup>th</sup>, 1666” by Anne Bradstreet. Emphasis on close reading and annotation continues with these selections (Chapter 2: “Close Reading: The Art and Craft of Analysis” from *The Language of Composition: Reading, Writing, Rhetoric*). Students develop the habit of accounting for their close reading in a variety of ways—questions, annotating, graphic organizers, and double-entry journals. **[SC3]** In a focused discussion on the importance of considering audience and context, the following will be investigated: *How to Detect Propaganda, Nonviolent Language*, and from *Words that Work* in Chapter 10 “Language” from *The Language of Composition: Reading, Writing, Rhetoric*.

**Major Writing Assignment #2:** After reading and annotating *How to Detect Propaganda, Nonviolent Language*, and from *Words that Work* students will choose a speech and a visual in which they investigate rhetoric and write an analysis of the rhetorical devices used **[SC1& SC4]**.

Each student prepares for two major student/teacher writing conferences. **[SC2]** The first conference occurs during the essay’s “discovery” phase as each student reports on initial efforts to fashion his or her text. During this conference, I will listen and respond as each student conveys what’s happening with his or her text; students learn to choose language in order to create the tone they desire in their work. This discussion builds on vocabulary development exercises in class, helping students to recognize the need for first knowing, and, second, using the exact word. **[SC12]** In the second conference students identify portions of the piece that require additional attention and discussion. **[SC2]** Conference interactions will typically include discussion of diction, syntax, evidence, and tone. As drafting proceeds, some students may ask about deepening the development of their texts by including additional concrete details. **[SC15]** Others may seek help on emphasizing key ideas by revisiting or rearranging words, sentences, or whole sections. **[SC13]** Each student’s ear and voice come into play during the conferring phase of the revision process.

Student work on this essay is further informed by readings in Chapter 10 “Language” from *The Language of Composition: Reading, Writing, Rhetoric*. **Due: October 6.**

**Major Writing Assignment #3:** With an awareness of rhetoric and appeals, students read Arthur Miller’s *The Crucible*. During the unit, students work in small groups, becoming experts on one of several key scenes. Then they get to apply their knowledge of rhetoric to a pivotal scene. They write an essay in which they analyze the rhetoric of the scene, as well as compare and contrast the scene to Senator Joseph McCarthy attacks Edward R. Murrow on CBS, video clip, [www.AmericanRhetoric.com](http://www.AmericanRhetoric.com), in reference to its historical context.

They are asked to consider such elements as the use of appeals, choice of details, and audience. In this way they apply their appreciation of the language of the play and their understanding of rhetoric and appeals in an evaluation of argument. **[SC5 & SC16]** Students must carefully consider and thoughtfully discuss two related excerpts taken from the scene while comparing and

contrasting with Joseph McCarthy attacks Edward R. Murrow on CBS. Students discuss the organizational features of their papers in conferencing. [SC2 & SC14] After their papers have been completed, students view the film version of *The Crucible* and explore how its visual elements correspond with the language of the play and its themes. [SC8]

### **Vocabulary**

Students will work to gain vocabulary and practice using new terms in context in order to develop a wide-ranging vocabulary used appropriately. Students will be given an SAT packet of vocabulary words. Students will have biweekly vocabulary assessments and/or quizzes testing their ability to use the word in context. [SC12]

### **Discussion**

The course offers many opportunities for students to collaboratively practice the skills they need, derived from my belief that learning can only occur if students have opportunities to check their understanding and clarify their thinking.

### **Style**

Because style is a major component of writing skill, students review the use of appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, students complete sentence and paragraph-imitation exercises; later, they are expected to highlight their use of these phrases in their major compositions. [SC13] In addition, students receive instruction in how to recognize and incorporate figures of rhetoric in a piece of writing. Our study includes allusion, amplification, anadiplosis, analogy, antanagoge, antithesis, aporia, apostrophe, asyndeton, chiasmus, climax, conduplicatio, distinctio, enumeratio, epistrophe, epithet, eponym, exemplum, hyperbaton, hyperbole, hypophora, litotes, metabasis, metaphor, metonymy, parallelism, parataxis, parenthesis, personification, polysyndeton, procatalepsis, rhetorical question, sententia, simile, symploce, synecdoche, understatement, and zeugma.

## **Second Quarter: The Individual's Role in American Society and the Influence of Pop Culture on that Role**

**(October 30-January 15)**

The second quarter begins with Chapter 4: "Synthesizing Sources" from *The Language of Composition: Reading, Writing, Rhetoric*. Students will investigate the use of sources to inform an argument, and appeal to an audience.

Students complete their first timed essay. The chosen topic is drawn from Chapter 4 "Synthesizing Sources" from *The Language of Composition: Reading, Writing, Rhetoric*. These tasks require students to read closely and account for how language and rhetoric are purposefully employed. [SC1 & SC5]

During the second quarter, students encounter personal essays, historical speeches, and memoirs that are generally related by subject but are markedly different in purpose and strategies. Chapter 6: “Community” from *The Language of Composition: Reading, Writing, Rhetoric* will ask students to contemplate the idea of “community” and the individual’s role within community. Readings include King, Thoreau, Emerson, Okada, Henry, and Douglass. Students will analyze author’s use of rhetorical strategies and techniques through informal writing assignments. [SC7] Students will complete the Multiple Choice Project for AP exam questions. After discussing types of questions and question construction, students will work in groups to develop multiple-choice questions practice texts of the AP exam.

**Major Writing Assignment #4:** Students will write an essay describing an experience from his or her life that has brought some personal insight, demonstrating awareness of how to use language and rhetoric to best engage their readers. Students will peer edit in writing groups. Students will also conference with the me, and I will comment on individual drafts through the use of GoogleDocs. [SC4 & SC14] Students also include a visual representation of the experience which they must explain in relation to their essay. [SC8]

**Major Writing Assignment #5:** Prompt: What is the individual’s duty to his or her government? What is the government’s duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations. Refer to the sources by authors’ last names or by titles using MLA format. Avoid mere paraphrase or summary. [SC9, SC10 & SC11]

The second quarter will close out with a reading of Chapter 11: “Popular Culture” from *The Language of Composition: Reading, Writing, Rhetoric* which will ask students to examine the connections between the past and the present in order to imagine the future. Students will focus on analyzing purpose and argument in readings that include McBride, Twain, Johnson, and Klosterman. In addition to nonfiction readings, students will examine the poetry of Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, and the Harlem Renaissance. These authors will not only fit in thematically, but students begin to realize how a reading of any text is, indeed, an argument. The usefulness of their journals becomes clear at this point, and they recognize that a reading of a poem—an interpretation—is an argument, one that must be validated with support from the text. In addition, in the journals, students will be expected to consider the choices made by the directors of *Voices and Visions: Emily Dickinson*. Why were some works included in the film and others not? As students analyze those choices, they will seek to identify the “argument” of the film. [SC3]

### **First Semester Exam**

At the end of the second quarter and first semester (January 16), students take an 80-minute exam featuring two AP free-response questions from released exams—one focusing on prose analysis and rhetoric, the other on argument. [SC6]

### **Third Quarter: Belonging in American Society: Gender Roles**

**(January 16- March 23)**

After midterm exams, we will close out our study of “Popular Culture” with a persuasive essay.

**Major Writing Assignment #6:** Using readings from Chapter 11: “Popular Culture” from *The Language of Composition: Reading, Writing, Rhetoric*, students will respond to the following prompt in a persuasive essay: Explain why the export of American culture has either a positive or a negative effect on the cultures and societies that adopt it. [SC6 & SC15]

Reading of Chapter 8: “Gender” from *The Language of Composition: Reading, Writing, Rhetoric* which will ask students to examine socially constructed gender roles and the effects of gender roles in reference to bias. Students will continue to focus on argument. In addition to reading text by Woolf, Franklin, Piercy, and Tannen, students will investigate gender roles in “The Devil and Tom Walker,” “The Masque of the Red Death,” “Dr. Heidegger’s Experiment,” “The Story of an Hour,” and “A Rose for Emily.” Students will keep a double entry journal cataloging the beliefs presented.

**Major Writing Assignment #7-** From popular magazines and newspapers, students will collect ads that reflect stereotypes about the roles of men and women, as well as ads that show men and women in a more progressive light. Students will first work in groups to collect and analyze the ads, making lists of both kinds of ads. Students will determine which kinds of products show men and women breaking gender stereotypes. Which stereotypes are more common in these ads--stereotypes about women or men? Then, working individually, students will write a report that discusses what the ads show about American values, beliefs, and attitudes towards gender roles. [SC4 & SC8]

**Major Writing Assignment #8-Research Paper [SC9]**

- Students will write a short research paper that presents an argument of their own inspired from any of the topics and issues discussed this year in AP Language. This paper will require the analysis and synthesis of ideas from an array of sources. Students must have their thesis statements with a clear position approved prior to writing their actual papers. [SC12]  
Students will evaluate, use, and cite a minimum of five primary and secondary sources as they establish their claims, refute their opposition and come to conclusions about the issue as they complete their researched argument paper.
- Students will follow the writing process of pre-writing, drafting, revising, and editing a composition.
- Students will use the library including databases to research their topics.
- Students may peer edit student drafts, group edit, and/or seek the teacher’s assistance with particular editing questions.
- Students will produce a final draft that follows MLA format.[SC11]

**Fourth Quarter: Belonging in American Society: Economic Struggles**

**(March 24-June 3)**

Beginning the fourth quarter, students focus on Chapter 7: “Economy” from *The Language of*

*Composition: Reading, Writing, Rhetoric* to examine our “national mythology” of the American Dream, the meaning of economics in our lives, the plight of the poor, the future of the American Dream, and materialism in American culture. Students will focus on analyzing prose and enhance their study with the reading of *The Great Gatsby*. They are responsible for identifying and understanding its elements: characterization, setting, initial incidents, conflicts, climaxes, resolutions, and conclusions, as well as identify and comment on the rhetorical and stylistic choices that the author makes. [SC3]

**Major Writing Assignment #9-** Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least five sources from this unit, including *The Great Gatsby* write an essay that discusses the position of the outsider in society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations, using MLA format. Refer to the sources by authors’ last names or by titles. Avoid mere paraphrase or summary. [SC9]

### **Focused Test Preparation:**

**Synthesis Project:** The class will be divided into groups of 4. Each group will select a potential topic, which the teacher will approve. Each group then carefully creates the background to the topic, and the directive for the students to follow. They will copy and accurately produce the format of the AP synthesis questions. I will edit the directives for each group. [SC14]

Each group then searches for 6-7 sources, including at least one graph, cartoon, or photo. All of these sources must be printed in full. [SC7 & SC8]

Each group shares its complete question, and the class chooses what the students think is best or the most interesting. All students (except for the winning group) write their answers. The winning group can write a response to the question that came in second. Students will have a 15 minute reading time and a 40-45 minute writing time.

Students will participate in a series of practice tests. We will evaluate practice essays and discuss testing strategies.

### **AP Test- May 13**

In our school calendar, there are three weeks left in the quarter after the AP English Language and Composition Exam, allowing for a variety of activities and assignments to be completed in that time frame. We may read a novel or drama as a transition to AP English Literature and Composition, or study techniques in composing the college application essay.

### **Additional Teaching Strategies**

Even though students in an AP English Language and Composition course may be strong readers and writers, they still need a bank of strategies to draw from as they encounter challenging text. The most effective strategies are those that teach students how to infer and analyze.

### **Subject-Occasion-Audience-Purpose-Speaker-Tone (SOAPSTone) [SC16]**

This is a text analysis strategy as well as a method for initially teaching students how to craft a more thoughtful thesis. The SOAPSTone strategy was developed by Tommy Boley and is taught in the College Board workshop “Strategies in English Writing— Tactics Using SOAPSTone”:

- Speaker: the individual or collective voice of the text
- Occasion: the event or catalyst causing the writing of the text to occur • Audience: the group of readers to whom the piece is directed
- Purpose: the reason behind the text
- Subject: the general topic and/or main idea
- Tone: the attitude of the author

### **Syntax Analysis Chart**

A syntax analysis chart is an excellent strategy for style analysis as well as an effective revision technique for a student’s own writing. [SC13] One of the key strategies mentioned in *The AP Vertical Teams® Guide for English*, published by the College Board, the syntax analysis chart involves creating a five-column table with the following headings: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This reflective tool not only helps students examine how style contributes to meaning and purpose but also helps students identify various writing problems (repetitiveness, possible run-ons or fragments, weak verbs, and lack of syntactical variety). In addition, students are made aware of their own developing voices and use of diction.

### **Overview-Parts-Title-Interrelationships-Conclusion (OPTIC)**

The OPTIC strategy is highlighted in Walter Pauk’s book *How to Study in College* and provides students with key concepts to think about when approaching any kind of visual text. [SC8]

A sample OPTIC lesson would include the following steps:

1. Provide students with a single visual text that presents a position or point of view on an issue.
2. Pair students and lead them through the OPTIC strategy, step by step.
  - O is for *overview*—write down a few notes on what the visual appears to be about.

- P is for *parts*—*zero in on the parts* of the visual. Write down any elements or details that seem important.
  - T is for *title*—*highlight* the words of the *title* of the visual (if one is available).
  - I is for *interrelationships*—*use* the title as the theory and the parts of the visual as clues to detect and specify the *interrelationships* in the graphic.
  - C is for *conclusion*—*draw a conclusion* about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.
3. Debrief the effectiveness of the strategy in analyzing visuals.
  4. Compare and contrast the visual with a piece of expository text dealing with the same subject but perhaps a different position.

### **Student Evaluation**

Students' grades are based on an accumulated point system. Each graded assignment or activity is assigned a certain number of points based on its complexity and overall importance to the objectives of the course. Typically each assessment within each quarter equates to about one-eighth of the total average for that marking period. At the end of each quarter, the student's quarter grade is determined by dividing the number of points earned by the number of points possible.

Students earn both numbered scores and grades on AP prompts they take during the year. The grade associated with particular AP essay scores varies according to the time of year, that is, a very good essay written in November earns a higher grade than a similar essay written in April. That's because students are at work building the skills needed to succeed as the year proceeds.

In this course, student thinking, writing, reading, listening, and speaking are at the center of class activity. Grading is viewed in this context. I continually assess student performance and progress, as evidenced by papers, in-class task commitment, homework, and daily preparation. Course products are regularly reviewed. One goal of my evaluation is to enable students to become more comfortable with self-assessment.

The usual A–B–C–D–F system is used to grade student work each quarter. I discuss grades with students in conferences during the marking periods. In addition to the usual grades, an unsatisfactory finished piece of writing may, at my discretion, receive a grade of R, indicating that it may be revised or reworked, then resubmitted for a grade, without penalty.

I regularly observe and assess student knowledge and ability. I collect and assess student products, such as finished written pieces, on-demand writing, homework, tests and quizzes, response journals, and class notes.