

AP English Literature and Composition (#1270) (AP World Literature and Composition)

Description AP World Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. This course is equivalent to a college freshman English course with an emphasis on written essays through which students learn to articulate ideas concisely and thoroughly. This course also is designed to aid students in preparing for the AP exam.

Credits One

Prerequisites Senior

**Textbooks/
Resources** *Literature and Composition: Reading, Writing, Thinking*, Bedford/St. Martin's, 2011 (ISBN# 9780312388065 – 1 per student)
Variety of quality print and digital literature and informational text:

- *One Hundred Great Essays*, Penguin 5th Edition, 2012 (ISBN# 9780321872630 – class set of 40)
- *Any text appearing on the College Board's list of works of literary merit appearing on the Open-Ended Question.*

**Required
Assessments** District-wide standards-based assessments identified

**Board
Approved** June 24, 2013

Revised

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
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> <p>a. uses strong evidence from a text to support analysis of its central ideas – both those that are stated directly and those that are suggested – and to show where the text leaves matters uncertain.</p>	Annotated Bibliography/ Research Paper
	<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>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 analysis; provide an objective summary of the text. (RI.11-12.2)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. analyzes the development of at least two of a text’s key ideas and themes by showing how they progress and interact throughout the text,</p> <p>b. summarizes the text as a whole without adding his/her own ideas or opinions,</p> <p>c. analyzes the development of at least two of a text’s key ideas by showing how they progress and interact throughout the text, and</p> <p>d. summarizes the text as a whole without adding his/her own ideas or opinions.</p>	Literary analysis essay (in-class or otherwise)

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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> <ul style="list-style-type: none"> a. analyzes the author's choices related to setting, plot structure, and characterization in a story or drama and b. analyzes the specific interactions among a set of ideas, individuals, or a sequence of events in a text. 	<p>Literary analysis essay (in-class or otherwise)</p>
	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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. (Includes Shakespeare as well as other authors). (RL.12.4)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RI.12.4)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes specific words and phrases in the text to determine both their figurative and connotative meanings, as well as how they contribute to the text's tone and meaning as a whole, b. considers multiple-meaning words and vivid language, and c. analyzes specific words and phrases in the text to determine their figurative, connotative and technical meanings, as well as to uncover how an author uses them throughout a text. 	

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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 ways in which the author has been chosen to structure and order the text and determine how those choices shape the text's meaning and affect the reader and b. examines a text's structure and evaluate whether it makes the author's claims clear, convincing, and interesting. 	Literary analysis essay (in-class or otherwise)
	<p>6. Analyze a case in which grasping 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. understands a point of view in which what is really meant is different from what is said or stated and b. understands the author's purpose and perspective on a topic and analyzes how the author uses language to affect the reader. 	Literary analysis essay (in-class or otherwise)

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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 Shakespeare.) (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 multiple interpretations of a story, drama, or poem, and analyzes how each draws from and uses the source text and</p> <p>b. integrates multiple and varied sources of information to address a question or solve a problem.</p>	Discussion/ short on demand writing
	<p>8. Not applicable to literature (RL.11-12.8) Not applicable to Grade 12 (RI.11-12.8)</p>	<p>Performance will be satisfactory when the student:</p>	NA

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Reading: Literature/Informational Text	<p>9. Not applicable to Grade 12 (RL/RI.11-12.9)</p>	<p>Performance will be satisfactory when the student:</p>	<p>NA</p>
	<p>10. By the end of grade 12, 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 12, 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> <p>a. reads and understands grade-level appropriate literary texts by the end of grade 12 and</p> <p>b. reads and understands grade-level appropriate literary nonfiction texts by the end of grade 12.</p>	<p>Literary analysis essay (in-class or otherwise) or Multiple Choice assessment (see example AP tests)</p>

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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> <p>a. writes and develops arguments with strong evidence and valid reasoning that includes:</p> <ul style="list-style-type: none"> • a clear organization of precise claims and counterclaims, • relevant and unbiased support for claims that incorporates audience considerations, • use of transitional words, phrases, and clauses and varied sentence structures to link information and clarify relationships, • a tone and style that is appropriate and that adheres to the conventions, or expectations, of the discipline, and • a strong concluding statement or section that summarizes the evidence presented. 	<p>Research Paper</p>
	<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> <p>a. writes clear, well-organized, and thoughtful informative and explanatory texts with:</p> <ul style="list-style-type: none"> • a clear introduction and an organization that builds on each successive idea, including formats, headings, graphic organizers (when appropriate), and multimedia, • a sufficient variety of support and background information, • appropriate and varied transitions and sentence structures, • precise language, relevant vocabulary, and the use of comparisons to express complex ideas, • an appropriate tone and style that adheres to the conventions, or expectations, of the discipline, and • a strong concluding statement or section that logically relates to the information presented in the text and that restates the importance or relevance of the topic. 	<p>Research Paper</p>

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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> <p>a. writes clear, well-structured, detailed narrative texts that:</p> <ul style="list-style-type: none"> • draws the reader in with a clear topic, well-developed points of view, a well-developed narrator and characters, and an interesting progression of events or ideas, • uses a range of literary techniques to develop and expand on the events and/or characters, • has a coherent sequence and structure that create the appropriate tone and ending for readers, • uses precise words, sensory details, and language in order to keep readers interested, and • has a strong and logical conclusion that reflects on the topic. 	<p>College Essay</p>
	<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> <p>a. produces writing that is appropriate to the task, purpose, and audience.</p>	<p>Essay</p>
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. revises and refines the writing, using a variety of strategies, to address what is most important for purpose and audience.</p>	<p>Essay</p>

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Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. uses technology to share writing, provide links to other relevant information, and to update information as needed.</p>	Discussions
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. engages in short and more complex research tasks that include answering a question or solving a problem by using multiple sources.</p>	Research Paper
	<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> <p>a. effectively conducts searches to gather information from a variety of print and digital sources and will evaluate each source in terms of the goal of the research and</p> <p>b. appropriately cites sources of information and follows a standard format for citation, such as MLA or APA guidelines.</p>	Research Paper

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9)	Performance will be satisfactory when the student: a. paraphrases, summarizes, quotes, and cites primary and secondary sources, using both literary and informational texts, to support analysis, reflection, and research.	Research Paper
	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)	Performance will be satisfactory when the student: a. writes a variety of texts for different purposes and audiences over both short and extended periods of time.	Essay (in class or otherwise)

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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> <p>a. actively participates in a variety of discussions in which he/she:</p> <ul style="list-style-type: none"> • has read any relevant material beforehand and has come to the discussion prepared with background research, • works with others to establish goals, processes, and roles within the group in order to have reasonable discussions, • asks and responds to questions, encourages a range of positions, and relates the current topic to other relevant information and perspectives, and • responds to different perspectives, summarize points of agreement or disagreement when needed, helps to resolve unclear points, and sets out a plan for additional research as needed. 	Discussions
	<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> <p>a. integrates multiple and varied sources of information, assessing the credibility and accuracy of each source to aid in the group-discussion process.</p>	Annotated Bibliography

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
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. evaluates a speaker’s argument and analyzes the nature of the speaker’s reasoning or evidence.</p>	<p>Speech/ Presentation</p>
	<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. organizes and presents information, evidence, and perspectives to the listeners in a logical sequence and style that are appropriate to task, purpose and audience.</p>	<p>Speech/ Presentation</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 digital media to enhance understanding and to add interest to presentations.</p>	<p>Speech/ Presentation</p>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking & Listening	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>Performance will be satisfactory when the student:</p> <p>a. adapts the formality of the speech appropriately, depending on its context and purpose.</p>	Speech/ Presentation
Language	27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1)	<p>Performance will be satisfactory when the student:</p> <p>a. correctly uses the conventions of English grammar and usage.</p>	Writing sample of any sort
	28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)	<p>Performance will be satisfactory when the student:</p> <p>a. correctly uses the conventions of standard English-capitalization, punctuation, and spelling, including hyphens.</p>	Writing sample of any sort
	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>Performance will be satisfactory when the student:</p> <p>a. applies knowledge of language in different contexts to guide choices in writing and speaking.</p>	Writing sample of any sort

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase, b. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable), c. 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 d. 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). 	<p>Multiple Choice/ Essay assessment (see example AP tests)</p>
	<p>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. interprets figures of speech (e.g., hyperbole, paradox) in context and analyze their purpose in the text and b. analyzes nuances in the meaning of words with similar denotations. 	<p>Multiple Choice/ Essay assessment (see example AP tests)</p>
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. develops and uses a range of vocabulary at the college and career readiness level and will demonstrate that he/she can successfully acquire new vocabulary independently. 	<p>Multiple Choice/ Essay assessment (see example AP tests)</p>

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>33. Expand base of knowledge about world literature.</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. demonstrates knowledge of literary time periods (Ancient East, Greek and Roman eras, Middle Ages, Renaissance, Neoclassicism, Romanticism, Realism, Modernism, Post-Modernism, etc.), b. demonstrates familiarity with the acknowledged classics of world literature, and c. demonstrates an awareness of multicultural voices. 	<p>Literary analysis essay (in-class or otherwise)</p>
<p>34. Read challenging, stimulating literature at the college level.</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, and c. recognizes the value of great literature as “what the best read consider the best writing.” 	<p>Literary analysis essay (in-class or otherwise)</p>
<p>35. Prepare for the AP exam.</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. 	<p>Multiple Choice/ Essay assessment (see example AP tests)</p>

Resources and learning activities that address essential learning objectives: