

# Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: AP Literature, Honors

Department: English

Teacher: Various, College Board Certified

Grade level: 12

## Description of Course:

This course is designed to be equivalent to a college freshman seminar English course. The expectation in quality and quantity of work is high, and a serious commitment on the student's part is essential. The course will provide intensive instruction in writing and in the critical reading of literature. College level vocabulary and literary terms will also be emphasized. Students who take AP Literature will be expected to take the College Board AP exam in May. Students will receive a required summer reading list. Authors for the course may include the following: Joyce, Shakespeare, Mary Shelley, Conrad, Rushdie, Marquez, McCann, Kingsolver, Nafisi, and King. Students will take practice College Board examinations, write reader response papers, analytical essays, as well as one major term paper each semester. Full Year.

## School – Wide Expectations:

### Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
  - Provide rigorous and diverse educational opportunities that challenge and engage all students.
  - Assist students to develop an understanding of their own strengths and learning styles and to apply this knowledge in planning for their education and career

### Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

## Core Competencies and State Standards:

**1. Reading (Literary Analysis)** Students will comprehend and analyze literature and poetry, make analytical judgments about said literature, make connections between texts, as well as apply literary theory.

- a. **Initial Understanding of Literary Text** Stem R-12-1-1: Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; R-12-1-4: Demonstrate initial understanding of elements of literary text; R-12-1-5: identify literary devices as appropriate by genre
- b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; R-11-16: Generate a personal response to what is read through a variety of means.
- c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
- d. **Reading Extensively and in Depth** Stem: R-11-14- Demonstrate the habit of reading widely and extensively.

**2. Writing** Students will write formal essays both in and outside the classroom. Special emphasis will be placed on AP Literature Essay format. Effective student writing will demonstrate clear, direct prose, well-formulated ideas, and a command of English grammar, usage, and mechanics.

- a. **Structures of Language** Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text.
- b. **Reading Connection** Stem W:RC:1: In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
- c. **Expressive Writing** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies; W:EW:3: In writing poetry, using a variety of voices, expressions, and structures. W:EW:5: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights
- d. **Informational Writing** Stem W:IW:1: In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing(reports or procedures only), demonstrate use of a range of elaboration strategies.
- e. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- f. **Habits of Writing** Stem HW:2: Demonstrates the habit of writing extensively by writing with frequency, sharing thoughts, observations and impressions, and in a variety of genres.

## Core Competencies and *State Standards* Cont'd:

**3. Class Discussion** Students will participate in seminar discussions, at times, will lead seminar discussions.

Discussions are designed to allow students to share thoughts and theories, as well as questions they may have.

- a. **Oral Communication Strategies** *Stem OC-1: In oral communication, demonstrate interactive listening and participate in large and small group discussions showing respect for individual ideas; OC-2: Make oral presentations*

**4. Literary Terms/Vocabulary** Students will demonstrate knowledge of both literary terminology and SAT prep words (with particular emphasis on language used in the AP English Exam).

- a. **Breadth of Vocabulary** *Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.*

## Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

**Texts:** Alias Grace – Margaret Atwood, On Writing – Stephen King, The Poisonwood Bible – Barbara Kingsolver, The Diagnosis – Alan Lightman, Life of Pi – Yan Martel, Norton's Anthology of Literature, The Inferno – Dante Alighieri, A Prayer for Owen Meany – John Irving, Dubliners – James Joyce, This Side of Brightness – Colum McCann, Beloved – Toni Morrison, Crime and Punishment – Fyodor Dostoevsky, Richard III – William Shakespeare, One Hundred Years of Solitude – Gabriel Garcia Marquez, Midnight's Children – Salman Rushdie. Supplemental material provided by College Board is used as well.

**Films:** *Richard III, Dark Days, Slum Dog Millionaire*

## Suggested Instructional Strategies:

**1. Review of Summer Reading** -- themes, motifs, writing style, etc. **Culminating paper**, in-depth analysis of two of the titles from summer reading. This assignment serves as the instructor's gauge in determining the skills of the year's class.

**2. Novel, Short Story, and Poetry Studies** -- background information on authors, novel/story/poem themes, related poetry and other literary/historical influences

**3. Analytical Essays** on literature

**4. AP Test preparation** -- timed essay writing, objective question practice

**5. Book Club** -- while still analytical in nature, the idea is to read (actively, analytically) for fun, for delight.

**6. Philosophy** -- In the last few weeks of class, seniors will become reflective as to how they conceive the world around them. The class has looked at a variety of philosophies and many texts. What influence has all this, in addition to the last twelve years of school, had on these students? Students are assigned a "Philosophy of Life" in which they present their own unique view of the world, its parts, and our role in it. Students will submit this paper along with a self-addressed envelope. These philosophical treatises will be returned to students ten years after their high school graduation.

## Suggested Assessment Strategies:

**1. Reading quizzes and exams** -- with emphasis on the AP test format

**2. Teacher- and Student-lead seminar discussions**

**3. Reaction papers throughout the term, and one term paper per semester**

**4. In-class writing**

**5. Mock AP literature exams**