

# AP II: Literature and Composition

Content Area: **English/Language Arts**  
Course(s): **AP ENGLISH II**  
Time Period:  
Length: **N/A**  
Status: **Published**

## COVER

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**EAST BRUNSWICK PUBLIC SCHOOLS**  
East Brunswick New Jersey

**Superintendent of Schools**

Dr. Victor P. Valeski

**ENGLISH/LANGUAGE ARTS**  
**AP II: LITERATURE AND COMPOSITION**  
Course No.1010

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Course Adoption: 12/02/1993  
Curriculum Adoption: 09/08/1993

## Course Overview

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AP English II (Literature and Composition) is a demanding academic course in which students employ an intensive, interpretative, and critical approach to modern and to classical literature through class and independent reading, through small and large group discussion, and a variety of writing experiences. Writing assignments include the analysis of text, structure, and style and incorporate writing for formal and informal occasions. Students are prepared for and encouraged to take the Advanced Placement English Literature and Composition Examination. There is also a required summer project for this course.

## Anchor Units and Primary Texts

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Unit	Primary Texts	Time
Unit A: AP Test Preparation	<ul style="list-style-type: none"> <li>• <a href="#">AP Central Homepage</a></li> <li>• <i>Hamlet</i> by William Shakespeare</li> <li>• <i>Othello</i> by William Shakespeare</li> <li>• <i>Oedipus</i> by Sophocles</li> <li>• <i>Antigone</i> by Sophocles</li> <li>• <i>Doubt</i> by John Patrick Shanley</li> </ul>	Ongoing
Unit B: Plays	<ul style="list-style-type: none"> <li>• <i>Waiting for Godot</i> by Samuel Beckett</li> <li>• <i>Rosencrantz and Guildenstern Are Dead</i> by Thomas Stoppard</li> <li>• <i>The Zoo Story</i> by Edward Albee</li> <li>• <i>Who's Afraid of Virginia Woolf?</i> by Edward Albee</li> <li>• <i>A Doll's House</i> by Henrik Ibsen</li> <li>• <i>College Board AP Central Published Exams</i></li> </ul>	Ongoing
Unit C: Prose	<ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i> by Chinua Achebe</li> <li>• <i>The Stranger</i> by Albert Camus</li> <li>• <i>The Namesake</i> by Jhumpa Lahiri</li> <li>• <i>A Clockwork Orange</i> by Anthony Burgess</li> <li>• <i>A Confederacy of Dunces</i> by John Kennedy Toole</li> <li>• <i>Beloved</i> by Toni Morrison</li> <li>• <i>Siddhartha</i> by Hermann Hesse</li> <li>• <i>The Road</i> by Cormac McCarthy</li> <li>• <i>The Portrait of an Artist as a Young Man</i> by James Joyce</li> <li>• <i>The Metamorphosis</i> by Franz Kafka</li> </ul>	Ongoing

Selected poems from the following poets:

- W.H. Auden
- Elizabeth Bishop
- William Blake
- Gwendolyn Brooks
- Robert Browning
- Lord Byron
- Miguel de Cervantes
- Lucille Clifton
- Samuel Taylor Coleridge
- Billy Collins
- ee cummings
- H.D.
- Emily Dickinson
- John Donne
- Rita Dove
- Paul Laurence Dunbar
- TS Eliot
- Joy Harjo
- Seamus Heaney
- Langston Hughes
- John Keats
- Philip Larkin
- John Milton
- Sylvia Plath
- Edgar Allan Poe
- William Shakespeare
- Percy Bysshe Shelley
- Cathy Song
- Wallace Stevens
- Alfred Lord Tennyson
- Walt Whitman
- Richard Wilbur
- William Wordsworth
- William Butler Yeats

Unit D: Poetry

Ongc

\*\*\*Newsela is available for differentiated reading assignments.

\*\*\*\*The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

## Standards

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LA.W.11-12	Writing
LA.RL.11-12	Reading Literature
LA.SL.11-12	Speaking and Listening
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient

D Poor Minimally proficient

F Failing Partially Proficient

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
<b>Homework</b>	10%	10%	10%	10%
<b>Assessments</b>	85%	90%	80%	90%
<b>Performance</b>	5%	-	10%	-

### Other Details

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**COURSE NAME: AP LITERATURE AND COMPOSITION**

**SCED: 01006 AP English Literature and Composition**

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
<b>1020</b>	<b>050</b>	<b>AP</b>	<b>12</b>	<b>5.00</b>	<b>210</b>	<b>Required</b>	