

**RIDGECROFT SCHOOL
ENGLISH LANGUAGE ARTS PLANNING GUIDE**

**AP ENGLISH
THE BRITISH TRADITION**

This guide consists of three parts: a Pacing Guide, AP Goals and Objectives, and the Writing Portfolio Requirements for AP English.
Grammar and Vocabulary lessons will be integrated.
There will be weekly poetry responses.

PACING GUIDE

| TOPICS/CONCEPTS | TIME | OBJECTIVES | RESOURCE(S) |
|--|------|---|---|
| FIRST GRADING PERIOD | | | LITERATURE (Prentice Hall) |
| Summer reading discussion/essay | 2 | | |
| FROM LEGEND TO HISTORY:THE OLD ENGLISH & MEDIEVAL PERIODS (449A.D.-1485) EPIC | 5 | 5.01,6.01,6.02 | From Beowulf |
| CELEBRATING HUMANITY:THE ENGLISH RENAISSANCE (1485- 1625) POETRY | 3 | 1.01, 1.02, 1.03, 4.01, 4.02, 4.03, 4.04, 5.01, 6.01, 6.02 | Shakespearean Sonnets |
| DRAMA | 20 | | Macbeth From Oedipus the King |
| SECOND GRADING PERIOD | | | |
| A TURBULENT TIME:THE 17TH & 18TH CENTURIES (1625-1798) POETRY | 3 | 1.01,1.02,2.01,2.02,2.03,3.02 | John Milton Sonnets From Paradise Lost From The Rape of the Lock Essay on Man |
| REBELS & DREAMERS:THE ROMANTIC PERIOD(1798-1832) POETRY | 10 | 1.01,1.02,1.03,4.01,4.02,4.03,4.04,5.01, 6.01,6.02 | William Blake, Edgar Allan Poe, William Wordsworth , John Keats & Robert Browning |
| PROGRESS & DECLINE:THE VICTORIAN PERIOD(1833-1901) POETRY | 3 | | A.E. Housman |
| NOVEL STUDY | 14 | 1.03,3.01,3.02,3.04,4.01,4.02,4.03,5.04 | Wuthering Heights |
| THIRD GRADING PERIOD | | | |
| NOVEL STUDY | 30 | | Wuthering Heights Death of the Salesman (Independent Reading) |
| FOURTH GRADING PERIOD | | | |
| A TIME OF RAPID CHANGE:THE MODERN & POSTMODERN PERIODS(1901-PRESENT) POETRY | 1 | 1.01,1.02,1.03,4.01,4.02,4.03,4.04 | William Butler Yeats |
| SHORT STORY | 4 | 1.03,3.01,3.02,3.03,3.04,4.01,4.02,4.03, | D.H. Lawrence |

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| | | 5.04 | |
| NOVEL STUDY | 25 | 1.03,3.01,3.02,3.04,4.01,4.02,4.03,5.04 | Pride and Prejudice |
| FIFTH GRADING PERIOD | | | |
| NOVEL STUDY | 15 | | Pride and Prejudice |
| NOVEL STUDY | 15 | | Animal Farm |
| SIXTH GRADING PERIOD | | | |
| | 5 | | Animal Farm |
| | 20 | | Catcher in the Rye |
| AP EXAM PRACTICE | 5 | | |
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ADVANCED PLACEMENT (AP) ENGLISH GOALS AND OBJECTIVES

(<http://apcentral.collegeboard.com/>)

Purpose and Overview

An Advanced Placement course in English Language Arts is intended to provide the equivalent in content and difficulty of a college-level introductory English course. The College Board offers programs in both AP English Language and Composition and in AP English Literature and Composition. Students who choose to enroll in either course may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. However, students who take the course are not required to take the examination unless a local system chooses to require AP testing. Participation in an AP course often ensures more thorough preparation for the AP examination, but students are not required to take the course before taking the examination. Colleges and universities reserve the right to determine if students will be awarded college credit for their performance on the examination.

With permission of the College Board, the North Carolina Department of Public Instruction has created course standards that reflect both the expectations of the College Board and the philosophy and format of the North Carolina Standard Course of Study (SCOS). However, these course outlines are not intended to replace the extensive guidelines provided by the College Board in AP course description books (often referred to as the acorn books) for each subject. Since the College Board frequently revises recommended topics and required skills, AP teachers should obtain and follow the current course descriptions for their courses.

| ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION | ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION |
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| Students in Advanced Placement English Language and Composition will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and 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. | Students in Advanced Placement English Literature and Composition will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. |
| COMPETENCY GOAL 1: THE LEARNER WILL REACT TO A VARIETY OF TEXTS AND MEDIA BY DRAWING UPON PERSONAL EXPERIENCES, READINGS, AND OBSERVATIONS. | COMPETENCY GOAL 1: THE LEARNER WILL REFLECT ON AND EXPRESS REACTIONS TO PRINT AND NON-PRINT RESOURCES. |
| 1.01 Draw upon personal experiences, readings, and observations by: <ul style="list-style-type: none"> demonstrating an understanding of the differences between personal and objective responses to text. investigating connections between life and literature. 1.02 Respond to a variety of texts and media by: | 1.01 Compose reflective texts to: <ul style="list-style-type: none"> express an understanding of complex thoughts and feelings. convey a sense of social, historical, political, philosophical, and/or stylistic implications. articulate his/her own values and preferences with |

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| <ul style="list-style-type: none"> defending, qualifying, or refuting the author's position to create a variety of formal and informal responses (e.g. journals, in-class writings, letters, memoirs, parodies). projecting his/her voice in reflective writing. | <p>respect to both the style and substance of other individuals.</p> <p>1.02 Respond to resources to</p> <ul style="list-style-type: none"> demonstrate an understanding of cultural, historical, and/or social implications with precision, sensitivity, energy, and imagination. discern comparisons and contrasts among texts that propose different ideas. understand the ways writers use language to provide both meaning and pleasure for their readers. recognize features of the author's use of language and how the reader relates these features to his/her own writing. examine his/her own response in light of peers' responses. |
| <p>COMPETENCY GOAL 2: THE LEARNER WILL USE INQUIRY AND RESEARCH TO INFORM AN AUDIENCE ABOUT COMPLEX SUBJECTS.</p> | <p>COMPETENCY GOAL 2: THE LEARNER WILL INFORM AN AUDIENCE BY EXPLORING LITERATURE TO EXPLAIN ITS ARTISTRY AND ITS UNDERLYING SOCIAL AND CULTURAL VALUES.</p> |
| <p>2.01 Research and synthesize information by:</p> <ul style="list-style-type: none"> investigating a variety of media sources. evaluating validity and significance of information. analyzing rhetorical functions of textual annotation and documentation. organizing information for clarity and effectiveness. demonstrating awareness of purpose, audience, and context. documenting sources accurately. <p>2.02 Respond to informational texts or media by:</p> <ul style="list-style-type: none"> assessing the language, culture, structure, and historical perspective of the text to explain insights into language. explaining significant connections among the speaker's/author's purpose, tone, biases, and the message for the intended audience. | <p>2.01 Locate, process, and comprehend texts that:</p> <ul style="list-style-type: none"> explain themes, issues, and concepts in order to relate complex issues from a variety of historical, stylistic, and critical stances. examine significant comparisons and similarities among texts that propose different ideas related to similar concepts. <p>2.02 Analyze the artistry of various works of literature by:</p> <ul style="list-style-type: none"> recognizing historical context in terms of the evolution of language and literature. examining literary techniques such as style, syntax, diction, figurative language, tone, purpose, and audience. <p>2.03 Publish works to enable an audience to understand a principle, theory or artistic technique by:</p> <ul style="list-style-type: none"> presenting a focused thesis with supporting detail and commentary. adjusting diction, tone, language and method of presentation to the audience. |
| <p>COMPETENCY GOAL 3: THE LEARNER WILL CREATE AND SUSTAIN ARGUMENTS BASED ON READINGS, RESEARCH, OBSERVATIONS AND PERSONAL EXPERIENCES.</p> | <p>COMPETENCY GOAL 3: THE LEARNER WILL DEVELOP AN ARGUMENT WHICH ADDRESSES AND ASSESSES THE HUMAN CONDITION THROUGH A STUDY OF UNIVERSAL THEMES.</p> |
| <p>3.01 Understand argumentative structure by:</p> <ul style="list-style-type: none"> identifying the strengths of argumentative strategies and techniques. recognizing common argumentative weaknesses such as logical fallacies, the misuse of classical appeals, and inadequate support. <p>3.02 Create and sustain a response by:</p> <ul style="list-style-type: none"> evaluating print and electronic research materials to determine effectiveness and validity. producing expository and argumentative compositions that introduce, defend, qualify or refute a complex central idea. developing compositions with appropriate, specific evidence and cogent explanations. | <p>3.01 Recognize and define universally relevant issues by:</p> <ul style="list-style-type: none"> using a variety of texts and personal reflections. specifying their complex nature. tracing their commonalities. <p>3.02 Compose, organize and deliver a convincing argument by:</p> <ul style="list-style-type: none"> making a concise thesis. using credible reasoning and convincing detail to support the argument. demonstrating an intellectually mature tone and stance. |

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| <p>COMPETENCY GOAL 4: THE LEARNER WILL ANALYZE PROSE WRITTEN IN A VARIETY OF PERIODS, DISCIPLINES, AND RHETORICAL CONTEXTS.</p> | <p>COMPETENCY GOAL 4: THE LEARNER WILL EXPLORE AND PROVIDE CRITICAL PERSPECTIVES THROUGH DELIBERATE AND THOROUGH ANALYSIS, INTERPRETATION, AND EVALUATION OF TEXT.</p> |
| <p>4.01 Determine the author's intent/argument by:</p> <ul style="list-style-type: none"> identifying an author's use of rhetorical strategies and devices and the extent to which they impact the development of the theme (e.g., selection of detail, tone, mood, style, attitude, point-of-view, syntax, organization, diction, voice). explaining the effectiveness of the author's use of language for the intended audience. <p>4.02 Analyze the effectiveness of the author's intent/argument by:</p> <ul style="list-style-type: none"> evaluating the author's rhetorical purpose. synthesizing connections between text and historical and cultural context. critiquing the use of literary devices (e.g., figurative language, irony, imagery). | <p>4.01 Develop organized critical analyses with focus and support to:</p> <ul style="list-style-type: none"> provide the audience with a clear, credible thesis that establishes intent. substantiate the thesis with general and specific textual references including quotations. elaborate on textual support with insightful commentary develop and organize ideas in coherent, persuasive, precise language culminating in a conclusion that is not a summary. <p>4.02 Provide organized, structured critical analyses by:</p> <ul style="list-style-type: none"> creating an awareness and appreciation of thematic connections among works. conveying an understanding of historical background and social values based on different cultural perspectives. |
| <p>COMPETENCY GOAL 5: THE LEARNER WILL DEVELOP A DEEPER UNDERSTANDING OF REPRESENTATIVE LITERATURE WITH A SPECIFIC EMPHASIS ON NON-FICTION.</p> | <p>COMPETENCY GOAL 5: THE LEARNER WILL ENGAGE IN AN INTENSIVE STUDY OF REPRESENTATIVE WORKS OF RECOGNIZED LITERARY MERIT FROM VARIOUS GENRES AND TIME PERIODS WITH A STRONG FOCUS ON THE 16TH THROUGH THE 21ST CENTURY.</p> |
| <p>5.01 Explore texts by:</p> <ul style="list-style-type: none"> making connections between text and personal experience. making connections and extending comparisons between features of different pieces of print and non-print text (fiction, non-fiction, poetry, drama, film). <p>5.02 Analyze the author's rhetorical strategies and linguistic choices by:</p> <ul style="list-style-type: none"> understanding the author's intent. recognizing the author's rhetorical style. identifying the author's audience. evaluating the effectiveness of such choices. | <p>5.01 Demonstrate an understanding of literary works by:</p> <ul style="list-style-type: none"> analyzing textual detail. exploring historical context as well as social and cultural values. evaluating an author's style, including syntax, diction, figurative language, and literary devices. considering organization, subject, occasion, audience, purpose, and speaker. sharing thoughtful discussion in the company of his/her peers. <p>5.02 Explore works in the context of a variety of critical approaches such as political, societal, and philosophical.</p> |
| <p>COMPETENCY GOAL 6: THE LEARNER WILL DEMONSTRATE UNDERSTANDING AND MASTERY OF STANDARD WRITTEN ENGLISH AND EXHIBIT STYLISTIC MATURITY.</p> | <p>COMPETENCY GOAL 6: THE LEARNER WILL DEMONSTRATE UNDERSTANDING AND MASTERY OF STANDARD WRITTEN ENGLISH AND EXHIBIT STYLISTIC MATURITY.</p> |
| <p>6.01 Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> employing appropriate grammar and mechanics. revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres. <p>6.02 Exhibit stylistic maturity by:</p> <ul style="list-style-type: none"> using an effective writing process. utilizing a variety of sentence structures. incorporating clear transitions. developing and appropriately using a wide-ranging | <p>6.01 Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> employing appropriate grammar and mechanics. applying knowledge of diction. revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres. <p>6.02 Exhibit stylistic maturity by:</p> <ul style="list-style-type: none"> using an effective writing process. utilizing a variety of sentence structures. incorporating clear transitions. |

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| <ul style="list-style-type: none"> vocabulary. controlling rhetorical devices effectively, including tone, voice, and diction. | <ul style="list-style-type: none"> developing and appropriately using a wide-ranging vocabulary. controlling rhetorical devices effectively, including tone, voice, and diction. |
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WRITING PORTFOLIO REQUIREMENTS

1. A sample of each product should be provided a minimum of 2 times per year; beginning and end of year to show growth over time.
2. Products should show evidence of planning, drafting, revising, editing and closure or publishing depending on which stage/s of the process are being worked on for that particular piece of writing.

| FOCUS: BRITISH | DUE DATE | GRADE |
|--|-----------------|--------------|
| REFLECTIVE RESPONSE: (1.01, 1.02, 1.03) | | |
| RESEARCH: (2.01, 2.02, 2.03, 2.04) (1) Issues of public concern (3.01) | | |
| ARGUMENT: Outline and deliver argument (3.01, 3.02, 4.01, 4.02, 4.03) | | |
| RESPONSE TO TEXTS: (3.03, 5.01, 5.02, 5.03, 6.01, 6.02) | | |

OR

WRITING PORTFOLIO REQUIREMENTS

| FIRST GRADING PERIOD | DUE DATE | GRADE |
|---|-----------------|--------------|
| 1.Characterization of epic hero 2. Personal response 3. Function of a soliloquy | | |
| SECOND GRADING PERIOD | | |
| 1. Use of figurative language 2. Evaluation of moods 3. Comparison & contrast | | |
| THIRD GRADING PERIOD | | |
| 1.Visual representation 2.Inference 3. Prejudices between cultural differences | | |
| FOURTH GRADING PERIOD | | |
| 1.Cause & effect 2. Analysis of story elements | | |
| FIFTH GRADING PERIOD | | |
| 1. Historical movements 2. Cultural influences 3. Controversial issue of public concern | | |
| SIXTH GRADING PERIOD | | |
| 1.Elements of a tragedy 2. Exposition 3. Final transformation | | |

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| <p>GRADING FIRST SEMESTER: Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:</p> <p style="text-align: center;"> Above <input type="checkbox"/> On <input type="checkbox"/> Below <input type="checkbox"/> </p> |
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Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____