

Elizabethtown Area School District

AP English Literature and Composition
Name of Course

Course Number: 127

Length of Course: A or B All Year

Grade Level: 12

Total Clock Hours: 120

Length of Period: 80 minutes

Date Written: June 2005

Periods per Week/Cycle:

Written By: C. Bradley

Credits (if app.): 1

Course Rerequisite:

Recommended 11th grade Honors English or Advanced Placement Language & Composition

Course Description:

This weighted course investigates a wide selection of classical literature. Writing to explain a literary work involves analysis and interpretation and includes focused analyses on aspects of language and structure. With this in mind, students opting to take this course need to be highly accomplished writers. A culminating writing assignment is an extensive, formal research paper exhibiting mastery in the application of the Modern Language Association style. Students must actively participate in discussion on a regular basis, demonstrating analytical skills and the ability to synthesize, in order to critique sophisticated styles of literature. Upon the 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 who took AP Language and Composition as juniors must have a final average of 85% or higher. Students wishing to take this course must obtain a teacher recommendation and complete a timed writing sample.

Elizabethtown Area School District

I. Overall Course/Grade Level Standards

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

- A. Read critically: make careful observations of textual detail; establish connections among their observations; use inferences; and draw conclusions about a work's meaning and value.
- B. Discover pattern and purpose in a variety of texts.
- C. Understand distinctive and sometimes divisive cultural contexts that inspired a text.
- D. Increase student's ability to write clearly, cogently, even elegantly, about literary works.
- E. Describe, analyze, and explain the influences of the English language on literary texts.
- F. Complete a research project: select and refine a topic, locate information, organize, summarize, and present ideas from research.
- G. Actively engage in class discussions to elicit meaning from a literary text.
- H. Assimilate new vocabulary from literature and literary criticism into spoken and written communication.
- I. Compose and deliver an effective graduation speech.
- J. Understand the influence of social and personal history on a writer or group of writers.
- K. Read and comprehend poetry with an understanding of its defining elements.
- L. Understand the form and function of various poetic forms.

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School District***

II. Content
Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Human Potential	13 hours	Textbook Ancillary texts Handouts
2. Illusion and Reality	13 hours	Textbook Ancillary texts Handouts
3. Order and Disorder	13 hours	Textbook Ancillary texts Handouts
4. Love and Commitment	13 hours	Textbook Ancillary texts Handouts
5. Writing	30 hours	Drafts of papers Handouts
6. Poetry	20 hours	Textbook Handouts
7. Research	15 hours	IMC Research mat. Texts
8. Graduation Speech	3 hours	Handouts Videos for examples
9.		
10.		
11.		

***Elizabethtown Area
School District***

Name of Course: AP English Literature and Composition Unit Name: Human Potential

Essential Question for the Unit: What is universal in mankind's attempt to realize his capacity for wonder, meaning and potential?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What role does point of view play in a literary work?	E	A B	1.3.11B
B. How does the role of the hero change from one literary era to another, or from one culture to another?	I	C	1.3.11A 1.7.11A
C. What is the author's purpose in this literary text and what literary devices are used to determine that purpose?	E	A B	1.3.11A 1.3.11C 1.3.11E
D. What patterns and motifs are used to determine theme in a literary text?	E	A	1.3.11A 1.3.11B 1.3.11C
E. How does the author use language to provide meaning and to engage the reader?	E	A E	1.3.11C 1.3.11D 1.3.11E
F. What vocabulary is essential to understand this literary text?	E	A H	1.1.11C 1.1.11E
G. What vocabulary is essential to write about this literary text?	E	H	1.1.11C 1.1.11E
H. How can class discussions in large and small groups be used to comprehend a text?	E	G	1.6.11A 1.6.11D 1.6.11E
I.			
J.			

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit:
Illusion and Reality

Essential Question for the Unit: How is the conflict between illusion and reality used by authors to comprehend the world around them?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How is truth and/or reality defined by the major characters in a literary work?	E	A	1.3.11A
B. What are the inherent conflicts between illusion and reality as seen from one author's viewpoint?	E	A	1.3.11B
C. What is the author's purpose in presenting a conflict between illusion and reality and what literary devices are used to achieve that purpose?	E	A B	1.3.11A 1.3.11C 1.3.11E
D. What patterns and motifs are used to determine the author's purpose in a literary text?	E	A B	1.3.11A 1.3.11B 1.3.11C
E. How does the author use language to provide meaning and to engage the reader?	E	A E	1.3.11A 1.3.11B 1.3.11C
F. What vocabulary is essential to understand this literary text?	I	A H	1.1.11C 1.1.11E
G. What vocabulary is essential to write about this literary text?	E	H	1.1.11C 1.1.11E
H. How can class discussions in large and small groups be used to comprehend a text?	E	G	1.6.11A 1.6.11D 1.6.11E
I.			
J.			

***Elizabethtown Area
School District***

Name of Course: AP English Literature and Composition Name of Unit: Order and Disorder

Essential Question for the Unit: How does an author use the conflict between order and disorder to highlight the strengths and weaknesses in society?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How does an author use form and function to explore order and disorder in a literary text?	E	A B	1.3.11C 1.3.11D 1.3.11E
B. What is the author’s purpose in presenting conflicts between order and disorder and what literary devices are used to achieve that purpose?	E	A B	1.3.11A 1.3.11C 1.3.11E
C. What patterns and motifs are used to determine the author’s purpose in a literary text?	E	B	1.3.11A 1.3.11B 1.3.11C
D. How does the author use language to provide meaning and to engage the reader?	E	A E	1.3.11A 1.3.11B 1.3.11C
E. What vocabulary is essential to understand this literary text?	E	A H	1.1.11C 1.1.11E
F. What vocabulary is essential to write about this literary text?	E	H	1.1.11C 1.1.11E
G. How can class discussions in large and small groups be used to comprehend a text?	E	G	1.6.11A 1.6.11D 1.6.11E
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit: Love and Commitment

Essential Question for the Unit: How does an author use personal relationships to highlight the values of a society?

Unit Objectives/Key Questions			
A. What is the author's purpose in exploring familial as well as love relationships in a literary text and what literary devices are used to achieve that purpose?	E	A B	1.3.11A 1.3.11C 1.3.11E
B. How does the author explore the conflict between the needs of the individual and the needs of a society?	E	A	1.3.11A 1.3.11B
C. To what extent do characters in a literary text shape their own lives?	E	A	1.3.11A
D. What patterns and motifs are used to determine the author's purpose in a literary text?	E	A B	1.3.11A 1.3.11B 1.3.11C
E. What is the role of satire in a literary text?	E	A C	1.3.11A 1.3.11B
F. What vocabulary is essential to understand this literary text?	E	A H	1.1.11C 1.1.11E
G. What vocabulary is essential to write about this literary text?	E	H	1.1.11C 1.1.11E
H. How can class discussions in large and small groups be used to comprehend a text?	E	G	1.6.11A 1.6.11D 1.6.11E
I.			
J.			

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit: Writing

Essential Question for the Unit: What are the elements a writer must use to acquire a sophisticated, fluent, and precise writing style?

Unit Objectives/Key Questions			
A. How can brainstorming be used to develop a central idea about a literary text?	I	D	1.4.11A
B. How can raising and answering questions be used to develop a central idea about a literary text?	E	D	1.4.11A
C. What are the most effective approaches in writing introductory paragraphs?	E	D	1.4.11B 1.4.11C
D. What are the most important elements in an effective thesis statement?	E	D	1.4.11B 1.4.11C
E. What is the most effective approach in developing and organizing a set of supporting paragraphs?	E	D	1.4.11B 1.4.11C
F. What is the most effective approach to writing an effective conclusion?	E	D	1.4.11B 1.4.11C
G. What are the most important elements in an essay about plot and structure?	E	D	1.4.11B 1.4.11C 1.5.11A-D
H. What are the most important elements in an essay about character?	E	D	1.4.11B 1.4.11C 1.5.11A-D
I. What are the most important elements in an essay about point of view?	E	D	1.4.11B 1.4.11C 1.5.11A-D

Unit Objectives/Key Questions			
J. What are the most important elements in an essay on setting?	E	D	1.4.11B 1.4.11C 1.5.11A-D
K. What are the most important elements in an essay on theme or motif?	E	D	1.4.11B 1.4.11C 1.5.11A-D
L. What are the most important elements in an essay on poetry?	E	D	1.4.11B 1.4.11C 1.5.11A-D
M. What are the most important elements in an essay on symbolism?	E	D	1.4.11B 1.4.11C 1.5.11A-D
N. How can peer editing and redrafting be used as a tool to improve writing?	E	D	1.5.11E 1.5.11F

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit: Poetry
 Essential Question for the Unit: What are the techniques of poetry that affect and enhance the meaning of the poem?

Unit Objectives/Key Questions			
A. What poetry terms are necessary to analyze and critique a poem?	E	K	1.3.11C 1.3.11D
B. How is knowledge of the background of the poet useful in understanding his or her works?	I	J	1.1.11G
C. How is knowledge of the literary era in which a poem was written useful in understanding a poem?	I	J	1.3.11A 1.7.11A
D. How is the sonnet form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
E. How is the villanelle form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
F. How is the ballad form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
G. How is the pastoral form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
H. How is the sestina form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
I. How is the pantoum form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
J. How is the ode form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A
K. How is the elegy form used to create meaning?	E	L	1.1.11B 1.2.11A 1.3.11A

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit:
Graduation Speech

Essential Question for the Unit: What is the value of an effective graduation speech?

Unit Objectives/Key Questions			
A. What are the essential elements of a graduation speech?	E	I	1.6.11C
B. Why is it important for students to reflect upon the past and project toward the future in writing a graduation speech?	E	I	1.6.11C
C. Why is delivery so important in presenting a formal speech?	E	I	1.6.11C
D. What is the importance of listening and evaluating others' presentations?	E	I	1.6.11A
E.			
F			
G.			
H.			
I.			
J.			

Elizabethtown Area School District

Name of Course: AP English Literature and Composition Name of Unit: The Research Paper

Essential Question for the Unit: What are the inherent questions about a literary text that can be answered by literary research?

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

Elizabethtown Area School District

III. Course Assessments

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

- | | |
|---|--|
| <input type="checkbox"/> Objective Tests/Quizzes
<input type="checkbox"/> Constructed Responses
<input checked="" type="checkbox"/> Essays
<input type="checkbox"/> Reports
<input type="checkbox"/> Projects
<input type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Presentations
<input type="checkbox"/> Performance tasks
<input type="checkbox"/> _____ | <input checked="" type="checkbox"/> Response Journals
<input type="checkbox"/> Logs
<input type="checkbox"/> Computer Simulations
<input checked="" type="checkbox"/> Research Papers
<input checked="" type="checkbox"/> Class Participation
<input type="checkbox"/> Notetaking
<input type="checkbox"/> Daily Assignments
<input type="checkbox"/> Writing Samples
<input type="checkbox"/> _____ |
|---|--|

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. Essay on plot	quarter one
2. Essay on character	quarter two
3. Essay on imagery	quarter three
4. Essay on symbolism	quarter four
5.	
6.	

Elizabethtown Area School District

IV. Expected levels of achievement

Current grading scale:

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:

A generic rubric for assessment of AP essays is attached.
Students receive a specific rubric for each essay that is written for this class.

