

RUTHERFORD PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS
AP ENGLISH LANGUAGE AND COMPOSITION
CURRICULUM
2015

Approved by the Rutherford Board of Education
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Revision to Remove CCSS and Replace with NJSL
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INTRODUCTION

The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of 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 genre conventions and the resources of language contribute to effectiveness in writing.

The AP English Language and Composition course fulfills the eleventh grade requirement for English. It is designed for homogeneously grouped students who have met the criteria established by the English Language Arts department for admission. Through their course work, they will become skilled readers and flexible writers who can compose in a variety of modes for a variety of purposes.

The students selected for the Advanced Placement Program are chosen because of their proven ability in language arts as well as their desire to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Students enrolled in the class are prepared to take the Advanced Placement test in Language and Composition by the end of the year.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- The Language of Composition
 - Reading
 - Close Reading
 - Analyzing Style
 - Understanding Stylistic/Literary Elements
 - Writing
 - Staking a Claim
 - Presenting Evidence
 - Shaping Argument

- Understanding Stylistic/Compositional Elements
- Rhetoric
 - The Rhetorical Situation
 - Rhetorical Analysis
 - Determining Effective and Ineffective Rhetoric
 - Glossary of Rhetorical Terms
- The Research Paper
 - The AP English Literature and Composition Research Paper will follow the MLA (Modern Language Association) style.
 - Students will spend time in the library and the computer lab to research their topics.
 - The paper will be evaluated according to the teacher's criteria.
- Writing Styles
 - Summer Reading Project
 - Writing a Description
 - Writing a Narrative
 - Writing an Example Based Essay
 - Writing a Classification Essay
 - Writing a Process Analysis
 - Writing a Comparison and Contrast Essay
 - Writing a Definition Essay
 - Writing a Cause and Effect Essay
 - Writing a Synthesis Essay
 - Writing an Argument
 - Writing an Analysis
 - Writing an Analogy
 - Journal Writing
 - Writing the College Essay
 - Writing the Creative Essay
 - Writing with Humor
 - Writing with Irony
 - Writing Satire
- Writing Development
 - Stylistic development is nurtured by emphasizing the following:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
 - A balance of generalization and specific illustrative detail
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

- Reading Genres
 - Non-Fiction Essay
 - The Elements of The Essay
 - Thesis
 - Unity
 - Organization
 - Beginnings and Endings
 - Paragraphs
 - Transitions
 - Effective Sentences
 - The Language of the Essay
 - Diction
 - Tone
 - Figurative Language
 - Rhetorical Devices
 - Literature
 - Reading a Story
 - Plot
 - Point of View
 - Character
 - Setting
 - Tone and Style
 - Theme
 - Symbol
 - Literary Devices
- Sample/Practice AP Exams

METHODS OF ASSESSMENT

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Sample/Practice AP Exams

- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - Throughout the year the teacher will provide the language arts supervisor with suggestions for improving and changing the curriculum in regard to meeting the course objectives and their alignment with state standards.

GROUPING

AP English Language and Composition is designed for homogeneously grouped juniors who have met the criteria established by the English Language Arts department for admission into the Advanced Placement program.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

AP English Language and Composition is a full year course.

RESOURCES

- References
 - Teachers may use the many resources made available to them in the English office, the school and local libraries. Additionally, the comprehensive databases available in the Rutherford High School Library may be utilized. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Students shall use technology as a research tool. Teachers shall use technology to enhance their lesson plans to provide additional information and practice for students.
 - Students in AP English Language and Composition shall understand that technological applications such as a SMARTBoard, PowerPoint, and/or iMovie are tools to enhance the written word, but are not substitutes for the written word.
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
- Texts
 - *The Language of Composition: Reading, Writing, Rhetoric, 2nd Edition*. Bedford St. Martin's, 2013

- Supplemental Readings/Materials
 - Any text appearing on any AP Released exam
 - Audiotapes, videotapes, CD's, DVD's
 - *Vocabulary Power Plus for the New SAT*. Prestwick House, 2013.
 - Teacher selected supplemental materials (essays, articles, journals)
 - *MLA Handbook for Writers of Research Papers, Seventh Edition*. Modern Language Association, 2009.
 - *A Guide to MLA Documentation, Seventh Edition*, Houghton Mifflin, 2006.
 - *Merriam-Webster's Dictionary and Thesaurus*, 2007.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and

employability.

SUGGESTED ACTIVITIES

Upon completing the AP English Language and Composition course, students should be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination is possible with the social studies department. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in professional opportunities offered by the Board of Education and other organizations. It is suggested that teachers of AP English Language and Composition attend workshops provided by the College Board.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

Advanced Placement English Language and Composition: Curriculum Map

September	October	November	December	January
The Elements of the Essay	Writing a Description	Writing a Classification Essay	Writing a Comparison and Contrast Essay	Writing a Synthesis Essay
The Language of the Essay	Writing a Narrative	Writing a Process Analysis	Writing a Definition Essay	Literary Devices Review
Literary Devices	Writing an Example Based Essay	Literary Devices Review	Writing a Cause and Effect Essay	AP Test Preparation
College and/or Personal Essay	Literary Devices Review	AP Test Preparation	Literary Devices Review	SAT Test Preparation
AP Test Preparation	AP Test Preparation	SAT Test Preparation	AP Test Preparation	Mock AP Exam #1
SAT Test Preparation	SAT Test Preparation		SAT Test Preparation	
<i>*Students will read/analyze and write each style listed above.</i>	<i>*Students will read/analyze and write each style listed above.</i>	<i>*Students will read/analyze and write each style listed above.</i>	<i>*Students will read/analyze and write each style listed above.</i>	<i>*Students will read/analyze and write each style listed above.</i>

February	March	April	May	June
<p>Writing an Argument</p> <p>Writing an Analysis</p> <p>Literary Devices Review</p> <p>AP Test Preparation</p> <p>SAT Test Preparation</p> <p><i>*Students will read/analyze and write each style listed above.</i></p>	<p>Writing an Analogy</p> <p>Literary Devices Review</p> <p>AP Test Preparation</p> <p>SAT Test Preparation</p> <p>Mock AP Exam #2</p> <p><i>*Students will read/analyze and write each style listed above.</i></p>	<p>Writing with Humor</p> <p>Writing with Irony</p> <p>Writing Satire</p> <p>Literary Devices Review</p> <p>AP Test Preparation</p> <p>SAT Test Preparation</p> <p>Mock AP Exam #3</p> <p><i>*Students will read/analyze and write each style listed above.</i></p>	<p>AP Exam Review and Final Preparation</p> <p>Writing the Creative Essay</p> <p>Literary Devices Review</p> <p>SAT Test Preparation</p> <p><i>*Students will read/analyze and write each style listed above.</i></p>	<p>SAT Test Preparation</p> <p>Final Project – Novel/Film Synthesis/Analysis</p> <p><i>*Students will read/analyze and write each style listed above.</i></p>