

### Advanced Placement English

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| <p><b>Standard #1<br/>Reading</b><br/>Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.</p> |
| <p><b>Standard #2<br/>Writing</b><br/>Each student will have demonstrated writing proficiency necessary for effective communication.</p>   |
| <p><b>Standard #3<br/>Oral<br/>Communication</b><br/>Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.</p>            |

**Description**

This course offers a challenging survey of prose rhetoric. Students read and analyze rhetorical and stylistic devices in passages of prose (narration, exposition, description, and argument) and write numerous essays containing analysis, argument, and description.

Grade level expectations for each standard indicate what students should know or be able to do as a result of learning that has occurred at this grade in this subject.

**Time Allocation**  
One ninety-minute class period daily, for one smear

**Texts/References**  
*The Riverside Reader*  
*Steps to Writing Well*  
*Teaching Style Analysis to AP Students*  
Various sample and practice AP tests (includes vocabulary)

**Literature/Reading Materials**  
*The Riverside Reader*  
Fiction and non-fiction passages from various sources  
*Teaching Style Analysis to AP Students*  
Student choose six fiction and non-fiction works

**Assessments**  
College Board practice AP exams  
College Board AP exams  
Teacher constructed tests and rubrics  
Literature analysis/persuasive essays  
Timed writing responses based on prompts  
Oral assessments

**Grades and Achievement Levels**

Grades are based on participation, assignments, and midterm and final exams. A portion of students' grades is based on practice AP exams.

### Essential Learning Advanced Placement English

#### Standard #1 Reading

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

**Materials:** Read a variety of fiction, non-fiction, and poetry.

**Comprehensions:** Use skills to identify main components and literary language of reading selections.

**Vocabulary:** Determine meanings of appropriate level words.

**Fluency:** Reads at various speeds for a variety of purposes.

**Critical thinking skills:** Create connections between readings and students' world

#### Standard #2 Writing

Each student will have demonstrated writing proficiency necessary for effective communication.

Write for a variety of purposes and audiences employing proper conventions and using 6 trait writing model.

Write: narration, exposition, description, argument, definition, college entrance analysis of poetry and literature in many facets.

Understand and use MLA documentation.

Revision and peer edit.

Evaluate outside essays.

#### Standard #3 Oral Communication

Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Listen in order to evaluate the reliability, accuracy, relevance and underlying concepts of a spoken piece (i.e. comprehend spoken word).

Analyze or summarize:

Defend an opinion or position.

Summarize or paraphrase material.

Critique peer work.

## Expectations Advanced Placement English

### Advanced Placement English Reading Expectations

A. Used a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels

1. Varied reading speed and method (survey, skim, review, question, and master) according to the material and purpose

2. Recognized and separated main ideas from important details in a passage

3. Located and interpreted details throughout a passage

B. Read, responded to, and discussed a variety of novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches

C. Used literature terminology accurately (e.g. theme, mood, diction, idiom, perspective, style, and point of view)

D. Applied knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text

E. Identified recurrent themes in United States literature

F. Developed and supported a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers

### Advanced Placement English Writing Expectations

A. Used fictional, dramatic, and poetic techniques in writing

B. Conveyed technical information in a written form appropriate to the audience

C. Supported an opinion using various forms of persuasion (factual or emotional) in writing

D. Incorporated material from a wider range of sources (e.g. newspapers, magazines, interviews, technical publications, books) in writing

E. Wrote in various specialized fields such as career and academic interest areas

F. Experimented with stylistic elements such as voice, tone, and style

G. Used pronoun reference correctly in writing

H. Used phrases and clauses for purposes of modification and parallel structure in writing

I. Used internal capitalization and punctuation of secondary quotations in writing

J. Used manuscript forms specified in various style manuals for writing (e.g. indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing)

### Advanced Placement English Oral Communication Expectations

A. Presented orally using the format, voice and style appropriate for the audience

B. Presented orally incorporating material from a wide range of appropriate sources

C. Used vivid and precise words, imagery, and figurative language as appropriate for the audience and purpose

D. Supported an opinion using various forms of persuasion in speaking

E. Used pronoun references correctly in speaking

F. Used phrases and clauses for purposes of modification and parallel structure in speaking

G. Became a self-evaluator of own speaking skills

H. Used listening and speaking skills to solve problems

## Expectations Advanced Placement English Continued

### Advanced Placement English Reading Expectations

G. Recognized the literary quality of an author's work by identifying elements such as point of view, purpose, historical and cultural context, selections of significant details and theme development, and the author's reflections of events and ideas of his/her lifetime

H. Used critical thinking skills to evaluate, infer, analyze, compare and contrast, draw conclusions, solve problems, sequence events, and identify comparative relationships and cause-effect relationships between ideas and people while reading a variety of material

I. Used organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information

J. Used organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available

K. Used strategies to gain information from journals, research studies, and technical documents

L. Used available technology to access information, conduct research, and produce a carefully documented product

### Advanced Placement English Writing Expectations

K. Refined spelling and grammatical skills and became a self-evaluator of own writing

L. Use writing to solve problems and answer questions