



ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION GRADE 11

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Advanced Placement English Language and Composition is a college-level course in composition and critical reading. **This course is designed for students who already understand and use standard English grammar.** This course involves intensive study of and use of rhetorical modes in writing. Extensive composition and discussion require students to demonstrate sensitivity to the language and the structure of a piece of writing as well as to refine their own power and precision in organizing and expressing thoughts.

The course is divided into seven units: Autobiography, Letters, Persuasion and Argumentation, Critical Review, Scientific Writing, Political Discourse, and Description. These units represent many of the types of writing that students may explore in preparation for the Advanced Placement (AP) test. Each unit examines writing as an organic process, puts a great emphasis on revision, and requires that students write in each of the genres and rhetorical modes. Also, each unit contains challenging reading selections, and all of the units require that the students are engaged in independent reading.

The autobiography unit focuses on having the students develop both fluency and speed in writing and a personal writing voice by responding to specific journal assignments each day. The students read excerpts from a wide variety of autobiographical writings that illustrate many of the techniques and issues central to autobiography as a genre. The unit on letters contributes to helping the students develop a fluent writing style while they analyze the style and wording of letters written throughout history. The purposes of the unit on persuasion and argumentation are to increase the students' ability to write persuasively, to extend their ability to respond intelligently to written attempts of others to persuade, and to develop their ability to present arguments of inductive and deductive reasoning. The unit on critical review introduces the students to analyzing and describing for the purpose of evaluating the language in contemporary and historical documents. In the scientific writing unit, the students examine a wide range of scientific writing, ranging from the technical to the literary. This unit requires that the students complete an independent reading project which gives them the opportunity to practice the critical reviewing skills developed in the critical review unit. The literature in the political discourse unit is taken from important documents in American history, and the students analyze the documents for the relationship between language and politics. Developing an understanding of how place and setting function in a piece of writing is the purpose of the unit on description. Students will take two Standards of Learning Tests for English: Writing and Reading/Literature and Research or a substitute test approved by the State Board of Education. Specific dates for the spring or summer SOL test will be announced by the school. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE

Enrollment for this course should be based on student performance and interest, application, teacher recommendation, and parent input.

REQUIRED STUDENT TEXTBOOK(S)

Elements of Literature, Fifth course

The Little, Brown Handbook, Ninth Edition

The Language of Composition: Reading, Writing, Rhetoric, First Edition, Renee H. Shea, Lawrence Scanlon, Robin D. Aufses

READING SELECTIONS

In the Advanced Placement course in English Language and Composition, students are engaged in the critical reading of literary works. They should study several representative works from various genres and periods. These works should be of recognized literary merit, worthy of scrutiny because of their richness of thought, language, and style. Works may be drawn from the following list provided by the College Board.

The Adventures of Huckleberry Finn, Mark Twain
All the King's Men, Robert Penn Warren
An American Childhood, Annie Dillard
Between Ourselves, Karen Payne, ed.
Blue Highways, William Least Heat Moon
The Boys of Summer, Roger Kahn
Cloudsplitter, Russell Banks
Fair and Tender Ladies, Lee Smith
A Farewell to Arms, Ernest Hemingway
The Grapes of Wrath, John Steinbeck
The Great Gatsby, F. Scott Fitzgerald
Inherit the Wind, Jerome Lawrence & Robert E. Lee
Into Thin Air, Jon Krakauer
Invisible Man, Ralph Ellison

Letters from the Field, Margaret Mead
Letters Home, Sylvia Plath
Literary Essays of Ezra Pound, Ezra Pound
A Moveable Feast, Ernest Hemingway
On the Road, Charles Kuralt
Pilgrim at Tinker Creek, Annie Dillard
The Scarlet Letter, Nathaniel Hawthorne
Selected Essays, Lectures and Poems, Ralph Waldo Emerson
Silent Spring, Rachel Carson
Spoon River Anthology, Edgar Lee Masters
The Sun Also Rises, Ernest Hemingway
Their Eyes Were Watching God, Zora Neale Hurston
Travels with Charley, John Steinbeck
Walden, Henry David Thoreau

THE OBJECTIVES FOR THE COURSE FOLLOW.

ORAL LANGUAGE

- 11.1 The student will illustrate an understanding of literature by reading aloud and participating in discussion.**
- E 11.1.1 Demonstrate an understanding of the emotions of a character in a play through an oral reading.
 - E 11.1.2 Read aloud a section or verse of a poem demonstrating understanding of the rhythm of the poem.
- 11.2 The student will make informative and persuasive presentations. (SOL 11.1)**
- E 11.2.1 Gather and organize evidence to support a position. (SOL 11.1a)
 - E 11.2.2 Present evidence clearly and convincingly. (SOL 11.1b)
 - E 11.2.3 Support and defend ideas and thoughts in public forums. (SOL 11.1c)
 - E 11.2.4 Use chalkboard, charts, overhead projector, microphone, power point, slides, and/or video to support the presentation.
 - E 11.2.5 Use a variety of techniques to hold the interest of the audience, e.g.,
 - interesting opening,
 - use of details, and
 - emphatic ending.
 - E 11.2.6 Cite information sources.
 - E 11.2.7 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 11.1d)
- 11.3 The student will analyze and evaluate persuasive presentations. (SOL 11.2)**
- E 11.3.1 Critique the accuracy, relevance, and organization of evidence. (SOL 11.2a)
 - E 11.3.2 Critique the clarity and effectiveness of delivery. (SOL 11.2b)
 - E 11.3.3 Exhibit proficiency in the use of standard English in speaking.
 - E 11.3.4 Demonstrate effective listening skills.
 - E 11.3.5 Develop analytical and evaluative questions.
- 11.4 The student will continue to demonstrate appropriate involvement in small and large groups.**
- E 11.4.1 Set and meet common goals.
 - E 11.4.2 Demonstrate an understanding of cooperative roles.
 - E 11.4.3 Exhibit sensitivity to differences among people.
 - E 11.4.4 Use effective leadership techniques.
 - E 11.4.5 Evaluate team responsibilities and leadership techniques.
 - E 11.4.6 Present dissenting opinions in acceptable ways.
 - E 11.4.7 Work to establish and articulate a consensus.

READING ANALYSIS

- 11.5 The student will improve comprehension of literature by improving vocabulary.**
- E 11.5.1 Increase vocabulary by using new words from literature and the mass media in speaking and writing.
 - E 11.5.2 Use allusions to define words (e.g., names of people; characters in literature, legends and myths; and place names).
 - E 11.5.3 Use analogies to expand vocabulary.
 - E 11.5.4 Complete analogies and identify the relationship between the parts of the analogy.

- E 11.5.5 Continue to expand vocabulary by using the terms associated with all American literary movements.
- E 11.5.6 Continue to use structural/contextual clues to derive the meaning of new words.
- E 11.5.7 Extend general and specialized vocabularies for reading and writing.
- 11.6 The student will read and analyze a variety of informational materials. (SOL 11.4)**
- E 11.6.1 Use information from texts to clarify or refine understanding of academic concepts. (SOL 11.4a)
- E 11.6.2 Read and follow directions to complete an application for college admission, for a scholarship, or for employment. (SOL 11.4b)
- E 11.6.3 Apply concepts and use vocabulary in informational and technical materials to complete a task. (SOL 11.4c)
- E 11.6.4 Generalize ideas from selections to make predictions about other texts. (SOL 11.4d)
- E 11.6.5 Analyze information from a text to draw conclusions. (SOL 11.4e)
- E 11.6.6 Evaluate internet sources.
- 11.7 The student will read and analyze relationships among American literature, history, and culture. (SOL 11.3)**
- E 11.7.1 Describe contributions of different cultures to the development of American literature. (SOL 11.3a)
- E 11.7.2 Compare and contrast the development of American literature with the literature of other countries. (SOL 11.3b)
- E 11.7.3 Contrast periods in American literature with specific attention given to the relationship between the author's period and purpose.
- E 11.7.4 Describe the evolution of literary forms from the colonial period to the contemporary period.
- E 11.7.5 Differentiate among archetypal characters in American literature.
- E 11.7.6 Describe the major themes in American literature.
- E 11.7.7 Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. (SOL 11.3c)
- E 11.7.8 Show how certain themes in American literature remain constant.
- E 11.7.9 Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews. (SOL 11.3d)
- E 11.7.10 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books.)
- E 11.7.11 Write a review of a book, play, script, movie, or television show.
- 11.8 The student will read and analyze a variety of poetry. (SOL 11.5)**
- E 11.8.1 Analyze the poetic elements of contemporary and traditional poems. (SOL 11.5a)
- E 11.8.2 Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable. (SOL 11.5b)
- E 11.8.3 Compare and contrast the works of contemporary and past American poets. (SOL 11.5c)
- E 11.8.4 Compare how two poems dealing with the same type of subject or theme have a different tone.
- E 11.8.5 Describe the evolution of American poetry.
- 11.9 The student will read and critique a variety of dramatic selections. (SOL 11.6)**
- E 11.9.1 Describe the dramatic conventions or devices used by playwrights to present ideas. (SOL 11.6a)
- E 11.9.2 Compare and evaluate adaptations and interpretations of a script for stage, film or television. (SOL 11.6b)
- E 11.9.3 Explain the use of monologue and soliloquy.
- E 11.9.4 Explain the use of verbal, situational, and dramatic irony. (SOL 11.6c)
- E 11.9.5 Explain how the elements of narration operate in a play.
- E 11.9.6 Describe the evolution of American drama.
- 11.10 The student will read and analyze nonfiction.**
- E 11.10.1 Read and analyze the ideas presented in essays by several of the following authors: Thomas Paine, Ralph Waldo Emerson, Henry David Thoreau, E. B. White, Lewis Thomas, Russell Baker, James Baldwin, Joan Didion, and Alice Walker.
- E 11.10.2 Read, analyze, and evaluate persuasive speeches, such as those of Thomas Paine, for purpose, proof supporting the position, and style.
- E 11.10.3 Read, analyze, and evaluate memoirs.
- E 11.10.4 Analyze letters written by other students for genuine voice and tone.
- E 11.10.5 Describe the evolution of nonfiction from the colonial period to the post-modern period.

WRITING

- 11.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
- E 11.11.1 Generate, gather, plan, and organize ideas for writing. (SOL 11.7a)

- E 11.11.2 Develop a focus for writing. (SOL 11.7b)
- E 11.11.3 Evaluate and cite applicable information. (SOL 11.7c)
- E 11.11.4 Organize ideas in a logical manner. (SOL 11.7d)
- E 11.11.5 Evaluate writing for self and peers for purpose and audience.
- E 11.11.6 Elaborate ideas clearly and accurately. (SOL 11.7e)
- E 11.11.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.7f)
- E 11.11.8 Use a variety of sentences appropriately and correctly.
- E 11.11.9 Use reflection to revise writing.
- E 11.11.10 Revise writing for accuracy and depth of information. (SOL 11.7g)
- E 11.11.11 Proofread final copy and prepare document for intended audience and purpose. (SOL 11.7h)
- E 11.11.12 Transfer the skills of editing, revising, proofing, and evaluating writing to other classes, occasions, and situations.
- E 11.11.13 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)
- E 11.11.14 Maintain a writing portfolio.

11.12 The students will edit for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 11.8)

AP4 Demonstrate understanding and master of standard written English as well as stylistic maturity in their own writings.

AP7 Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

- E 11.12.1 Use verbals and verbal phrases to achieve sentence conciseness and variety. (SOL 11.8b)
- E 11.12.2 Adjust sentence and paragraph structures for a variety of purposes and audiences. (SOL 11.8c)
- E 11.12.3 Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) for producing research projects. (SOL 11.8a)

11.13 The student will write in a variety of forms with an emphasis on persuasion. (SOL 11.7)

AP3 Create and sustain arguments based on readings, research, and/or personal experience.

E 11.13.1 Write an analysis of the poetic elements and techniques that are most effective in American poetry.

E 11.13.2 Write a satirical poem or short story.

E 11.13.3 Write a multi-paragraph persuasive essay using a combination of any of the following: opposing views, reliable evidence, facts, sound generalizations, trustworthy opinions, and logical arguments.

E 11.13.4 Write an analysis of how verbal or dramatic irony is developed in a play.

E 11.13.5 Evaluate and cite applicable information.

E 11.13.6 Keep a log of humorous experiences.

E 11.13.7 Use one or more of log entries to develop a humorous piece of writing.

11.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.

AP4 Demonstrate understanding and master of standard written English as well as stylistic maturity in their own writings.

E 11.14.1 Master verbal phrases, transitional elements, and parallel structure in writing.

E 11.14.2 Use a handbook as a reference tool.

E 11.14.3 Exhibit proficiency in the use of standard English in writing.

11.15 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education. (SOL 11.9)

E 11.15.1 Apply a variety of planning strategies to generate and organize ideas. (SOL 11.9a)

E 11.15.2 Organize information to support the purpose of the writing. (SOL 11.9b)

E 11.15.3 Present information in a logical manner. (SOL 11.9c)

E 11.15.4 Revise writing for clarity. (SOL 11.9d)

E 11.15.5 Edit writing for correct use of language, spelling, punctuation, and capitalization.

E 11.15.6 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)

11.16 The student will prepare for the transition to career or schools of higher learning.

E 11.16.1 Practice word processing skills in composition to prepare for entrance into the business and/or academic community.

E 11.16.2 Use resources independently.

E 11.16.3 Write a multi-paragraph letter to apply for a job or scholarship and/or to seek admittance to college.

E 11.16.4 Revise and update a résumé and a cover letter.

RESEARCH

11.17 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. (SOL 11.10)

AP3 Create and sustain arguments based on readings, research, and/or personal experience.

- E 11.17.1 Narrow a topic. (SOL 11.10a)
- E 11.17.2 Develop a plan for research. (SOL 11.10b)
- E 11.17.3 Select and narrow a topic for a literary analysis paper.
- E 11.17.4 Select and narrow a topic for an argumentative paper.
- E 11.17.5 Collect information to support a thesis. (SOL 11.10c)
- E 11.17.6 Evaluate quality and accuracy of information. (SOL 11.10d)
- E 11.17.7 Prepare a formal outline of the paper.
- E 11.17.8 Synthesize information in a logical sequence. (SOL 11.10e)
- E 11.17.9 Write a well-organized documented paper of 750-1000 words.
- E 11.17.10 Document sources of information using a style format such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 11.10f)
- E 11.17.11 Edit writing for clarity of content and effect. (SOL 11.10g)
- E 11.17.12 Edit final copy for grammatically correct use of language, spelling, punctuation, and capitalization. (SOL 11.10h)
- E 11.17.13 Proofread final copy and prepare document for publication or submission. (SOL 11.10i)
- E 11.17.14 Use technology to access information, organize ideas, and develop writing. (SOL 11.10j)



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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