



**Course Title: AP English Literature and Composition**

Description: 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 genres, 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. This year-long course is a dual credit class with Des Moines Area Community College. During the first semester students completing the course will demonstrate the DMACC competencies and will earn 3 credit hours with DMACC for LIT 101 Introduction to Literature in addition to UHS graduation credits. During the second semester students completing the course will demonstrate the DMACC competencies and will earn 3 credit hours with DMACC for LIT 185 Contemporary Literature.

<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b><u>Engage in Complex Texts</u></b>	<ul style="list-style-type: none"><li>• Apply college-level reading skills to poetry, fiction, and drama (LIT101)<ul style="list-style-type: none"><li>◦ Read a variety of poems, fiction, and plays (LIT 101)</li><li>◦ Demonstrate understanding of genre distinctions (LIT 101)</li><li>◦ Apply terminology appropriate to reading literary texts (LIT 101)</li><li>◦ Use effective reading techniques such as rereading, annotating, close reading, paraphrasing, and summarizing (LIT 101)</li></ul></li><li>• Apply college-level reading skills to literary texts written by a diverse collection of contemporary authors (LIT185)<ul style="list-style-type: none"><li>◦ Read a variety of forms, including poetry, micro-fiction, short stories, novels, and drama (LIT 185)</li><li>◦ Understand vocabulary relevant to contemporary literature (LIT 185)</li><li>◦ Apply terminology appropriate to reading contemporary literary texts (LIT 185)</li></ul></li><li>• 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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</li></ul> <p>By the end of grade 12, read and comprehend literature, including</p>	Students will engage in a variety of complex texts, applying college-level reading skills to literary works.



	<p>stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <b>(RL.11-12.10) (DOK 1,2)</b></p>	
<p><b><u>Analysis of Text</u></b></p>	<ul style="list-style-type: none"> <li>Analyze literature by focusing on textual, structural, and thematic elements (LIT 101) <ul style="list-style-type: none"> <li>Explain the relationship between literary form and content (LIT 101)</li> <li>Discuss connections between authors and texts (LIT 101)</li> <li>Examine the relationships between literary texts and historical contexts (LIT 101)</li> <li>Analyze literature through the application of one or more critical approaches, such as Formalism, Marxism, Feminism and Gender Studies, Mythological, Psychological, Cultural Studies, and others (LIT 101)</li> <li>Discuss how multiple interpretations exist simultaneously (LIT 101)</li> </ul> </li> <li>Analyze Contemporary literature using elements of literary criticism (LIT 185) <ul style="list-style-type: none"> <li>Analyze literature through thematic approaches (LIT 185)</li> <li>Discuss how multiple interpretations exist simultaneously (LIT 185)</li> <li>Analyze literature through literary critical approaches (LIT 185)</li> </ul> </li> <li>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). <b>(RL.11-12.3) (DOK 2,3,4)</b></li> <li>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. <b>(RL.11-12.4) (DOK 1,2,3)</b></li> </ul>	<p>Students will analyze literature, focusing on textual, structural, and thematic elements</p>



	<ul style="list-style-type: none"> <li>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. <b>(RL.11-12.5) (DOK 3,4)</b></li> <li>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. <b>(RL.11-12.9) (DOK 3,4)</b></li> </ul>	
<b><u>Interpret Literary Criticism</u></b>	<ul style="list-style-type: none"> <li>Interpret poetry, fiction, and drama using elements of literary criticism (LIT 101) <ul style="list-style-type: none"> <li>Interpret poetry, fiction, and drama in context (LIT 101)</li> <li>Interpret literature using one or more critical approaches, such as Formalism, Marxism, Feminism and Gender Studies, Mythological, Psychological, Cultural Studies, and others (LIT 101)</li> </ul> </li> <li>Interpret Contemporary literature by focusing on textual, structural, cultural, and thematic elements (LIT 185) <ul style="list-style-type: none"> <li>Apply analytical strategies to close readings of contemporary poetry, fiction and drama (LIT 185)</li> <li>Discuss connections between authors, texts and historical contexts (LIT 185)</li> <li>Interpret literature using one or more critical approaches, such as Formalism, Marxism, Feminism and Gender Studies, Mythological, Psychological, Cultural Studies, and others (LIT 185)</li> <li>Interpret Contemporary literature through complex argumentation (LIT 185)</li> </ul> </li> </ul>	Students will interpret literature using elements of literary criticism
<b><u>Evaluate Literature Relevance</u></b>	<ul style="list-style-type: none"> <li>Evaluate literature's continuing relevance to the human condition (LIT 101) (LIT 185) <ul style="list-style-type: none"> <li>Understand the role of diversity in the study of literature (LIT 101)</li> </ul> </li> </ul>	Students will evaluate literature's continuing relevance to the human



	<ul style="list-style-type: none"> <li>○ Correlate assigned texts with current events, global contexts, and material from other disciplines (LIT 101) (LIT 185)</li> <li>○ Reflect on how texts shape identities (LIT 101)</li> <li>○ Reflect how texts shape identities in contemporary literature, including literature written by women, people of color, LGBT writers, and authors from other diverse contexts. (LIT 185)</li> </ul>	condition
<b><u>Writing Process</u></b>	<ul style="list-style-type: none"> <li>● 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.) <b>(W.11-12.4) (DOK 3,4)</b></li> <li>● 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.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></li> <li>● 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. <b>(W.11-12.10) (DOK 1,2,3,4)</b></li> <li>● Create effective writing to demonstrate understanding of course goals (LIT 101) <ul style="list-style-type: none"> <li>○ Demonstrate awareness of academic conventions for organization, audience, research, and language (LIT 101)</li> <li>○ Generate writing as an active process, using planning, drafting, revising, and editing (LIT 101)</li> <li>○ Produce written analyses or interpretations (LIT 101)</li> </ul> </li> <li>● Produce effective writing to demonstrate an understanding of course goals (LIT 185) <ul style="list-style-type: none"> <li>○ Generate writing as an active process, using planning, drafting, revising, and editing (LIT 185)</li> <li>○ Analyze literature through literary critical approaches (LIT 185)</li> <li>○ Interpret Contemporary literature through complex argumentation (LIT 185)</li> </ul> </li> </ul>	Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.



	<ul style="list-style-type: none"> <li>Integrate standard college-level documentation practices (LIT 101) (LIT 185) <ul style="list-style-type: none"> <li>Understand definitions and consequences of plagiarism (LIT 101) (LIT 185)</li> <li>Identify reasons for documentation (LIT 101) (LIT 185)</li> <li>Integrate sources effectively within the given context (LIT 101) (LIT 185)</li> <li>Document sources using MLA style (LIT 101) (LIT 185)</li> </ul> </li> </ul>	
<b><u>Narrative Writing</u></b>	<ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>(W.11-12.3) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>(W.11-12.3b)</b></li> <li>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). <b>(W.11-12.3c)</b></li> </ul> </li> </ul>	Students will engage in narrative writing based on real or imagined events.
<b><u>Informative/Explanatory Writing</u></b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>(W.11-12.2) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <b>(W.11-12.2a)</b></li> <li>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. <b>(W.11-12.2b)</b></li> </ul> </li> </ul>	Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately, integrating standard college-level documentation practices.



	<ul style="list-style-type: none"> <li>○ 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. <b>(W.11-12.2c)</b></li> <li>○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>(W.11-12.2d)</b></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b></li> <li>● Integrate standard college-level documentation practices (LIT 101) (LIT 185) <ul style="list-style-type: none"> <li>● Understand definitions and consequences of plagiarism (LIT 101) (LIT 185)</li> <li>● Identify reasons for documentation (LIT 101) (LIT 185)</li> <li>● Integrate sources effectively within the given context(LIT 101) (LIT 185)</li> <li>● Document sources using MLA style (LIT 101) (LIT 185)</li> </ul> </li> </ul>	
<b><u>Speaking and Listening</u></b>	<ul style="list-style-type: none"> <li>● Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>(SL.11-12.1) (DOK 1,2,3)</b> <ul style="list-style-type: none"> <li>○ 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. <b>(SL.11-12.1c)</b></li> <li>○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>(SL.11-12.1d)</b></li> </ul> </li> <li>● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed</li> </ul>	Students will engage in speaking and listening in a variety of formal and informal contexts.



	<p>decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <b>(SL.11-12.2) (DOK 3,4)</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(SL.11-12.4) (DOK 1,2,3)</b></li> <li>• 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. <b>(SL.11-12.5) (DOK 1,2,3)</b></li> <li>• 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.) <b>(SL.11-12.6) (DOK 1,2)</b></li> </ul>	
<b><u>Language</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(L.11-12.1) (DOK 1,2)</b></li> <li>• 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. <b>(L.11-12.3) (DOK 1,2,3)</b></li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>(L.11-12.4) (DOK 1,2)</b></li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>(L.11-12.5) (DOK 2,3)</b></li> <li>• 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;</li> </ul>	<p>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</p>



	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>(L.11-12.6) (DOK 1,2)</b>	
<u><b>Cite Evidence</b></u>	<ul style="list-style-type: none"><li>• 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. <b>(RL.11-12.1) (DOK 1,2,3)</b></li></ul>	Students will accurately cite strong textual evidence to support their ideas in written or oral communication.