

**Advanced Placement
Language and Composition - GT
Grade 10**

I Writing With Purpose

The student will write essays using each of four purposes for discourse: personal narrative (college admission), documented literary, persuasive with concession, informative (research paper).

The student will be able to

- 1 – Identify the purpose of selected pieces of writing;
- 2 – Analyze his/her writing in terms of purpose and strategy (i.e., organization, diction, syntax, tone, voice, point of view);
- 3 – Use a rubric to evaluate his/her own writing as well as the writing of others;
- 4 – Identify and utilize such extended elaborative modes of writing as narration, comparison/contrast, definition, description, cause/effect, and logic;
- 5 – Write essays which clearly and effectively satisfy a given purpose.

II Writing in Context: Interpretation and Evaluation

The student will interpret and evaluate both fiction and nonfiction writings according to their historical, social, and cultural context, **focusing on writing by American authors.**

The student will be able to

- 1 – Trace the relationship between the development of American literature and the development of the American nation;
- 2 – Identify the viewpoint of a writer by determining the writer’s social and historical milieu;
- 3 – Identify the genre of given works, along with the elements that describe that genre.

1st six weeks – The American Dream: Fact or Fiction

Of Mice and Men

“A Worn Path” Eudora Welty

“Nobel Prize Acceptance” Faulkner

“JFK Inaugural Address”

2nd/3rd six weeks –

Scarlet Letter

The Crucible

Selections from Colonial, Revolutionary, and Age of Reason periods

4th six weeks –

American Renaissance/Transcendentalists

The Night Thoreau Spent in Jail

Emerson

Thoreau

Melville

Poe

Whitman

Dickinson

Selections from the Romantic poets

5th six weeks –

Ethan Frome

Red Badge of Courage

Maggie, A Girl of the Streets

Daisy Miller

My Antonia

Selections from Twain

6th six weeks –

The Great Gatsby

Death of a Salesman

The Glass Menagerie

III Response to Writing: Analysis, Synthesis, Evaluation

The student will respond to writing selections by analysis (structure, tone, diction, point of view, syntax, voice, purpose), synthesis (comparison/contrast to other works), and evaluation (effectiveness).

The student will be able to

- 1 – Analyze the style of various pieces of writing, fiction, non-fiction, and AP passages (all question types); use Schaffer Style Unit;
- 2 – Explain the effects of word choice in a given work;
- 3 – Delineate the points of comparison or contrast between two given works (AP comparison prompts)
- 4 – Evaluate a piece of writing by persuasive criteria
 - a – bias/propaganda and argumentative fallacies
 - b – logos, ethos, pathos
 - c – inductive and deductive reasoning

IV Writing Based on Research

The student will write documented essays, using both primary and secondary sources, on topics related to American literature and/or correlating historical periods.

The student will be able to

- 1 – Support main ideas with appropriate supporting quotations and paraphrases from a piece of writing;
- 2 – Document information where appropriate, using the correct form;

- 3 – Use appropriate library resources, both traditional print and on-line sources, to research a selected topic;
- 4 – Follow an efficient process, including pre-writing, drafting, revision, and proofreading.

V Preparation for Writing

The student will use a variety of pre-writing techniques to amass information and ideas for written expression. (previously taught)

VI Revision of Writing

The student will revise his/her own writing to improve such elements as word choice, sentence structure, clarity, conciseness, voice, tone, organization, introductions, conclusions, transitions, and support.

The student will be able to

- 1 – Change the voice and/or tone of a piece of writing by manipulation of diction and syntax;
- 2 – Decrease wordiness and conversely increase clarity by sentence combining with emphasis on parallel, periodic, and antithetical structures;
- 3 – Describe the structure of his/her own writing in an informal outline;
- 4 – Provide clear transitions to guide a reader from one idea to the next, within and between paragraphs;
- 5 – Analyze the quality of support given for each main idea (TAAS or Schaffer commentary elaboration as appropriate), both in his/her own writing or in the writing of others;
- 6 – Embed quotations effectively within writer's syntax with appropriate parenthetical citation when required (timed writing vs. formal essay);
- 7 – Introduce and conclude an essay in stylistic ways that effectively engage the reader in the writing.

VII Writing Style

The student will develop an effective writing style, focusing on diction (vocabulary, word choice), syntax (sentence structure), and voice.

The student will be able to

- 1 – Select precise, evocative language to increase the power of his/her writing;
- 2 – Produce a clear writer's voice in an essay;
- 3 – Vary sentence structure to enhance smoothness in writing.

VIII: Proofreading

The student will proofread his/her writing for errors in punctuation, grammar, spelling, and form.

The student will be able to

- 1 – Use punctuation correctly in essays;
- 2 – Use correct standard grammar in writing;

- 3 – Produce a piece of writing in correct manuscript form;
- 4 – Proofread an essay to find most errors in punctuation, grammar, spelling, and form.

IX: PSAT/SAT Preparation

The student will develop and practice procedures for answering test items on both the PSAT and the SAT.

The student will be able to

- 1—Solve analogies with one part missing;
- 2 – Answer questions even though some words are not known;
- 3 – Analyze reading comprehension questions to determine the best method of solving them;
- 4 – Determine which questions to answer and which to leave blank;
- 5 – Utilize a strategy for time management while taking the test.

X: AP Test Preparation

The student will develop and practice procedures for answering objective and free response items such as those on the Advanced Placement Examination in English Language and Composition.

The student will be able to

- 1 – Analyze essay prompts to determine parameters and strategy for response;
- 2 – Provide required evidence to support assertions about writing passages or about writing topics;
- 3 – Write essays in a prescribed time period of 40 minutes;
- 4 – Analyze multiple-choice passages in a prescribe time period of 12-15 minutes;
- 5 – Solve vocabulary-based problems even when some words are not understood.

XI: Responding to Literature

The student will read literature, paying special attention to literary elements as well as relating the literature to his/her own life.

The student will be able to

- 1 – Relate selected literature to his/her own personal experiences through an historical perspective;
- 2 – Identify literary elements in literature to discuss how they lend meaning and enhance tone;
- 3 – Trace the development of a major character, demonstrating awareness of cause and effect;
- 4 – Trace the development of a theme in a work of literature and relate to the evaluation of the American Dream;
- 5 – Recognize significant relationships between different works of literature;
- 6 – Analyze the writing style of a given author;
- 7 – Recognize symbols in literature and explain their roles in creating meaning;
- 8 – Identify the various genres, with emphasis on satire, poetry, and drama.