

AP 12 English Syllabus

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click <https://rcas.org/students/student-handbooks/>.

Course Description

This is a discussion-based class in which students will analyze literature to determine how the literature affects its readers and in what ways. Students will “measure” literature against the history of philosophy to understand how literature fits into its own time as well as in all time. Writing well about literature is a key component of the class. The course is equivalent to a freshman college English Literature course

Grading

Points shall be awarded for assignments, quizzes, and tests. Points will be awarded and collected cumulatively through the year.

Textbook

Literature & Composition by Carol Jago, Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses

Reading

Books

Teachers must use one play by William Shakespeare. Additionally, teachers need to use at least one of the following literary works.

1. “Beowulf”
2. “The Lord of the Rings” by J. R. R. Tolkien
3. “The Canterbury Tales” by Geoffrey Chaucer
4. “Pride and Prejudice” by Jane Austen
5. “The Metamorphosis” by Franz Kafka
6. “Crime and Punishment” by Jane Austin
7. “The Iliad” by Homer
8. “Dr. Faustus” by Christopher Marlowe
9. “Gilgamesh”
10. “Oedipus Rex” by Sophocles
11. “Cry, the Beloved Country” by Alan Paton
12. “The Count of Monte Cristo” by Alexander Dumas
13. “Things Fall Apart” by Chinua Achebe
14. “Don Quixote” by Miguel Cervantes
15. “The Inferno” by Dante Alighieri
16. “Faust” by Johann Wolfgang von Goethe
17. “Gulliver’s Travels” by Jonathan Swift
18. “Heart of Darkness” by Joseph Conrad
19. “Out of the Silent Planet” by C. S. Lewis
20. “Till We Have Faces” by C. S. Lewis
21. “Idylls of the King” by Alfred Lord Tennyson
22. “Frankenstein” by Mary Shelley
23. “Paradise Lost” by John Milton
24. “Ceremony” by Leslie Marmon Silko
25. “Jane Eyre” by Charlotte Bronte

Short Stories

Students are required to read short stories from their Textbook: *Literature & Composition* by Carol Jago, Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses

Articles

Students are required to read articles from their Textbook: *Literature & Composition* by Carol Jago, Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses

Poetry

Students are required to read poetry from their Textbook: *Literature & Composition* by Carol Jago, Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses and use [Poetry Foundation.org](http://PoetryFoundation.org) and Poetry180

Optional Reading

Student Choice

Instructional Resources

Turnitin.com and Kahn Academy

Essential Questions

According to the AP English and Literature College Board, students will understand how literature provides a mirror to help students understand ourselves and others.

- How does literature help us understand ourselves and other?
- How has writing become a communication tool across the ages?
- How does literature reflect the human conditions?
- How does literature express universal themes?
- How will students write for the English Literature and Composition Class and Exam?
- Can students vary their sentence structure?
- Can you use vocabulary correctly in context?
- Can you use context clues to define a word?
- Can you use strategies to enhance and enrich vocabulary

Essential Learning Intentions

- I can apply emerging technologies to AP English.
- I can critically read and analyze works from several genres and periods to include the sixteenth to the twenty-first century but to get to know a few works in depth.
- I can consider the social and historical values reflected in literary works.
- I can understand the relationships, uses, and effectiveness of literary elements, as well apply key vocabulary.
- I can identify the key ideas in the AP rubrics and the expectations required when taking the test.

Semester One

11-12. RL.3, RL.5

11-12.W.3

11-12.SL.1A-D

11-12.L.3

- I can analyze the impact of the author's choices and structure regarding how to develop and relate elements of a story or drama.
- I can write narratives or other creative texts to develop real or imagined experiences or events.
- I can initiate and participate effectively in a variety of collaborative discussions.
- I can apply knowledge of language to understand how language functions in different contexts.

11-12.RI.7

11-12.W.4

11-12.L.1, L.2

- I can address a question or solve a problem by integrating and evaluating multiple sources of information that are presented in various media.
- I can produce clear and coherent writing.
- I can demonstrate conventions of standard English grammar, usage, and spelling.

11-12. RI.10, RI.7, RI.6

11-12.SL.1, SL.4

- I can read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band.
- I can initiate and participate in a variety of collaborative discussions.
- I can present information, findings, and supporting evidence while respecting opposing perspectives.
- I can rhetorically analyze texts.

11-12.RI.6, RL.10, RL.5, RI.10, RI.5

11-12.W.4, W.9

11-12.SL.2,SL.4

- I can determine an author's point of view or purpose in a text.
- I can read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band.
- I can analyze an author's choices concerning how to structure parts of a text.
- I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition of the argument.
- I can produce clear and coherent writing.
- I can present information, findings, and supporting evidence while respecting opposing perspectives.

Semester Two

11-12.RI.7, RI.1

11-12.W.1, W.5

11-12.L.1, L.2

- I can integrate and evaluate multiple sources of information presented in different media or formats.
- I can cite strong and thorough textual evidence.
- I can write arguments to support claims.
- I can use the writing process.
- I can demonstrate conventions of standard English grammar, usage, and spelling.

11-12.RL/RI

11-12.W

11-12.SL

11-12.L

- I can cite strong and thorough text evidence.
- I can write arguments to support claims.
- I can demonstrate conventions of standard English grammar, usage, and spelling.

11-12.W.2 or W.3, and W.4

11-12.L.1, L.2, L.6

- I can produce clear and coherent writing.
- I can write informative/explanatory texts.
- I can write narratives or other creative texts.
- I can demonstrate conventions of standard English grammar, usage, and spelling.
- I can acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, and listening at the college and career readiness level.

11-12.W.10

- I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.