

AP English Language and Composition (#1120) (AP American Literature and Composition)

Description Students in AP English Language and Composition will read and carefully analyze a broad and challenging range of fiction and nonfiction prose selections primarily from American Literature, deepening their awareness of rhetoric and how language works. Students will be introduced to the rhetorical triangle and its importance in connecting the writer, the reader, and the text, through ethical appeal (ethos), emotional appeal (pathos), and logical appeal (logos). This triangle establishes the basis for all forms of argumentation that will be analyzed and practiced throughout the year. Through close reading and frequent writing, students will enhance their ability to work with language and text with a greater awareness of purpose and strategy, while fostering a genuine understanding of establishing a purpose, identifying an audience, and creating an argument while developing their own essays. Course readings feature expository, analytical, personal, informational, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and creative literature. In addition, students will analyze both primary and secondary sources and they will learn to synthesize the information from these sources in their own compositions. This course prepares students to take the CollegeBoard AP English Language and Composition test in May.

Credits 1 One

Prerequisites Junior

**Textbooks/
Resources** *Writing America: Composition in Context*, Pearson AP Edition 1e, 2014 (ISBN # 9780132748803 – 1 per student; online)
Hodges' Harbrace Handbook (15th Edition), Thomson/Wadsworth, 2004 (ISBN# 083840345X – 1 per student)
AP Student Test Prep and Study Guide Workbook, Pearson, 2014 (ISBN# 9780133258929 – class set of 40)
Advanced Word Power, Townsend Press, 2003 (ISBN# 0944210465 -class set of 40)
Variety of quality print and digital literature and informational text:

- *Prentice Hall Literature: Penguin Edition* (Grade 11), 2007 (ISBN# 0131317199 – class set of 40)
- *One Hundred Great Essays*, Penguin 5th Edition, 2012 (ISBN# 9780321872630 – class set of 40)
- *Prose Models*, Thomson/Heinle, 2001 (ISBN# 0155064134 – class set of 40)

Required Assessments District-wide standards-based assessments identified
Board Approved Revised June 24, 2013

AASD Guiding Principles for Teaching and Learning for K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for English Language Arts:

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:

AASD students who are college and career ready in English Language Arts will...

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

| | Essential Learning Objectives | Performance Indicators | Classroom Assessments |
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| Reading: Literature/Informational Text | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text, including determining where the text leaves matters uncertain. (RL.11-12.1/RI.11-12.1)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. synthesizes, b. combines background knowledge with details from the text to draw conclusions, c. identifies which parts of the text are difficult to comprehend and apply appropriate fix-up strategies to try to understand them, d. makes reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations, and e. analyzes an author's implicit and explicit assumptions and beliefs about a subject. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • Literature Circles with oral presentations • Panel discussions • Journal free writes • Dialectical journals • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Reading comprehension quizzes • Vocabulary journals • Vocabulary quizzes • Shorter formative reading checks |
| | <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies multiple themes in a text, b. analyzes the way in which the themes and/or meaning(s) of a selection represent a view or comment on life using diverse lenses (ethnic, gender, etc.) and providing textual evidence to support the claim, and c. provides an objective summary of the text. | |

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| Reading: Literature/Informational Text | <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.11-12.3)</p> <p>Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p> | <p>Performance will be satisfactory when the student:</p> <p>a. analyzes the author’s use of elements such as setting, plot development, and characters and</p> <p>b. analyzes the author’s use of methods of development, (e.g., hyperbole, understatement, humor, sarcasm, dialect, diction, tone, dramatic and situational irony).</p> | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • Literature Circles with oral presentations • Panel discussions • Journal free writes • Dialectical journals • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Reading comprehension quizzes • Vocabulary journals • Vocabulary quizzes • Shorter formative reading checks |
| | <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (RL.11.4/RI.11.4)</p> | <p>Performance will be satisfactory when the student:</p> <p>a. analyzes the impact of specific word choices on meaning, tone, originality, and creativity and</p> <p>b. determines the literal & figurative meaning of words and phrases as they are used in text.</p> | |

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| Reading: Literature/Informational Text | <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.11-12.5)</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes the literary devices used to determine the rhetorical and/or aesthetic purposes of a text, b. evaluates the literary devices used to determine aesthetic purposes of a text, c. analyzes rhetorical devices (arguments, assumptions, fallacies), and d. analyzes the way in which meaning is affected by the pattern of organization, repetition of the main ideas, organization of language, and word choice in the text. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • Literature Circles with oral presentations • Panel discussions • Journal free writes • Dialectical journals • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Reading comprehension quizzes • Vocabulary journals • Vocabulary quizzes • Shorter formative reading checks |
| | <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes the author’s implicit and explicit treatment of point of view and b. identifies and explain an author’s use of rhetorical and linguistic strategies. | |

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| Reading: Literature/Informational Text | <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.) (RL.11-12.7)</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</p> | <p>Performance will be satisfactory when the student:</p> <p>a. compares and contrasts versions of the same work presented across genres (different types of writing) and</p> <p>b. assesses how different versions/genres affect interpretations.</p> | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • Literature Circles with oral presentations • Panel discussions • Journal free writes • Dialectical journals • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Reading comprehension quizzes • Vocabulary journals • Vocabulary quizzes • Shorter formative reading checks |
| | <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (RI.11-12.8)</p> | <p>Performance will be satisfactory when the student:</p> <p>a. analyzes both the features and rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices and</p> <p>b. identifies the premises, purposes, and arguments in informational texts.</p> | |

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| Reading: Literature/Informational Text | <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (RL.11-12.9)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features. (RI.11-12.9)</p> | <p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> compares and contrasts the presentation of similar themes and/or topics across genres (different types of writing), explains how a selection of genres shapes and reflects the theme or topic in a specific time period and/or culture, and identifies purpose and effect of rhetorical strategies in foundational works of American literature. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • Literature circles with oral presentations • Panel discussions • Journal free writes • Dialectical journals • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Reading comprehension quizzes • Vocabulary journals • Vocabulary quizzes • Shorter formative reading checks |
| | <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-12 text complexity band proficiently, with scaffolding as needed. (RL.11-12.10)</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed. (RI.11-12.10)</p> | <p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> reads books at the college-freshman level independently and proficiently, analyzes poetic forms, analyzes subgenres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres, and monitors his or her reading level comprehension and employ the comprehension strategies as needed. | |

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| Writing | <p>11. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. organizes ideas and appeals in a sustained and effective fashion, b. addresses readers’ concerns, counterclaims, biases, and expectations, c. develops a credible claim, and d. understands and applies classical rhetorical appeals (ethos, logos, and pathos). | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Journal free writes • Dialectical journals • Narrative essay • Document based research paper • Short essay exam |
| | <p>12. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context. (W.11-12.2)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension, b. develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic, c. uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts, d. uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, e. establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing, and f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |

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| Writing | <p>13. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)</p> | <p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creates a smooth progression of experiences or events, b. uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters, c. uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution), d. uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters, e. provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative, and f. adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Journal free writes • Dialectical journals • Narrative essay • Document based research paper • Short essay exam |
| | <p>14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in ELOs 11-13 above.) (W.11-12.4)</p> | <p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. consults general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage and b. verifies the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context of in a dictionary.) | |

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| Writing | 15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) | Performance will be satisfactory when the student: a. uses planning, revision, editing, rewriting, or a new approach to strengthen writing, b. explains techniques used to make writing appropriate for purpose and audience, and c. produces writing that is well-developed and strong. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Journal free writes • Dialectical journals • Narrative essay • Document based research paper • Short essay exam |
| | 16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6) | Performance will be satisfactory when the student: a. uses technology (including Internet) to produce, publish, and update individual or shared writing, b. uses technology to link to and display information, c. uses technology to interact and collaborate with others, and d. updates information in response to feedback. | |
| | 17. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) | Performance will be satisfactory when the student: a. uses research to answer a self-generated question or solve a problem, b. narrows or broadens research when appropriate c. synthesizes multiple sources, and d. demonstrates understanding of the subject through research. | |

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| Writing | <p>18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively, b. integrates information into the text selectively to maintain the flow of ideas, c. avoids plagiarism, and d. follows the standard format for citation. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Journal free writes • Dialectical journals • Narrative essay • Document based research paper • Short essay exam |
| | <p>19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. critically reads literary or informational texts, b. identifies argument/claim/message in text and then analyzes credibility of source: author, timeliness, publisher, purpose, et cetera, c. assesses whether reasoning is valid and evidence is relevant, d. identifies false statements and fallacious reasoning e. cites evidence from literary/information text to strengthen research, and f. demonstrates knowledge and explains influence of 18th, 19th, and early 20th century American literature. | |
| | <p>20. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. completes various pieces of writing in appropriately different time frames, b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings, and c. understands that writing pieces are organized and developed based on task, audience, and purpose. | |

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| Speaking & Listening | <p>21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. comes to discussions prepared having read and researched material under study; explicitly draws on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas, b. works with peers to promote civil, democratic discussions and decision-making, sets clear goals and deadlines, and establishes individual roles as needed, c. propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives, d. responds thoughtfully to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task, and e. seeks to understand other perspectives and cultures and communicates effectively with audiences or individuals from varied backgrounds. | <ul style="list-style-type: none"> • Literature Circles with oral presentations • Panel discussions • Individual presentations • Debates and simulations • Dramatic reading/Farrago |
| | <p>22. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. integrates multiple sources of information seen or heard in variety of media or formats, b. makes informed decisions using multiple information sources and media formats, c. problem solves using multiple information sources and media formats, d. evaluates the credibility of sources from a variety of media or formats, e. evaluates the accuracy of sources from a variety of media or formats, and f. notes discrepancies in the evaluation of data. | |

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| Speaking & Listening | <p>23. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3)</p> | <p>Performance will be satisfactory when the student: a. assesses the speaker’s stance and premises and b. identifies links among ideas; evaluates word choices, points of emphasis, and tone used.</p> | <ul style="list-style-type: none"> • Literature Circles with oral presentations • Panel discussions • Individual presentations • Debates and simulations • Dramatic reading/Farrago |
| | <p>24. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4)</p> | <p>Performance will be satisfactory when the student: a. uses techniques for orally presenting information, findings, and supporting evidence, b. orally conveys a clear and distinct perspective, c. presents information with a clear line of reasoning, d. addresses alternative or opposing perspectives, and e. adapts information and delivery to purpose, audience, and range of formal and informal tasks.</p> | |
| | <p>25. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> | <p>Performance will be satisfactory when the student: a. uses multimedia components and visual displays to clarify information, b. uses multimedia components and visual displays to strengthen claims by using evidence, c. uses multimedia components and visual displays to strengthen claims by adding interest, d. uses media ethically, e. uses multimedia components and visual displays to augment their understanding of their findings, f. understands the speaker’s audience, and g. adapts media to formal and informal tasks.</p> | |

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| Speak & Listen | <p>26. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. adapts his/her speech appropriately to task and situation and b. demonstrates command of formal English when appropriate to task and situation. | <ul style="list-style-type: none"> • Literature Circles with oral presentations • Panel discussions • Individual presentations • Debates and simulations • Dramatic reading/Farrago |
| Language | <p>27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested and b. resolves issues of complex or contested usage, consulting both online and print references. | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Vocabulary journals • Vocabulary quizzes • Academic vocabulary/rhetorical terminology • SAT vocabulary |
| | <p>28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies conventions of standard English including capitalization, punctuations, spelling, colons and semicolons, and hyphenation, b. applies understanding of syntax to writing and reading, and c. understands that language can be manipulated for meaning and style. | |
| | <p>29. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3)</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies knowledge of varying syntax to their own writing and to their analysis of complex texts and b. checks reference materials in print or online resources for pronunciation, precise definition, part of speech, etymology or standard usage. | |

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| Language | 30. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4) | Performance will be satisfactory when the student: a. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage, and b. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> • AP style rhetorical analysis essay • AP style synthesis essay • AP style persuasive essay • Annotated articles, stories, or novels • Document based research paper • Short essay exam • Vocabulary journals • Vocabulary quizzes • Academic vocabulary/rhetorical terminology • SAT vocabulary |
| | 31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) | Performance will be satisfactory when the student: a. interprets figures of speech (e.g. hyperbole, paradox) in context and analyzes their role in the text and b. analyzes nuances in the meaning of words with similar denotations. | |
| | 32. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) | Performance will be satisfactory when the student: a. acquires and accurately uses grade appropriate words and phrases independently, b. identifies and investigates vocabulary independently, and c. understands that the extensive vocabulary needed for success in and beyond school is built through reading and study. | |

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| <p>33. <i>Read challenging, stimulating informational texts at the college level.</i></p> <p><i>Italics indicate AASD addition.</i></p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. comprehends and applies ideas from college level journals, reviews, and articles on academic search engines for synthesis and research, b. comprehends historical analysis articles that correspond to the literature components of the course and uses allusions to them when analyzing these pieces, and c. reads a variety of articles on a controversial topic from reputable information sources, forms an educated opinion based on the sources, and writes a synthesis essay using these sources as a means to defend their viewpoint | <ul style="list-style-type: none"> • AP synthesis essay • Research reports or essays • Annotated bibliography • Article annotations • T-chart notes |
| <p>34. <i>Read challenging, stimulating literature at the college level.</i></p> <p><i>Italics indicate AASD addition.</i></p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. accepts the challenge of a rigorous reading schedule, b. accepts and appreciates reading beyond personal interest, c. demonstrates knowledge of significant literary time periods in American literature and the historical events affecting them (including Neoclassicism, Romanticism, Realism, Modernism, Post-Modernism, etc.), d. demonstrates familiarity with the acknowledged classics of American literature, e. demonstrates an awareness of multicultural voices, and f. recognizes the value of great literature as “what the best read consider the best writing.” | <ul style="list-style-type: none"> • AP rhetorical strategy essays • Compare and contrast essays • Historical analysis essays • Dialectal journals • Annotated readings • t-chart notes |
| <p>35. <i>Prepare for the AP exam.</i></p> <p><i>Italics indicate AASD addition.</i></p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. participates in practice exams, including multiple choice and essay questions, improving his/her score over time and b. writes well-developed essay responses as evaluated by the AP essay scoring guide. | <ul style="list-style-type: none"> • AP Essays – rhetorical, persuasive and synthesis • AP Multiple Choice |

Resources and learning activities that address essential learning objectives: