

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

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| Course Title: Advanced Placement English 4 (Literature and Composition) / UCONN Early College Experience | Course Number: 0512 |
| Department: English | Grade(s): 12 |
| Level(s): Advanced placement | Credit: 1 |
| Course Description Advanced Placement English 4 (Literature and Composition) is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as other elements such as the use of figurative language, imagery, symbolism, and tone. Throughout the course, writing instruction focuses on helping students to develop stylistic maturity. Writing assignments include the critical analysis of literature and include expository, analytical, and argumentative essays. This course provides college level, curriculum, instruction, and assessment. (Prerequisite: English 3) | |
| Required Instructional Materials <i>Sound and Sense: An Introduction to Poetry</i> (editors Laurence Perrine and Thomas R. Arp), 1992. OR <i>Literature: An Introduction to Fiction, Poetry, and Drama</i> (editors X. J. Kennedy and Dana Gioia), 1999. | Completion/Revision Date Revisions Approved by Board of Education on March 19, 2007 |

Mission Statement of the Curriculum Management Team

The mission of the Language Arts Curriculum Management Team is to ensure that all students develop a high level of proficiency and independence in reading, writing, speaking, listening, and viewing, enabling them to become lifelong, effective communicators in a culturally diverse society.

Enduring Understandings for the Course

Life is a journey.

Literature transcends time, place, and culture.

Reading expands understanding of the world, its people, and oneself.

Readers develop a deeper understanding through reflection of the text.

People are a product of their collective experiences.

Authors use writing to understand themselves and the world around them.

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| The question of whether or not we control our own destiny is central to human understanding. |
| All decisions have consequences. |
| Fate and free will affect both decisions and consequences. |
| Great literature reveals or leads us to important truths. |
| Truth can be difficult to recognize and hard to face. |
| Justice is subjective, depending on perception, experience, and culture. |
| Truths influence life decisions and attitudes. |
| An important component of justice is the search for truth. |
| Culture influences how a person thinks, acts, and lives. |
| Individual and cultural values may differ, resulting in conflict. |
| Literature enables readers to explore and understand cultures different from their own. |
| Poetry appeals to the mind and the emotions. |
| Poetry lends itself to a variety of interpretations, supported by textual evidence. |
| Poetry differs from other writing through sound, structure, and depth. |
| Writing poetry deepens one's appreciation for authors' purposes and styles. |
| Poets use writing to understand themselves and the world around them. |
| Writing is a multi-stage process involving prewriting, drafting, revising, and editing. |
| Writing is a reflective, recursive, and collaborative process. |
| Effective communication observes standard conventions of English usage, grammar, and mechanics. |
| Authors write with different purposes in mind. |
| Communication expands understanding of the world, people, and oneself. |
| People communicate through words and images. |
| People rely on a variety of resources to obtain information. |
| New information may result in a new idea or change of stance. |
| Listening skills are critical for learning and communicating. |
| Visual materials enhance understanding. |
| Close reading deepens understanding of the ways writers use language to provide both meaning and pleasure for their readers. |
| Close reading considers a work's structure, style, themes, in addition to figurative language, imagery, symbolism, and tone. |
| Close reading allows students to discover how meaning is embodied in literary form. |
| Close reading allows students to analyze social and historical values reflected in the literature. |
| Close reading allows students to gain precision and control in their own writing and analysis. |
| Readers interpret meaning through attention to textual details. |
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| LEARNING STRAND | |
| 1.0 - The Theme of the Quest | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Life is a journey. • Literature transcends time, place, and culture. • Reading expands understanding of the world, its people, and oneself. • Readers develop a deeper understanding through reflection of the text. • People are a product of their collective experiences. • Authors use writing to understand themselves and the world around them. | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 1.1 Read and interpret a variety of works of recognized literary merit from antiquity to the present that have shaped world thought. | <ul style="list-style-type: none"> • See English department book list • See Core Book List • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 |
| 1.2 Show how literature represents, recreates, shapes, and explores human experience through language and imagination. | INSTRUCTIONAL STRATEGIES/APPROACHES <ul style="list-style-type: none"> • Class discussion • Small group and literature circles • Cooperative learning • Oral presentations • Group projects • Graphic organizers • Response journals • Vocabulary in context • Conferencing • Computer-assisted instruction • Research • Independent reading • Close reading analysis • Multimedia presentations • Sample AP test questions |
| 1.3 Compare universal themes. | |
| 1.4 Interpret the text by using prior knowledge and experiences. | |
| 1.5 Reflect on the text to make judgments about its meaning and quality. | |
| 1.6 Understand that a single text may elicit a wide variety of responses. | |
| 1.7 Explore and respond to text representing both the literary tradition and the diversity of cultural heritage. | |
| 1.8 Explore and respond to the aesthetic elements of literature, including spoken, visual, and written texts. | |
| 1.9 Make personal connections between the literature and life. | |
| 1.10 Recognize and analyze literary features, archetypes, and devices used by an author to create mood and establish overall theme. | |
| 1.11 Use literature as a resource to explore ideas and decisions, as well as political and social issues. | |
| 1.12 Clarify understanding of texts by identifying inconsistencies and ambiguities. | |
| 1.13 Apply strategies for determining meaning of vocabulary in context. | |
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| | <ul style="list-style-type: none"> • Quizzes/tests • Writing journals • Projects • Oral presentations • Writing assignments (cause and effect, expository, personal narrative, definition, literary criticism, compare and contrast, research, creative) • Teacher observation of group activity • Portfolios • Homework • Peer and self-evaluation • Multi-media presentations • Rubrics • Sample AP test questions |

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| LEARNING STRAND | |
| 2.0 - Fate vs. Free Will | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • The question of whether or not we control our own destiny is central to human understanding. • All decisions have consequences. • Fate and free will affect both decisions and consequences. • Reading expands the understanding of the world, people, and oneself. • Readers develop a deeper understanding through reflection of the text. • Authors use writing to understand themselves and the world around them. | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 2.1 Read and interpret a variety of works of recognized literary merit from antiquity to the present that have shaped world thought. | <ul style="list-style-type: none"> • See English department book list • See core book list • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grades 12 |
| 2.2 Show how literature represents, recreates, shapes, and explores human experience through language and imagination. | INSTRUCTIONAL STRATEGIES/APPROACHES <ul style="list-style-type: none"> • Class discussion • Small group discussion • Literature circles • Cooperative learning • Oral presentations • Group projects • Graphic organizers • Response journals • Vocabulary in context • Conferencing • Computer assisted instruction • Research • Independent reading • Close reading analysis • Multimedia presentations • Sample AP Test questions ASSESSMENT METHODS/TOOLS <ul style="list-style-type: none"> • Quizzes/tests • Writing journals • Projects • Oral presentations • Writing assignments (cause and effect, expository, personal narrative, definition, literary criticism, compare and contrast, research, creative) • Teacher observation of group activity • Portfolios • Homework • Peer and self-evaluation • Multi-media presentations • Rubrics • Sample AP test questions |
| 2.3 Compare universal themes. | |
| 2.4 Interpret the text by using prior knowledge and experiences. | |
| 2.5 Reflect on the text to make judgments about its meaning and quality. | |
| 2.6 Understand that a single text may elicit a wide variety of responses. | |
| 2.7 Explore and respond to the text representing both the literary tradition and the diversity of cultural heritage. | |
| 2.8 Explore and respond to the aesthetic elements of literature, including spoken, visual, and written texts. | |
| 2.9 Make personal connections between the literature and life. | |
| 2.10 Read materials balanced for both culture and gender. | |
| 2.11 Generate predictions and questions before, during and after reading, writing, listening, and viewing. | |
| 2.12 Clarify understanding of texts by identifying inconsistencies and ambiguities. | |
| 2.13 Apply strategies for determining meaning of vocabulary in context. | |

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| LEARNING STRAND | |
| 3.0 - The Question of Truth and Justice | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Great literature reveals or leads us to important truths. • Truth can be difficult to recognize and hard to face • Justice is subjective, depending on perception, experience, and culture. • Truths influence life decisions and attitudes. • An important component of justice is the search for truth. • Reading expands understanding of the world, people, and oneself. • Readers develop a deeper understanding through reflection of the text. • Authors use writing to understand themselves and the world around them. | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 3.1 Read and interpret a variety of works of recognized literary merit from antiquity to the present that have shaped world thought. | <ul style="list-style-type: none"> • See English department book list • See Core Book List • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 |
| 3.2 Show how literature represents, recreates, shapes, and explores human experience through language and imagination. | |
| 3.3 Compare universal themes. | |
| 3.4 Interpret the text by using prior knowledge and experiences. | |
| 3.5 Reflect on the text to make judgments about its meaning and quality. | |
| 3.6 Understand that a single text may elicit a wide variety of responses. | |
| 3.7 Explore and respond to text representing both the literary tradition and the diversity of cultural heritage. | |
| 3.8 Explore and respond to the aesthetic elements of literature, including spoken, visual, and written texts. | |
| 3.9 Make personal connections between the literature and life. | |
| 3.10 Use literature as a resource to explore ideas and decisions, as well as political and social issues. | |
| 3.11 Generate predictions and questions before, during and after reading, writing, listening, and viewing. | |
| 3.12 Clarify understanding of texts by identifying inconsistencies and ambiguities. | |
| 3.13 Apply strategies for determining meaning of vocabulary in context. | |
| | INSTRUCTIONAL STRATEGIES/APPROACHES |
| | <ul style="list-style-type: none"> • Class discussion • Small group and literature circles • Cooperative learning & Group projects • Oral presentations • Graphic organizers • Response journals • Vocabulary in context • Conferencing • Computer assisted instruction • Research • Independent reading • Close reading analysis • Multimedia presentations • Sample AP test questions |
| | ASSESSMENT METHODS/TOOLS |
| | <ul style="list-style-type: none"> • Quizzes/tests • Writing journals • Projects & Oral presentations • Writing assignments (cause and effect, expository, personal narrative, definition, literary criticism, compare and contrast, research, creative) • Teacher observation of group activity • Portfolios • Homework • Peer and self-evaluation • Multi-media presentations • Rubrics • Sample AP test questions |

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| LEARNING STRAND | |
| 4.0 - Relationship of Individuals to Their Cultural Environment | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Culture influences how a person thinks, acts, and lives. • Individual and cultural values may differ, resulting in conflict. • Literature enables readers to explore and understand cultures different from their own. • Reading expands understanding of the world, people, and oneself. • Readers develop a deeper understanding through reflection of the text. • Authors use writing to understand themselves and the world around them. | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 4.1 Read and interpret a variety of works of recognized literary merit from antiquity to the present that have shaped world thought. | <ul style="list-style-type: none"> • See English department book list • See Core Book List • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 |
| 4.2 Show how literature represents, recreates, shapes, and explores human experience through language and imagination. | INSTRUCTIONAL STRATEGIES/APPROACHES <ul style="list-style-type: none"> • Class discussion • Small group and literature circles • Cooperative learning & Group projects • Oral presentations • Graphic organizers • Response journals • Vocabulary in context • Conferencing • Computer assisted instruction • Research • Independent reading • Close reading analysis • Multimedia presentations • Sample AP test questions ASSESSMENT METHODS/TOOLS <ul style="list-style-type: none"> • Quizzes/tests • Writing journals • Projects & Oral presentations • Writing assignments (cause and effect, expository, personal narrative, definition, literary criticism, compare and contrast, research, creative) • Teacher observation of group activity • Portfolios • Homework • Peer and self-evaluation • Multi-media presentations • Rubrics • Sample AP test questions |
| 4.3 Compare universal themes. | |
| 4.4 Interpret the text by using prior knowledge and experiences. | |
| 4.5 Reflect on the text to make judgments about its meaning and quality. | |
| 4.6 Understand that a single text may elicit a wide variety of responses. | |
| 4.7 Explore and respond to text representing both the literary tradition and the diversity of cultural heritage. | |
| 4.8 Explore and respond to the aesthetic elements of literature, including spoken, visual, and written texts. | |
| 4.9 Make personal connections between the literature and life. | |
| 4.10 Examine the way the writer's text is influenced by individual, social, cultural, and historical factors. | |
| 4.11 Read materials balanced for both culture and gender. | |
| 4.12 Examine culture as it gives rise to literature. | |
| 4.13 Identify the unique and shared qualities of the voices, cultures and historical periods in literature. | |
| 4.14 Generate predictions and questions before, during and after reading, writing, listening, and viewing. | |
| 4.15 Apply strategies for determining meaning of vocabulary in context. | |

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| LEARNING STRAND | |
| 5.0 - Poetry | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Poetry appeals to the mind and the emotions. • Poetry lends itself to a variety of interpretations, supported by textual evidence. • Poetry differs from other writing through sound, structure, and depth. • Writing poetry deepens one’s appreciation for authors’ purpose and style. • Reading expands understanding of the world, people, and oneself. • Readers develop a deeper understanding through reflection of the text. • Poets use writing to understand themselves and the world around them. | |
| LEARNING OBJECTIVES: The student will: <ul style="list-style-type: none"> 5.1 Read and interpret a variety of poems of recognized literary merit from antiquity to the present. 5.2 Analyze a variety of poetic forms and the effect of structure on meaning. 5.3 Recognize a variety of literary features (structure, figurative language, syntax, diction, style, etc.) and interpret how they convey meaning. 5.4 Validate understanding through textual references supporting multiple interpretations. 5.5 Understand that a single poem may elicit a wide variety of responses. 5.6 Develop meaningful connections between poem and reader. | INSTRUCTIONAL SUPPORT MATERIALS <ul style="list-style-type: none"> • See English department book list • See Core Book List • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 INSTRUCTIONAL STRATEGIES/APPROACHES <ul style="list-style-type: none"> • Class discussion • Small group discussion • Cooperative learning • Oral presentations • Group projects • Graphic organizers • Close reading analysis • Sample AP test questions • Art/music connections • Poem comparisons ASSESSMENT METHODS/TOOLS <ul style="list-style-type: none"> • Quizzes/tests • Journals • Projects • Oral presentations • Writing assignments (analysis, emulations, creative, research) • Teacher observation of group activity • Portfolios • Homework • Participation • Peer evaluation • Multimedia presentations • Self-evaluation • Rubrics • Sample AP test questions |

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| LEARNING STRAND | |
| 6.0 - Communication Skills: writing, speaking, listening and viewing | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Writing is a multi-stage process involving prewriting, drafting, revising, and editing. • Writing is a reflective, recursive, and collaborative process. • Effective communication observes standard conventions of English usage, grammar, and mechanics. • Authors write with different purposes in mind. • Communication expands understanding of the world, people, and oneself. • People communicate through words and images. • People rely on a variety of resources to obtain information. • New information may result in a new idea or a change of stance. • Listening skills are critical for learning and communicating. <p>Visual materials enhance understanding.</p> | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 6.1 Use the writing process to compose college-level essays that are focused, organized, developed, and supported. | <ul style="list-style-type: none"> • See English department book list • See core book list • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 |
| 6.2 Compose and edit using technology. | |
| 6.3 Revise essays to demonstrate improvement. | |
| 6.4 Compose a variety of textual forms for different audiences (compare and contrast, literary analysis, definition, expository, cause and effect, research, creative) | INSTRUCTIONAL STRATEGIES/APPROACHES |
| 6.5 Use standard conventions of English grammar, usage, and mechanics. | <ul style="list-style-type: none"> • Class discussion • Small group discussion • Literature circles • Cooperative learning • Oral presentations • Group projects • Graphic organizers • Debate • Sample AP test questions • Close reading analysis |
| 6.6 Use textual support with MLA citation. | |
| 6.7 Generate questions and determine which primary and secondary sources are appropriate to the task. | |
| 6.8 Evaluate validity of sources (especially internet) to authenticate research. | ASSESSMENT METHODS/TOOLS |
| 6.9 Deliver oral presentations that reflect effective planning, research, and/or use of technology. | <ul style="list-style-type: none"> • Self-evaluation/peer evaluation using rubrics • Journals • Projects • Oral presentations • Writing assignments • Teacher observation of group activity • Portfolios • Homework • Participation • Peer evaluation • Rubrics • Debate • Sample AP test questions |
| 6.10 Make effective connections between literature and visual media. | |
| 6.11 Develop critical listening skills to enhance understanding of course material and improve academic progress. | |

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| LEARNING STRAND | |
| 7.0 - Close reading and analysis | |
| ENDURING UNDERSTANDING(S) | |
| <ul style="list-style-type: none"> • Close reading deepens understanding of the ways writers use language to provide both meaning and pleasure for their readers. • Close reading considers a work's structure, style and themes, in addition to figurative language, imagery, symbolism, and tone • Close reading allows students to discover how meaning is embodied in literary form • Close reading allows students to analyze social and historical values reflected in the literature • Close reading allows students to gain precision and control in their own writing and analysis • Readers interpret meaning through attention to textual details. • Readers use a variety of strategies to construct meaning. | |
| LEARNING OBJECTIVES: The student will: | INSTRUCTIONAL SUPPORT MATERIALS |
| 7.1 Read and interpret a variety of works of recognized literary merit from antiquity to the present. | <ul style="list-style-type: none"> • See English department book list • See core book list • See Wallingford Public School Literary Features • See High School English Scope and Sequence for Grade 12 |
| 7.2 Read deliberately and thoroughly to understand a works complexity and richness of meaning. | |
| 7.3 Analyze how meaning is embodied in literary form. | INSTRUCTIONAL STRATEGIES/APPROACHES |
| 7.4 Make inferences leading to an interpretive conclusion about a text's meaning and value. | <ul style="list-style-type: none"> • Class discussion • Small group discussion • Literature circles • Cooperative learning • Oral presentations • Group projects • Graphic organizers • Sample AP test questions • Close reading analysis |
| 7.5 Understand the value of close reading to uncover layers of meaning. | |
| 7.6 Select, synthesize, and/or use relevant information after a close reading to extend or evaluate the work in their own writing. | ASSESSMENT METHODS/TOOLS |
| | <ul style="list-style-type: none"> • Self-evaluation/peer evaluation using rubrics • Journals • Projects • Oral presentations • Writing assignments • Teacher observation of group activity • Portfolios • Homework • Participation • Peer evaluation • Rubrics • Sample AP test questions • Timed writing (essays) |