

# Course Overview - AP English Lit and Composition

Content Area: **English**  
Course(s):  
Time Period: **Full Year**  
Length:  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

## **Course Description**

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<b>Course Title:</b>	AP English Lit and Composition
<b>Department:</b>	English
<b>Prerequisite:</b>	English III
<b>Number of Credits:</b>	5
<b>Grade Level(s):</b>	12

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for High School Language Arts
<b>Description of Course</b>	<p>The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:</p> <ul style="list-style-type: none"> <li>Structure, style, and themes</li> <li>The social and historical values it reflects and embodies</li> <li>Such elements as the use of figurative language, imagery, symbolism, and tone</li> </ul> <p>The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> <li>Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)</li> <li>Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text</li> <li>Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values</li> </ul> <p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:</p> <ul style="list-style-type: none"> <li>A wide-ranging vocabulary used appropriately and effectively</li> <li>A variety of sentence structures, including appropriate use of subordination and coordination</li> <li>Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis</li> <li>A balance of generalization and specific, illustrative detail</li> <li>An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</li> </ul>

## Overview & Pacing

Unit #	Major Content	Expected Time
Unit #1	Tackling the AP	2 weeks
Unit #2	Gender Studies	8 weeks
Unit #3	Class and Economic Considerations	4 weeks
Unit #4	Literature and the Nature of the Human Mind	5 weeks
Unit #5	Culture and Identity	9 weeks
Unit #6	Philosophy and Aesthetics	8 weeks

