

University High School English Department

Course title: Advanced Placement English Language & Composition

Full year course: 1 credit

Prerequisite: 3.5 average in previous English classes, consent of instructor

Grades: 9-12

| Content | Skills | Benchmarks (Grade 11) |
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| <ul style="list-style-type: none"> • Diagnostic writing • Baseline test (sample AP exam) • (Ongoing) Test term/vocabulary list development begins • Writing process examination review • E-Mail Accounts --required/activated/FTP procedure initiated • Critical reading of nonfiction begins (highlighting and annotating, style and design analysis, SOAPS and LIDDS application) • Ongoing journal writing • Personal narrative/memoir (shared orally) • Observation essay (published sharing in teacher-generated newsletter format) • College application essay (application request letter, resume writing , question bank) • Periodic reflection/input timed writings • Figures of speech mini unit • Critical reading (modes from Reading | <p>Speaking</p> <ul style="list-style-type: none"> • Oral reading • Small group dynamics • Whole and small group discussion • Podium/performance reading <p>Listening</p> <ul style="list-style-type: none"> • Listening for information, evaluation, interpretation • Listening for appreciation <p>Reading</p> <ul style="list-style-type: none"> • Critical, close reading of assigned essays, articles, books, and text materials • Research <p>Writing</p> <ul style="list-style-type: none"> • Notetaking • Process and impromptu essays in variety of modes • Analytical writing | <ul style="list-style-type: none"> • Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources. • Write effectively for specific audiences and purposes, adapting language conventions appropriately, • Analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing. • Create, critique and discuss texts, applying a knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling and punctuation. • Create and communicate knowledge, using technological resources to gather and synthesize information. • Use language to define and represent questions, issues and problems for research. • Read and write independently for learning and enjoyment. |

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| <p><u>Critically, Writing Well</u> & gender issues, slanting, censorship, etc. from <u>Language Awareness</u>) continues</p> <ul style="list-style-type: none"> • Elements of diction and style • Ongoing mechanics review • Impromptu essay writing • Practice AP passages • Reflection essay writing • Group mini-magazine project • Argument/persuasion analysis and essay writing • Rhetorical issues review • Required Optimist Club and/or American Legion essay • <u>1984</u> unit – focus on issues of language (introduction to Doublespeak, selected essays, précis writing, <u>Mastergate</u>) • Ongoing AP essay writing practice • <u>Autobiography of Malcolm X</u> unit • Salons created and begin work (four novels, annotated bibliographies, collaborative character development paper, literary analysis paper, webpage legacy project) • Point of view unit • Language in Advertising mini unit • Contest essay writing as deemed appropriate to course design and purpose. | <ul style="list-style-type: none"> • Letter writing • Formal and informal reader response journals • Dialectical notebook <p>Media Literacy</p> <ul style="list-style-type: none"> • Video analysis (contemporary authors) • Website evaluation • Language manipulation <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Questions • SOAPS Analysis • LIDDS Analysis • Reader response | <p>learning and enjoyment.</p> <ul style="list-style-type: none"> • Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions. • Use language knowledgeably, reflectively, constructively and critically. • Demonstrate an understanding of the relationships between and among the components of the speaking process. • Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings. • Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience. • (Identify and) apply methods of managing and/or overcoming communication anxiety and apprehension. • Demonstrate an understanding of the relationships between and among the components of the listening process. • (Identify and) manage internal and external barriers to listening. • (Identify and)utilize the listening skills appropriate for diverse types and purposes of listening. • Demonstrate an understanding of the relationships between and among the components of the listening process. • Analyze and evaluate the effects of audio |
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| | | <p>and visual media.</p> <ul style="list-style-type: none">• (Identify and) utilize the skills necessary for competent communication across audio and visual media. |
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