

# English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** AP English Literature

**Standard 1:** All students will read and comprehend general and technical material.

**Benchmarks:**

1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals and documents.
3. Selectively employ the most effective strategies to construct meaning, such as generating questions. Scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.
4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
5. Respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts, providing examples of how texts influence their lives and their role in society.

**Sample Activity/Assessment Tasks:**

- Read mythology in order to understand allusions and comparisons of themes in British or American Literature.
- Read short fiction, drama, and poetry in preparation for the AP exam.
- Scan lines of poetry to identify meter and rhyme.
- Use context clues to understand dialect in works of fiction.
- Update mythological stories and produce video or Powerpoint productions.

**Resources:**

*Mythology* by Edith Hamilton  
*Riverside anthology of Literature*  
*An Anthology of Shakespeare's Works*  
[www.phschool.com](http://www.phschool.com)

## English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** AP English Literature

**Standard 2:** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

**Benchmarks:**

1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
2. Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts.
3. Plan, draft, revise, and edit their texts and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion and creativity.
4. Demonstrate precision in selecting appropriate language conventions when editing text.

**Sample Activity/Assessment Tasks:**

- Write analytical responses to AP style question prompts
- Write fixed form poetry (sonnet, haiku, limerick, etc.)
- Evaluate peer's fixed poetry.
- Peer edit sample AP essays, checking for grammar, sentence structure, punctuation, and spelling.

**Resources:**

*Sounds and Sense* by Perrine  
*A Pocket Style Manuel* by Diane Hacker

## English Language Arts Curriculum

**Strand:** Meaning and Communication

**Class:** AP English Literature

**Standard 3:** All students will focus on meaning and communication as they listen, speak, view, read, and write in personal social, occupational, and civic contexts.

### **Benchmarks:**

1. Integrate listening, viewing, speaking, and writing skills for multiple purposes and in varied contexts.
2. Consistently use strategies to reduce the effects of variables on the communication process.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.
4. Consistently use effective listening strategies.
5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.
7. Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience.
8. Analyze their responses to oral, visual, written and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

### **Sample Activity/Assessment Tasks:**

- Present multi-media explications of poetry.
- Practice using communication techniques for successful AP essay, such as the standard 3-part essay.
- Use the debate format to evaluate various types of literary criticism.
- Evaluate diction (formal, informal, conversational).
- Evaluate different styles of note-taking (outlining, highlighting, etc.).
- Practice writing introductions to essays (quotations, anecdotes, etc.).
- Generate connections between Shakespeare's plays and modern issues.

### **Resources:**

*A Pocket Style Manual* by Diane Hacker  
*Elements of Style* by Strunk and White

## English Language Arts Curriculum

**Strand:** Language

**Class:** AP English Literature

**Standard 4:** All students will use the English language effectively.

**Benchmarks:**

2. Use an understanding of how language patterns and vocabularies transmit culture and affect the meaning in formal and informal situations.
3. Explore and explain how the same words have different usages and meanings in different contexts, cultures, and communities.
4. Demonstrate ways in which communication can be influenced through word usage.
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields.

**Sample Activity/Assessment Tasks:**

- Compare formal and informal poems and poets.
- Compare imagery from poems from diverse cultures, especially translated poems, such as haiku by Matsuo Basho, Kyoto, etc. or works by Pablo Heruda.
- Evaluate irony in drama, such as Shakespeare's works or *Trifks* by S. Glaspell
- Produce reader's theatre presentations of novels and short stories for different groups such as students or senior citizens.

**Resources:**

*Riverside anthology of Literature*

*Bedford Anthology of Literature*



## English Language Arts Curriculum

**Strand:** Literature

**Class:** AP English Literature

**Standard 5:** All students will read and analyze a wide variety of classic and contemporary literature and other materials to seek information, ideas, enjoyment, and understanding of their individuality, our society's common heritage, common humanity and rich diversity.

**Benchmarks:**

1. Select, read, listen to, view, and respond to classic and contemporary texts recognized for quality and merit.
2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Analyze how tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.
4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interactions it relates to our common heritage.
5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts.

**Sample Activity/Assessment Tasks:**

- Read and compare classic and contemporary plays, such as The Oedipus Trilogy to 19<sup>th</sup> century Russian writers.
- Identify archetypes in novels and drama.
- Evaluate the tensions and conflicts that exist in the Loman family in the *Death of a Salesman*.
- Discuss or write an analysis of colonialism and racism in *The Heart of Darkness* and relate it to the Social Justice Issue of Solidarity.
- Research contemporary non-fiction sources to evaluate the authenticity of modern Native American, such as Scott Momaday or Leslie Marmon Silko.

**Resources:**

The Oedipus Trilogy by Sophocles  
*The Cherry Orchard* by Anton Chekov  
Any annotated Anthology of Shakespeare's Works  
*Death of a Salesman* by Arthur Miller  
*Heart of Darkness* by Joseph Conrad  
*Ceremony* by Leslie Marmon Silko



## English Language Arts Curriculum

**Strand:** Voice

**Class:** AP English Literature

**Standard 6:** All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

**Benchmarks:**

1. Assess their use of elements of effective communication in personal, social, and occupational, and civic texts.
3. Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.
4. Document and enhance a developing voice with authentic writings for different audiences and purposes.

**Sample Activity/Assessment Tasks:**

- Experiment with effective techniques for college application essays, such as elaboration.
- Study the role of the chorus in Greek drama
- Create video productions of myths or short fiction.

**Resources:**

*Antigone* by Sophocles  
*Mythology* by E. Hamilton  
Short Story Anthologies



## English Language Arts Curriculum

**Strand:** Skills and Processes

**Class:** AP English Literature

**Standard 7:** All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

**Benchmarks:**

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.
3. Reflect on their understanding of literacy, assess their developing ability, set personal goals, create strategies for attaining those goals, and take responsibility for their literary development.
4. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre and describe the relationship between form and meaning.
- 5.

**Sample Activity/Assessment Tasks:**

- Compare tone and mood in Emily Dickinson's poems, such as "A Bird Came Down the Walk" or "A Narrow Fellow in the Grass".
- Complete practice AP exams, both multiple choice and free-response essays and compare their performance to released sample exams.
- Select 2 different novels or plays and write 2 persuasive essays in response to a sample AP question—one for each work.

**Resources:**

*Riverside Anthology of Literature*  
College Board AP Materials, including released exams  
College Board Website



## English Language Arts Curriculum

**Strand:** Genre and Craft of Language

**Class:** AP English Literature

**Standard 8:** All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

**Benchmarks:**

2. Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.
3. Identify and use aspects of the craft of speaker, writer, and illustrator to formulate and express their ideas artistically.  
Describe and use the characteristics of various oral, visual, and written texts to convey meaning and inspire audiences.

**Sample Activity/Assessment Tasks:**

- Identify natural and literary symbols in short fiction stories that deal with coming-of-age issues or some other universal motif.
- Evaluate how actors/actresses interpret dramatic roles by watching 2 or more productions of the same play, such as *Othello* or *King Lear*.
- Write an evaluation of a work of fiction by using author information in an anthology.
- Write a research paper analyzing the effect of a historical event on a particular author.
- Adopt an author's style to produce a piece of writing or visual presentation and use appropriate figurative language, word choice, syntax, etc.
- Watch two interpretations of a play or novel and evaluate the effectiveness of stage direction.

**Resources:**

2 videos of *Othello* or *King Lear*  
*Riverside Anthology of Literature*

## English Language Arts Curriculum

**Strand:** Depth of Understanding

**Class:** AP English Literature

**Standard 9:** All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

**Benchmarks:**

1. Analyze and reflect on universal themes and substantive issues from oral, visual and written texts.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in order to support a position.

**Sample Activity/Assessment Tasks:**

- Compare 2 works of short fiction with a common theme.
- Evaluate student sample essays from previous AP tests.

**Resources:**

*Riverside Anthology of Literature*  
College Board Released Items  
College Board Website

## English Language Arts Curriculum

**Strand:** Ideas in Action

**Class:** AP English Literature

**Standard 10:** All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

**Benchmarks:**

2. Function as literate individuals in varied contexts within the students' lives and beyond the classroom.

**Sample Activity/Assessment Tasks:**

- Construct sample AP free-response questions that involve problem solving or decision-making.
- Develop a readers' theatre using Project 180 poetry focusing on social justice issues.

**Resources:**

Released AP free-response questions from College Board Website  
*Project 180* by Billy Collins

## English Language Arts Curriculum

**Strand:** Inquiry and Research

**Class:** AP English Literature

**Standard 11:** All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

**Benchmarks:**

2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic.
3. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.

**Sample Activity/Assessment Tasks:**

- Research local regional opportunities for viewing live drama.
- Select myths from a variety of cultures and design presentations (debates, satires, parody, etc.) of several stories.

**Resources:**

Websites for local college and civic departments (Wayne State, WMU, K College, etc)

*Mythology* by E. Hamilton



## English Language Arts Curriculum

**Strand:** Critical Standards

**Class:** AP English Literature

**Standard 12:** All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

**Benchmarks:**

1. Apply sets of standards for individual use according to the purpose of the communication context.
4. Create a collection of personal work based on individual, shared. And academic standards, justifying judgments about the craft and significance of each selection.

**Sample Activity/Assessment Tasks:**

- Create rubrics for evaluating a live production and film production of one of Shakespeare's plays, such as *Henry V*.
- Create a journal or portfolio of AP practice responses.

**Resources:**

*Henry V* by William Shakespeare  
College Board Website.