



**A Planned Course of Study
for
Advanced Placement Language and Composition**

ASHS Course # 0150

Abington School District

Abington, PA

PLANNED COURSE OF STUDY FOR ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

September, 2016

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of reading, writing, speaking and listening:

- A. Reading Independently
- B. Reading, Analyzing, and Interpreting Text
- C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction
- D. Types of Writing
- E. Quality of Writing
- F. Speaking and Listening
- G. Characteristics and Functions of the English Language
- H. Research
- I. Information, Communication, and Literacy Technology

II. Major Concepts

A. Reading Independently

- 1. Analyze author's purpose, tone, and style
- 2. Evaluate the application and usage of literary terminology
- 3. Identify, describe, evaluate and synthesize essential ideas found within works
- 4. Establish a reading vocabulary by identifying and correctly using new words
- 5. Demonstrate understanding and interpretation of both fiction and nonfiction
- 6. Make assertions about texts
- 7. Compare and contrast texts using themes, settings, characters and ideas
- 8. Make extensions to related ideas, topics or information
- 9. Demonstrate fluency and comprehension in reading
- 10. Read a variety of genres and types of text

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11. Demonstrate comprehension

B. Reading, Analyzing, and Interpreting Text

1. Read and understand essential content of informational texts
2. Differentiate fact from opinion across a variety of texts
3. Evaluate text organization and content to determine the author's purpose
4. Use and understand a variety of media

C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction

1. Read and understand works of literature
2. Analyze the relationships of literary elements used by one or more authors
3. Examine the author's use of sound technique, figurative language and literary structures
4. Analyze and evaluate figurative language and diction in poetry
5. Read and respond to nonfiction and fiction

D. Types of Writing

1. Write short stories, poems and plays utilizing various organizational methods, illustrations, conflicts, and dialogue
2. Include literary elements and devices
3. Write complex informational pieces using primary and secondary sources
4. Use precise language and specific detail
5. Write persuasive pieces using a clearly stated position or opinion
6. Include properly cited evidence
7. Include a variety of methods to advance the argument or position

E. Quality of Writing

1. Write with a sharp, distinct focus

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2. Identify topic, task and audience
3. Write using well-developed content
4. Gather, organize, and analyze validity and reliability of information
5. Write with controlled organization
6. Sustain logical order
7. Include an effective introduction and conclusion
8. Write with stylistic command
9. Vary sentence length and structure
10. Edit and revise writing using the conventions of language

F. Speaking and Listening

1. Verbally communicate the relevancy of information, ideas and opinions
2. Take notes
3. Summarize and reflect
4. Contribute to discussions by asking relevant and clarifying questions
5. Respond with relevant information or opinions to questions asked
6. Listen to and acknowledge the contributions of others
7. Facilitate total group participation
8. Initiate everyday conversation
9. Use media for learning purposes
10. Use various forms of media to make a student presentation
11. Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation

G. Characteristics and Functions of the English Language

1. Describe the influence of historical and cultural context as it applies to the English language

H. Research

1. Select and refine a topic for research

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2. Locate information using appropriate sources and strategies
3. Determine valid resources for researching the topic, including primary and secondary sources
4. Use traditional and electronic search tools
5. Take notes relevant to the research topic
6. Develop a thesis statement based on the research
7. Give precise, formal credit for others' ideas, images or information using a standard method of documentation
8. Use formatting techniques

I. Information, Communication, and Literacy Technology

1. Utilize technology to promote higher level thinking skills
2. Engage technology as they solve real world, practical issues
3. Apply technological strategies in the authentic 21st century learning environment
4. Develop and demonstrate independent ideas utilizing various technological mediums
5. Extend understanding of substantive conversation using technology
6. Connect subject matter to personal or public issues beyond the classroom
7. Consistently incorporate the use of 21st century skills and technology when problem-solving

III. Instruction

A. Course Schedule

Five days per week, full year, with average class period 48 minutes in length

B. Pacing:

1. *During each marking period*, students will:
 - a. Read **5** major works of non-fiction
 - b. Complete **at least 3** units of vocabulary

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- c. Complete **at least 2** units of grammar which may be paired with the individual writing experiences
- d. Complete **at least 5** major writing assignments, as well as engage in frequent writing experiences (a minimum of **8** per marking period)
- e. Complete **at least 1** full-length AP Language and Composition practice exam

C. Methods: Instructional strategies will include, but not be limited to:

- 1. Teacher-led discussions
- 2. Collaborative learning
- 3. Student-centered inquiry
- 4. Student presentations
- 5. Student-led discussions

D. Technology

- 1. The use of instructional technology will include, but not limited to, Interactive Whiteboards, laptop computers, Internet access, podcasts, videos, etc.

E. Resources:

- 1. *The Language of Composition*—Scanlon, Shea, Aufusus
- 2. *The Riverside Reader*—Trimmer
- 3. *The Adventures of Huckleberry Finn*—Mark Twain

IV. Assessment

A. Procedures for Evaluation

- 1. Summative Assessment

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- a. Midterm Examination – Culminating assessment covering curriculum from marking periods 1 and 2
 - b. Final Examination – Culminating assessment covering curriculum from marking periods 3 and 4
 2. Formative assessments will be administered in a variety of formats.
 3. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEPs will be provided for Special Education students who are enrolled in this course.
- B. Expected Levels of Achievement
- Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%