

**English Standards**

**AP Language and Composition**

**Course Overview:** The senior year of English-Language Arts has students preparing for that next step after graduation – whether that includes a two or four-year college, or going directly to the work force. During semester one, students undertake the senior project and a WWII literature unit. Semester two has students utilizing practical uses of Standard English writing and speaking, as well as a British Literature unit and the novel “Into the Wild.”

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1: WW II Unit (60 days)**

**Description:** The students will read two WWII non-fiction novels: *Night,* by Elie Wiesel, and *Unbroken*, by Laura Hillenbrand.

**Standards**:

1. The students will research author information on Wiesel and Hillenbrand to understand the process by which the non-fiction works were composed. (RI.11-12.1-9)

2. The students will learn relevant vocabulary words in order to understand the content of each novel. (L.11-12.4)

3. The students will acquire and use academic and domain-specific words and phrases. (L.11-12.3)

**4. The students will respond to comprehension questions using correct use of Standard English. (L.11-12.1-3, W.11-12.1, 5, 6, 9)**

**5. The students will adapt speech to a variety of contexts when responding orally to questions. (SL.11-12.4, 5, 6)**

**6. The students will Analyze author’s choices in structuring a text and understand theme and central ideas. (RL.11-12.1-10)**

**Unit 2: Practical English (20 days)**

**Description:** The students will write a variety of documents used in everyday life experiences which will have a specific audience and purpose.

**Standards:**

**1. The students will construct business letters for a variety of audiences and purposes. (W.11-12.1-6, formal writing)**

2. The students will use domain-specific language to address a specific audience. (L.11-12.2-5)

3. Students will create an updated cover letter and resume to prepare them for the outside word.

**Unit 3: Technical Reading and Writing (30 days)**

**Description:** Students will be reading and comprehending texts that are structured for their specific careers. This will include manuals, blueprints, charts, or other things that they will need for their career. Students will also do a technical writing project that is within the medium of their future career and learning and using the academic vocabulary for that particular job.

**Standards:**

1. Students will find 3 different Technical Texts that will pertain to their career and analyze them and present their findings in a power point presentation, essay, or verbally. (SL.11-12.5)
2. **Students will identify domain-specific language and the purpose for knowing what those words mean, and their importance in the workplace. (RI.11-12.6)**
	1. **Students will create, define and memorize a list of academic vocabulary**
	2. **Students will use the vocabulary that they came up with in an essay about the technical reading and writing for their career**
3. **Students will write their own manual, chart, blueprint etc. using the academic vocabulary that they have been working with. Students will then present their project to the class. (L11-12.6)**

**Unit 4: British Literature (45 days)**

**Description:** The students will read a variety of British texts, starting with Beowulf, from the medieval era. They will chronologically explore the most popular or influential works, including Shakespeare and poets such as Shelley and Keats.

**Standards:**

**1. The student will read historical facts about Great Britain and the US’s reasons for becoming independent from King George’s tyranny. (RI.11-12.6, 7, 8, 9)**

2. The students will cite strong evidence of what a text says explicitly as well as inferences made. (RI.11-12.1)

3. The students will read poetry to understand figurative language and rhyme. scheme. (RL.11-12.7, 9)

4. The students will analyze literature to understand the use of irony and sarcasm. (RL.11-12.6).

5**. The students will compose a narrative essay stating their reasons for independence/ (W.11-12.1, 2)**

**Unit 5: Children’s literature (20 days)**

**Description:** Students will read aloud and analyze a wide variety of young adult, middle school, elementary level texts. Students will learn how to read to others effectively to prepare them for reading to children in the future. Students will be required to read to elementary (k-2) students three time during the unit. Students will practice explaining key concepts to their peers while they read aloud.

**Standards:**

1. Students will read aloud and change their tone of voice during the reading
2. **Students will understand and analyze key ideas that are found in Children, and young adult literature. (RL.11-12.2)**
3. Students will read to others and get feedback from how they explained and related content to their audience from picture to chapter books (SL.11-12.6)
4. Students will be reading one young adult text and analyze and understand the concepts that are in young adult fiction (SL.11-12.6)
5. **Students will then write a paper on reflecting what they have learned in the unit, and if there were any common themes between the k-2 books to young adult fiction. (W.11-12.2)**
6. **Students will work in groups to write a children’s book talking about a social concept. (W.11-12.3)**

Formal Writing - For all formal writing assignments in a unit, the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of Standard English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism. (W.11-12.4, W.11-12.5, W.11-12.6, W.11- 12.8, W.11-12.10, **L.11-12.1**, L.11-12.2, L.11-12.3)

**Reading nonfiction:** Students will read, understand and draw conclusions using textual evidence from nonfiction over the course of the year to improve their writing skills. (Formal writing, RI.11-12.10)

\*all days and works are subject to change if time becomes a factor with learning speeds.