

Elizabethtown Area School District

AP English Language and Composition
Name of Course

Course Number: 128

Length of Course: A or B All Year

Grade Level: 11- 12

Total Clock Hours:

Length of Period: 80 minutes

Date Written: 10-12-04

Periods per Week/Cycle:

Written By: Comm Arts

Credits (if app.):

Course Description:

This weighted course in English Language and Composition 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. Upon successful completion of this course, students choosing to take the advanced placement exam, scoring three or above, may receive college credit from participating colleges and universities.

Placement Criteria:

Summer Reading Requirement: A summer reading assignment is required and will be assessed on the first day of class. Summer reading assignment grade will follow student regardless of final English placement.

Advanced Placement Criteria:

Students taking 11th Honors English must have a final average of 92% or higher. Students wishing to take this course must obtain a teacher recommendation and complete a timed writing sample.

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I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Identify the author's purpose in texts.
- B. Identify the rhetorical devices used by authors to achieve purpose.
- C. Analyze literary elements of American fiction and non-fiction.
- D. Read and respond to fiction, nonfiction, poetry and drama.
- E. Identify the essential ideas in texts and demonstrate fluency and comprehension in reading.
- F. Actively engage in class discussions, displaying maturity in both speaking and listening.
- G. Assimilate new vocabulary from reading as well as Greek and Latin prefixes, suffixes and roots.
- H. Complete a research project: select and refine a topic; locate information; organize, summarize, and present ideas from research.
- I. Compose essays using proper grammatical form.
- J. Write with a sharp, distinct focus identifying topic, task, and audience.
- K. Write with voice and style.
- L. Write complex expository, analytical, and argumentative pieces.
- M. Identify and analyze visual texts and contexts. Use and understand a variety of media.
- N. Speak using skills appropriate to class discussions and listen to others.
- O. Analyze differences in language which contribute to negative or positive stereotypes.

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II. Content Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Introduction: Review of Summer Reading Why Writer's Write Writing Process	One week	<u>Walden</u> by Henry David Thoreau <u>Into The Wild</u> by Jon Krakauer <u>A Walk in the Woods</u> by Bill Bryson <u>The Essay Connection</u> By Lynn Z. Bloom
2. Narration	Two weeks	<u>The Essay Connection</u> By Lynn Z. Bloom <u>The Narrative of the Life of Fredrick Douglas</u> by Fredrick Douglas <u>The Autobiography of Benjamin Franklin</u> By Ben Franklin
3. Process Analysis	Two weeks	<u>The Essay Connection</u> By Lynn Z. Bloom <u>Longitude</u> By Dava Sobel
4. Cause and Effect	Two Weeks	<u>The Essay Connection</u> By Lynn Z. Bloom
5. The "I" Research Paper/Historical Profile	Concurrent with Narration Unit	Writer's Inc
6. Description	Two Weeks	<u>The Essay Connection</u> By Lynn Z. Bloom <u>Walden</u> By Henry David Thoreau
7. Division/Classification/Definition	Two weeks	<u>The Essay Connection</u> By Lynn Z. Bloom <u>Zen and the Art of Motorcycle</u> <u>Maintaince</u> by Robert Pirsig <u>Walden</u> by Henry David Thoreau
8. Comparison/Contrast	Two weeks	<u>The Essay Connection</u> By Lynn Z. Bloom <u>The Crucible</u> by Arthur Miller for Grade 11

		Students <u>Hamlet</u> by William Shakespeare for grade 12 students
10. Controversy in Context/Images Impressions and Interpretations	Concurrent with all units	<u>The Essay Connection</u> By Lynn Z. Bloom
11. Create a cumulative portfolio which reflects the student's reading and writing achievement throughout the course.	Two Weeks after AP Exam	

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Name of Course: AP English Language and Composition

Name of Unit: Why Writer’s Write

Essential Question for the Unit: How do author’s identify and achieve their goal?

Unit Objectives/Key Questions			
A. What resources of language are available to a writer (and speaker)?	E	J	1.1.11.A-H
B. How does the reader identify the writer’s purpose?	E	A	1.1.11B
C. What are literary devices?	E	B	1.3.11C
D. How can literary devices help an author achieve his purpose?	E	B	1.3 B, C, F
E. What are the various modes of writing and how are they structured?	E	J	1.4.B
F. What is the rhetorical triangle?	E	B	1.3.11.F
G. What makes a work of non-fiction also a work of literature?	E	C	1.3.11.F
H. What basic problems (such as clutter, passive voice) should a writer avoid and how can they be eliminated?	E	I	1.5.11. A-F
I. What constitutes good editing and revision of a piece of writing?	E	J	1.5.11.E - F
J. What is voice in writing and how does one develop it?	E	K	1.5.11.D
K. How is the College Board AP Exam in English Language and Composition structured and how can a student best prepare for it?	E	B	1.4.11.B-C

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Name of Course: AP English Language and Composition Name of Unit: Narration
 Essential Question for the Unit: What are the essential elements of narration?

Unit Objectives/Key Questions			
A. What are the elements of structure and language in a narrative essay?	E	J	1.4.11.D
B. What effects are created by narrative essays?	E	B	1.3.11.C
C. How is an effective narrative essay written?	E	J	1.4.11.C
D. How does the oral tradition of language and storytelling form the basis for narrative writing?	E	N	1.6.11.B
E. What are the influences which lead people to become writers?	E	A	1.4.11.D
F. What are the storytelling techniques in each narrative that we read?	E	B	1.6.A-E

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Name of Course: AP English Language and Composition

Name of Unit: Process Analysis

Essential Question for the Unit: What are the essential elements of Process Analysis?

Unit Objectives/Key Questions			
A. What is process analysis?	E	B	1.4.11.B
B. What is the directive process analysis?	E	B	1.4.11.B
C. What is informative process analysis?	E	B	1.2.11.A
D. What is the difference between directive and informative process analysis?	E	B	1.1.11.D
E. How is an effective and clear directive process analysis written?	E	I	1.4.11.B
F. How is an effective informative process analysis written?	E	L	1.4.11.B
G. What are the elements of a clear direct process analysis?	E	L	1.4.11.B
H. What are the elements of a clear informative process analysis?	E	L	1.4.11.C
I. How can direct process analysis be demonstrated?	E	N	1.5.11.G
J. How can effectiveness of the direct process analysis be evaluated?	E	B	1.5.11.G

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Name of Course: AP English Language and Composition Name of Unit: Cause and Effect

Essential Question for the Unit: What are the essential elements of cause and effect?

Unit Objectives/Key Questions			
A. What are the elements of structure and language in a cause and effect essay?	E	C	1.4.11.B
B. What effects are created by cause and effect essays?	E	B	1.1.11.A-H
C. How is an effective cause and effect essay written?	E	J	1.5.11.A-F
D. How are cause and effect essays constructed?	E	L	1.4.11.B
E. What are differences between some cause and effect essays?	E	A	1.2.11.A
F. How is an effective cause and effect essay written?	E	J	1.4.11.B
G. How do some writers combine cause and effect with other techniques to communicate ideas effectively?	E	B	1.3.11.C

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Name of Course: AP English Language and Composition Name of Unit:
Description

Essential Question for the Unit: What are the essential elements of description?

Unit Objectives/Key Questions			
A. What are the elements of structure and language in a descriptive piece?	E	C	1.4.11.B
B. What effects are created by description?	E	B	1.3.11.C
C. How is an effective description written?	E	J	1.4.11.B, 1.5.11.A - F
D. How does description effectively contribute to letter writing?		D	1.2.11.C
E. What are the elements of an essay of description?	E	J	1.4.11.B
F. How does writing about the familiar improve descriptive writing?	E	A	1.3.11.C
G. How can personal recollections be the basis of descriptive writing?	E	A	1.4.11.D

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Name of Course: AP English Language and Composition

Name of Unit: Division/Classification/Definition

Essential Question for the Unit: What are the essential elements of division/classification/definition?

Unit Objectives/Key Questions			
A. What are the elements of structure and language in division/classification and/or definition essays?	E	B	1.3.11.F
B. What effects are created by division/classification and/or definition essays?	E	B	1.3.11.C
C. How is an effective division/classification and/or definition essay written?	E	J	1.4.11.B
D. What are the similarities and differences between division, classification and definition essays?	E	L	1.3.11.F
E. How can oral communication demonstrate the elements of division and classification?	E	F	1.1.A-H
F. How is an analogy an extended metaphor?	E	C	1.3.11.C
G. How do analogies clarify difficult or unfamiliar subjects?	E	C	1.1.11.G
H. What is an effective analogy?	E	B	1.3.11.C
I. How do various analogies differ by structure or purpose?	E	B	1.3.11.B
J. Where does a writer begin an essay of definition?	E	B	1.4.11.B
K. How can the process of defining a word inform the process of defining a topic?	E	B	1.1.11.F

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Name of Course: AP English Language and Composition

Name of Unit: Comparison/Contrast

Essential Question for the Unit: What are the essential elements of comparison/contrast?

Unit Objectives/Key Questions			
A. What are the elements of structure and language in comparison and contrast essays?	E	C	1.4.11.B
B. What effects are created by comparison and contrast essays?	E	B	1.3.11.C
C. How is a comparison and contrast essay written?	E	J	1.4.11.B
D. How can outlines, diagrams, and graphic organizers illustrate the structure of comparison and contrast essays?	E	M	1.1.11.B
E. How are narration and description used in comparison and contrast essays?	E	B	1.3.11.C

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Name of Course: AP English Language and Composition

Name of Unit: Argument/Persuasion

Essential Question for the Unit: What are the essential elements of argument and persuasion?

Unit Objectives/Key Questions			
A. What are the elements of structure and language found in essays of argument and persuasion?	E	C	1.4.11.C
B. What effects are created by essays of argument and persuasion?	E	B	1.3.11.C
C. How are essays of argument and persuasion written?	E	J	1.4.11.C 1.5.11.A-F
D. What appeals to logic and emotion are used in arguments?	E	B	1.3.11.C
E. How do the elements of debate reflect those of argument and persuasion?	E	B	1.4.11.C
F. What is inductive reasoning?	E	B	1.3.11.B
G. What is deductive reasoning?	E	B	1.3.11.B
H. How do both inductive and deductive reasoning inform argument and persuasion?	E	B	1.1.11.G
I. What are the most common logical fallacies ?	E	B	1.4.11.C
J. How does argument function in letters to the editor?	E	A	1.5.11.G

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Name of Course: AP English Language and Composition Name of Unit:
Context/Images

Essential Question for the Unit: What are the essential elements of context, images
and their interpretations?

Unit Objectives/Key Questions			
A. What are the elements of structure and narrative in photographs, paintings and cartoons?	E	M	1.2.11.A
B. What is a symbol?	E	B	1.2.11.B
C. What is context?	E	M	1.1.11.G
D. How do symbols function in context?	E	B	1.3.11.B
E. How can visual techniques such as perspective, color, shape and arrangement be utilized to persuade and inform readers?	E	M	1.2.11.B

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Name of Course: AP English Language and Composition Name of Unit:
Vocabulary

Essential Question for the Unit: How can prefixes, suffixes and new words improve reading, writing and speaking skills?

Unit Objectives/Key Questions			
A. How do key vocabulary focus learning?	E	E	1.1.11.F
B. How are Greek and Latin prefixes, suffixes, and roots used to form words in the English language?	E	G	1.1.11C
C. How does the use of context clues aid in improving vocabulary?	E	G	1.1.11E
D. How do reading strategies such as a word wall, the use of highlighting and post-it notes aid vocabulary development?	E	E	1.1.11E
E. How does identifying examples and non examples of words clarify meaning?	E	E	1.1.11.E

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Name of Course: AP English Language and Composition Name of Unit: Research
 Essential Question for the Unit: How is my story a part of America's story?

Unit Objectives/Key Questions			
A. What is my essential question and how do I turn it into a thesis statement?	E	H	1.8.11A
B. Do I have a strong thesis statement that will guide my research?	E	I H	1.4.11C 1.8.11A
C. What are the best available resources on my topic?	E	H	1.8.11B
D. What is a credible source?	E	A H	1.2.11B 1.8.11B
E. How can I filter and distill all the information I have gathered?	E	H	1.8.11C
F. What is the best way to organize my material?	E	H	1.8.11C
G. What is parenthetical documentation?	E	H	1.8.11C
H. When am I required to use parenthetical documentation?	E	H	1.8.11C
I. How is a works cited page compiled?	E	H	1.8.11C
J. Have I developed the answers to my essential questions?	E	H	1.8.11A
K. What tools can I use to revise and edit my work?	E	E	1.5.11E-F

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Name of Course: AP English Language and Composition

Name of Unit: Reflective and Personal Writing

Essential Question for the Unit: How does personal and reflective writing help reading and understanding?

Unit Objectives/Key Questions			
A. What is a reading log?	I	D	1.4.11B
B. What is a reader response entry?	I	D	1.4.11B
C. How does journal and log writing contribute to composition writing?	I	D	1.4.11B
D. What is the role of sensory and emotive language in a narrative essay?	I	D	1.4.11B
E. How does writing improve reading comprehension?	I	E	1.5.11A,C,D

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes
<input checked="" type="checkbox"/> Constructed Responses
<input checked="" type="checkbox"/> Essays
<input checked="" type="checkbox"/> Reports
<input checked="" type="checkbox"/> Projects
<input checked="" type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Presentations
<input checked="" type="checkbox"/> Performance tasks

_____ | <input checked="" type="checkbox"/> Response Journals
<input checked="" type="checkbox"/> Logs
<input checked="" type="checkbox"/> Computer Simulations
<input checked="" type="checkbox"/> Research Papers
<input checked="" type="checkbox"/> Class Participation
<input checked="" type="checkbox"/> Notetaking
<input checked="" type="checkbox"/> Daily Assignments
<input checked="" type="checkbox"/> Writing Samples
<input checked="" type="checkbox"/> Additions writing assignments |
|---|--|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Journals	First two weeks of semester
2. Write fourteen essays	Throughout course
3. Write an "I" research paper	During Narrative Unit
4. Write Op/Ed piece	Argument and Persuasion Unit
5. Write a letter to the editor	Argument and persuasion Unit and Description Unit
6. Take practice AP English Language and Composition Tests	During each unit
7. Writing Portfolio and presentation	Final Two weeks of Class

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IV. Expected levels of achievement

Current grading scale:
AP Rubrics and PA Holistic Scoring Guides

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course:

