

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

Revised by the RBOE June 15, 2015

Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016

INTRODUCTION

The purpose of the AP English Literature and Composition course is to enable the student to write with competence, to read with understanding, to speak with precision and, most importantly, to think creatively and critically. Based upon the study of world literature, the program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.

The AP English Literature and Composition course fulfills the twelfth 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 study the various genres and periods of literature in a challenging setting. Students enrolled in the class are prepared to take the Advanced Placement test in Literature and Composition by the end of the year. They may also choose to take the Advanced Placement test for Language and Composition.

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

- Essay Writing
 - Genre and Styles of Essays
 - 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
- Journal writing
- Literature
 - Reading a Story
 - Plot
 - Point of View
 - Character
 - Setting
 - Tone and Style
 - Theme
 - Symbol
 - Literary Devices
- Poetry
 - Poetic devices
 - Reading poetry
 - Interpreting poetry
 - Writing poetry
- Projects and Reports
 - Group projects
 - Oral presentations
 - Group presentations
- Research paper
- 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 Literature and Composition is designed for homogeneously grouped seniors 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 Literature 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
 - *Literature: An Introduction to Reading and Writing, 4th Edition*
 - *Othello* or *Titus Andronicus*
 - *The Metamorphosis*
 - *Heart of Darkness*
 - *Things Fall Apart*
 - *Remains of the Day*
 - *Sound and Sense, 9th Edition*
- Supplemental Readings/Materials
 - Any text appearing on any AP Released exam
 - Audiotapes, videotapes, CD's, DVD's
 - 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.

- Optional Readings
 - *Great Expectations*
 - *Beloved*
 - *The Awakening*
 - *Regeneration*
 - *Waiting for Godot*
 - *The Poisonwood Bible*
 - *Invisible Man*
 - *Wuthering Heights*
 - *Catch-22*
 - *Their Eyes Were Watching God*
 - *1984*
 - *Theban Plays*
 - *Rosencrantz and Guildenstern are Dead*
 - *The Stranger*

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 world 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

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Write for a variety of purposes
- Write the college essay
- Create and sustain arguments based on readings, research and/or personal experience
- Evaluate literature based upon thematic conventions
- Synthesize literature based upon historical themes and ideals
- Evaluate filmed/performed representations of literature
- 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
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Socratic Seminars
- Critical Reading
- Research – MLA citation style and works cited
- Reason – Inductive and Deductive Reasoning in Writing
- Reason – Methods of Argument

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination is possible with the business and technology departments. 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 Literature 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 Literature: Curriculum Map

September	October	November	December	January
Short Story Unit College and/or Personal Essay AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	<i>The Metamorphosis</i> AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	Shakespeare Selection AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	Shakespeare Selection AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	<i>Heart of Darkness</i> AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>
February	March	April	May	June
<i>Things Fall Apart</i> College and/or Personal Essay AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	<i>Remains of the Day</i> AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	<i>Theban Plays</i> AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	Film/Literature Studies AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>	Film/Literature Studies AP Test Preparation SAT Test Preparation <i>*Students will read/analyze and write about each text listed above.</i>

