

Roslyn Public Schools English Department

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Grade 11 Comparison between the Regents, Honors, & AP Level Courses

	REGENTS	HONORS
Content	<p>American literature in an historical context from the Colonial period to the present. Emphasis is placed on a variety of writing skills, vocabulary development, and correct usage</p> <ul style="list-style-type: none"> • <i>Language</i>: Intensive preparation for SAT/ACT and Common Core Regents examinations: reading comprehension, grammar, usage, synonyms and antonyms. Vocabulary development from context of required reading. • <i>Literature</i>: Puritanism, Transcendentalism, Naturalism, and Realism (modern writers), regional influences, social forces, dominant ideas, historical events, and aesthetic values that influenced American authors in their prose, poetry, and drama. Students will consider Personal connections to the literature they read, ethical and moral issues, and reasonable ways of resolving them. • <i>Skills</i>: teacher-directed instruction, improved organization and note-taking skills. 	<p>Close textual analysis of American Classics in their historical context. Refined writing skills are expected and developed. Emphasis is also placed on vocabulary development and usage.</p> <ul style="list-style-type: none"> • <i>Language</i>: Preparation for SAT/ACT and Common Core Regents examinations: reading comprehension, grammar, usage, synonyms and antonyms. Vocabulary development from context of required reading. • <i>Literature</i>: Puritanism, Romanticism, Transcendentalism, Naturalism, and Realism (modern writers), regional influences, social forces, dominant ideas, historical events, and aesthetic values that influenced American authors in their prose, poetry, and drama. Students will consider personal connections to the literature, ethical and moral issues, and reasonable ways of resolving them. <p><i>Skills</i>: student-directed instruction, independent work.</p>
Texts and Resources	<ul style="list-style-type: none"> • Four required core works (<i>The Crucible, The Adventures of Huckleberry Finn, Macbeth, and The Great Gatsby</i>) and up to three additional literary units 	<ul style="list-style-type: none"> • Six required core works (<i>The Scarlet Letter, The Crucible, The Adventures of Huckleberry Finn, Macbeth, Ragtime, and The Great Gatsby</i>) and up to four additional literary units
Long Term and Short Term Assignments	<ul style="list-style-type: none"> • <i>Composition</i>: Techniques of description, exposition, and argumentation; college autobiographical essay; a shorter research project, perhaps presented orally in class. • Process writing approach allows for revision. • Interdisciplinary and authentic assessment projects. <p><i>Final examination</i>: The Common Core English Regents</p>	<ul style="list-style-type: none"> • <i>Composition</i>: Techniques of exposition and argumentation; college autobiographical essay; a longer, formal MLA-style research paper. • Process writing approach allows for revision. • Interdisciplinary and authentic assessment projects. <p><i>Final examination</i>: The Common Core English Regents</p>

Homework	<ul style="list-style-type: none"> • Approximately 20-30 minutes per night • Daily reading, usually accompanied by guided question sheets. 	<ul style="list-style-type: none"> • Approximately 30-50 minutes per night • Intensive daily reading and higher-level critical thinking.
Assessments <ul style="list-style-type: none"> • Tests • Quizzes 	<ul style="list-style-type: none"> • Assessments will focus on identifying literary elements (plot, characterization, setting, point of view, language, themes). 	Assessments will focus on identifying literary elements PLUS high-level critical thinking, interpretative analysis, and cross-curricular connections.

AP ENGLISH LANGUAGE & COMPOSITION	
Content	<p>“The <i>AP Language and Composition</i> course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and readings in this course, students should become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.</p> <p>The college composition course that the <i>AP Language and Composition</i> course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms – narrative, exploratory, expository, argumentative – and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture” (The College Board).</p> <p>To that end, this guide has been designed to supplement and compliment the existing 11th grade American Literature curriculum. While the “major” texts of the AP Language curriculum are similar to those of other junior classes, the “minor” texts (speeches, articles, letters, essays) and the intensive study of language (diction, syntax, tone, structure, style) allow for a tremendous amount of depth, breadth, and freedom. It is more than a literature class; in all respects, it is the study of texts.</p>
Texts and Resources	<p>This course includes both the reading and analysis of prose and the study of the process of writing. Students will study examples of prose from various fields and periods primarily in American Literature. These examples will serve as models of effective writing, enabling students to become more effective writers themselves. The organized study of the structures of sentences, paragraphs, and larger patterns introduces students to the resources of language.</p> <p>The course will encourage students to make connections among various important works of literature spanning different genres and historical periods, thereby enriching the reading experience. Some authors read will be Nathaniel Hawthorne, Derek Walcott, Elizabeth Cady Stanton, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Mark Twain, E.L. Doctorow, F. Scott Fitzgerald, Sherwood Anderson, Shakespeare, Martin Luther King, Jr., Eudora Welty, George Orwell, Joan Didion, and Maxine Hong Kingston. In addition, extensive study of non-fictional texts will be included.</p>
Long Term and	<i>Timed Writings</i>

<p>Short Term Assignments</p>	<p>Students receive practice in crafting 40-minute rhetorical analysis essays taken from or based on actual essays from recent exams. This approach works effectively for both in-class and outside readings. Our unit on Political Rhetoric and the Language of Power has often concluded with students completing a timed free-response question on Abraham Lincoln’s Second Inaugural Address, though they have also done extensive rhetorical analysis in a similar vein with excerpts from JFK, Bush, Gore, Mandela, Schwarzenegger, and Obama speeches.</p> <p><i>Rhetorical Analysis</i></p> <p>A major component to the course is the students’ ability to grapple with and respond to college-level literary criticism. Here, they are asked to assess the validity of a critic’s response to the novel they have just read and support, refute, or qualify the critic’s argument – all terrific preparation for the kind of essays they will encounter on the AP exam.</p> <p><i>Independent Study</i></p> <p>There are major outside projects for the course. Students are ultimately asked to analyze and discuss the writer’s style. This is achieved using both the SOAPS method and a more traditional rhetorical approach. The project forces students to not merely identify rhetorical and literary terms, but rather place them in the larger context of authorial intent and purpose. The most successful projects are those in which students not only deconstruct the form and content of a professional writer’s work, but also consciously recognize these patterns in their own writing. Students have a great deal of freedom in creating the parameters of their analysis, but like all effective research-based writing, success depends on the students’ ability to synthesize the material and their own ideas in order to establish an accomplished thesis. Students ultimately present an argument that is supported by thorough and meticulous use of primary and secondary sources; their papers follow MLA style for citations and bibliographical information. These research skills are reinforced through cooperation with the school librarian. Together, we teach students how to utilize electronic data sources and effectively cite these as well as their more traditional textual sources.</p> <p><i>The Common Core English Regents counts as 20% of the student’s 4th quarter grade.</i></p>
<p>Miscellaneous Assessments</p>	<p>Miscellaneous Assessments</p> <p>AP English Language and Composition is less a traditional literature course than it is a study of texts. To reinforce this concept, students are asked to consider ideas and complete tasks that they wouldn’t otherwise in other English classes. Various AP English Language assignments have included but are not limited to:</p> <ol style="list-style-type: none"> a) Designing their own AP-style multiple choice exams on the literary and rhetorical elements of a given passage, complete with answer key explaining correct and incorrect responses. b) Applying college-level literary theory to a text. c) Interpreting visual texts. d) Mimicking an individual writer’s style, such as a creative project where students craft a short story in the manner of Sherwood Anderson’s <i>Winesburg, Ohio</i>, closely following the diction, syntax, tone, and subject matter of the book.