



AP Literature and Composition (MIGs)

Course Rationale

Advanced Placement English emphasizes the process of analysis and evaluation of Western and English Literature to prepare students to pursue college level courses and successfully complete the Advanced Placement English Literature and Composition exam.

Course Descriptions

This course is intended to prepare students for the AP English Literature and Composition examination administered by the College Board each spring. Students engage 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 a survey of Western and English Literature, the course will include not only a study of major literary works of each historical period, but also a study of the economic, moral, and social environment that produced the literature. Critical analysis of the structure and genre of literature corresponds to an approach to writing about literary works, including writing to understand, to explain, and to evaluate. Writing genres include expository, analytical, and argumentative essays.

Reading Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/ Inference <i>Reading Literary and Informational Text</i>	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A) & (11-12.RI.1.A)
B Word Meanings <i>Reading Literary and Informational Text</i>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. (11-12.RL.1.B) & (11-12.RI.1.B)
C Text Features <i>Reading Literary and Informational Text</i>	Interpret visual elements of a text and draw conclusions from them (when applicable). (11-12.RL.1.C) & (11-12.RI.1.C)
D Summarize/ Theme <i>Reading Literary Text</i>	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text. (11-12.RL.1.D)
D Summarize/ Theme <i>Reading Informational Text</i>	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text. (11-12.RI.1.D)

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure <i>Reading Literary Text</i>	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact. (11-12.RL.2.A) & (11-12.RI.2.A)
A Structure <i>Reading Informational Text</i>	
B Point of View <i>Reading Literary Text</i>	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied. (11-12.RL.2.B)
B Point of View <i>Reading Informational Text</i>	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied. (11-12.RI.2.B)
C Craft and Meaning <i>Reading Literary Text</i>	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact. (11-12.RL.2.C)
C Craft and Meaning	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone. (11-12.RI.2.C)

<i>Reading Informational Text</i>	
D Interaction and Meaning <i>Reading Literary Text</i>	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text. (11-12.RL.2.D)
D Argument/ Evidence <i>Reading Informational Text</i>	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence. (11-12.RI.2.D)

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Text in Forms <i>Reading Literary Text</i>	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. (11-12.RL.3.A) & (11-12.RI.3.A)
A Text in Forms <i>Reading Informational Text</i>	
B Relationships in Texts	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme. (11-12.RL.3..B)

<i>Reading Literary Text</i>	
B Relationships in Texts <i>Reading Informational Text</i>	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. (11-12.RI.3.B)
C Historical Context <i>Reading Literary Text</i>	Evaluate how an author's work reflects his or her historical/cultural perspective. (11-12.RL.3.C) & (11-12.RI.3.C)
C Historical Context <i>Reading Informational Text</i>	
D Comprehension <i>Reading Literary Text</i>	Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (11-12.RL.3.D)
D Comprehension <i>Reading Informational Text</i>	Read and comprehend informational text independently and proficiently. (11-12.RI.3.D)

Writing

1 Approaching the Task as a Researcher	
A Research	A. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. (11-12.W.1.A.A)
	B. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A.B)
2 Approaching the Task as a Writer	
A Development	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)
3 Approaching the Task as a Reader	
A Revise and Edit	Review, revise, and edit writing with consideration for the task, purpose, and audience. A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. (11-12.W.3.A.A) B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. (11-12.W.3.A.B) C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. (11-12.W.3.A.C) D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. (11-12.W.3.A.D) E. 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. (11-12.W.3.A.E)

Speaking and Listening

1 Collaborating	
A Conversations	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.SL.1.A)
B Questioning	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. (11-12.SL.1.A)
C Viewpoints of Others	Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (11-12.SL.1.C)

2 Presenting	
A Verbal Delivery	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. (11-12.SL.2.A)
B Non Verbal	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. (11-12.SL.2.B)
C Multimedia	Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective. (11-12.SL.2.C)