AP English Literature and Composition Curriculum

Course Description:
Credit: 2 + 6 DMACC (LIT 101 and LIT 185)
Prerequisite: Junior or Senior Status; Students must earn at least an A- in Language and Literature or a B- in Advanced Language and Literature and/or teacher recommendation.
Advanced Placement (AP) English Literature and Composition offers highly motivated students an opportunity to study a college-level English curriculum consisting of challenging literature from a variety of genre, cultures, and eras. Strong emphasis is placed upon composition skills and written interpretation with the objective of preparing students to successfully complete the AP English Literature and Composition Exam.

Grade 11-12 Literature

Iowa Core Anchor Standard	Iowa Core Grade Level Standard	UCSD I Can Statements
Key Ideas and Details		
(Key Ideas and Details) Use comprehension strategies to explain elements of literature. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	find and use strong examples within the text to support my analysis of the text.
	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	find multiple themes or central ideas of a text
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	analyze how the author develops elements of the story and how those choices impact the story (theme, setting, characterization, etc.)
3. Analyze how and why individuals, events and ideas develop and interact over the cores of a text.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	use a variety of reading strategies.
	Read on-level text both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	

Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanindg, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	determine connotative meaning using context clues
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanze) relate to each other and the whole.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	analyze how authors structure plots to create tonal effects and aesthetic impact (e.g. pacing, flashbacks, mystery, tension, surprise.)
		monitor my comprehension while reading
6. Assess how point of view or purpose shapes the content and style of a text.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	analyze what is stated and intended within the text
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	compare and contrast multiple different artistic mediums concerning a similar theme
9. Analyze how two or more texts address similar themes or topics in order to building knowledge or to compare the approaches the authors take.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrate knowledge of 18th century American literature

Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (RL.11-12.10)	

Grade 11-12 Speaking and Listening		
Comprehension and Collaboration		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standard**	**UCSD I Can Statements**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.	exchange ideas using researched material under study
		discuss evidence from the text
	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	engage in conversations by responding to/and questioning broader themes and ideas
		present a full range of positions on a topic or issue
		clarify, verify, or challenge ideas and conclusions
		promote divergent and creative perspectives

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluate a speaker's point of view,
		assess the stance and premise
		assess points of emphasis
		assess tone used
		assess links among ideas
		assess word choice
Presenation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	synthesize information, findings and supporting evidence to convey a clear and distinct perspective in a presentation
		address opposing and alternative perspectives
		organize, develop, and select appropriate style to coincide with purpose and target audience
		differentiate between formal and informal tasks
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	integrate digital media to increase understanding and interest
		use digital media to support evidence and reasoning presented
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	adapt speech and language to a variety of contexts and tasks
		differentiate between and adapt formal and informal speech and language
	Prepare and conduct interviews.	Prepare and conduct interviews.
	Participate in public performances.	Participate in public performances.

Grade 11-12 Language		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standard**	**UCSD I Can Statements**
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	adapt language as rules evolve.
		defend language usage choice.
	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	use reference materials to resolve usage questions.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	use hyphens correctly.
	Spell correctly.	spell correctly.
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	vary the arrangement of words or phrases in sentences for effect.
		use reference materials to check for correct usage.
		use knowledge of syntax (the arrangement of words and phrases in sentences) to increase understanding when reading.
Vocabulary Acquisition		
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	interpret figures of speech
		recognize why figures of speech are used in the text.
	Analyze nuances in the meaning of words with similar denotations.	differentiate between similar words.

| 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | use accurate words to read, write, and speak coherently. |
| | | independently determine the meaning of a word. |

Grade 11-12 Writing

Iowa Core Anchor Standard	Iowa Core Grade Level Standard	UCSD I Can Statements
Text Types and Purposes		
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accuractly through the effective selection, organization, and analysis of content.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	assess the reliability/credibility and relevance of a source.
		integrate relevant facts, definitions, details, quotations, or other information.
		evaluate audience's background knowledge regarding the topic.
		adapt material for a presentation to a particular audience.
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	use a variety of transitions and sentence patterns to link and clarify ideas.
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	use key terms appropriate to the topic.
		utilize techniques (similes, metaphors, analogies, etc.) to clarify a complex topic.
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	restate the thesis statement.
		summarize the supporting facts of the writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	write a narrative with the elements of a plot line.
		establish the significance of the topic.
		distinguish between fiction stories and nonfiction narratives
		write utilizing the elements of fiction (i.e. characterization, point of view, plot line) in narrative writing.
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	use narrative techniques (i.e. dialogue, pacing, description, reflection, multiple plot lines) to enhance writing
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	develop introduction, body, and conclusion of narrative writing.
		use the sequence of events to lead up to a climax and end with a
		establish an intended tone (mystery, suspense, growth, etc.).
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	choose precise words and phrases.
		use words that appeal to the senses.
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	write a conclusion that reflects on or resolves a conflict.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	choose the level of formality appropriate for the task, purpose, and audience of the writing

5. Develop and strengthen writing as needed by planning, revising, editing, reqriting, or trying a new approach.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	proofread, revise, and edit to improve/strengthen writing.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	use technology to publish writing (Google docs, Word, Moodle, Powerpoint, etc.).
		use technology to produce writing including linking to other information (video, Powerpoint, hyperlinks, etc.).
		use technology to collaborate on writing (Google docs, Moodle, etc.)
		adapt writing based on feedback (i.e. arguments or new information).
Research to Building and Present Knowledge		
9. Draw evidence from literary or informational texts to support analysis,reflection, and research.	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	accurately paraphrase an excerpt from a piece of literary nonfiction.
		accurately quote from a piece of literary nonfiction.
		select examples from literary nonfiction to support the analysis, reflection, or research.
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	modify the writing process to match the timeframe given.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.