



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement English Literature and Composition Grade Level(s): 11 - 12 Units of Credit: 1.5 Classification: Required	Length of Course: Full year (30 cycles) Periods Per Cycle: 9 Length of Period: 43 minutes Total Instructional Time: 193.5 hours
Course Description	
This course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of a broad range of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of the course. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students are expected to take the three-hour AP English Literature and Composition Exam in May.	
Instructional Strategies, Learning Practices, Activities, and Experiences	
Bell ringers Group work Teacher instruction Self-guided instruction	Practice tests and essays Presentations Independent reading Homework and classwork Class reading Creative writing
Assessments	
Quizzes Tests Reflection journals	Presentations Practice AP tests Literary analysis essays Timed essay writing Group projects Independent projects
Materials/Resources	
<i>Literature and Composition: Reading, Writing, Thinking</i> ; Ed. Jago, Shea, Scanlon & Aufses. Bedford St. Martin's.2011	Additional novels, plays, and poetry from the AP recommended list

Adopted: 8/16/2010

Revised: 5/21/12; 2/11/15

Teacher: Core AP English Literature and Composition

Year: 2011-2012

Course: AP English Literature and Composition

AUGUST	Summer Reading - to be completed independently during the summer before the start of the course				
	Essential Questions	Content	Skills	Vocabulary	Standards
	How did students respond and react to literary selections? How do literary critiques of the selections help the understanding of the work's meaning and effectiveness? How well does a character fit the definition of a tragic figure which relates to the suffering of others?	<i>The Tragedy of Macbeth</i> <i>The Great Gatsby</i> Various poetry selections	Written responses to literature Writing a critical essay using correct and appropriate essay format	characterization point of view plot theme setting symbolism flashback drama tragedy protagonist antagonist catharsis soliloquy aside	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively. 1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.E ~ Evaluate the components of drama. 1.3.12.F ~ Read and respond to literary works.
SEPTEMBER	Summer Reading - in-class work based on completed reading done prior to start of course				
	Essential Questions	Content	Skills	Vocabulary	Standards
	How did students respond and react to	<i>The Tragedy of Macbeth</i> <i>The Great Gatsby</i>	Written responses to literature	characterization point of view	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use

M B E R	literary selections?	Various poetry selections		plot theme setting symbolism flashback drama tragedy protagonist antagonist catharsis soliloquy aside	these words to communicate effectively.
	How do literary critiques of the selections help the understanding of the work's meaning and effectiveness?		Writing a critical essay using correct and appropriate essay format		1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.E ~ Evaluate the components of drama. 1.3.12.F ~ Read and respond to literary works. 1.6.12.D ~ Contribute to discussions.
	How well does a character fit the definition of a tragic figure which relates to the suffering of others?				

Literary Terms and Writing about Literature - approximately 1-2 weeks

Essential Questions	Content	Skills	Vocabulary	Standards
What literary terms are necessary to evaluate, analyze, understand, and discuss literature?	<i>The Bedford Glossary of Critical and Literary Terms</i>	Defining terms, discussing use, applying to selections, analyzing use and effectiveness	characterization point of view plot theme setting symbolism flashback drama	1.4.12.B ~ Write complex informational pieces using: 1.4.12.D ~ Maintain a written record (i.e., portfolio) organized by theme or topic which includes: 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate
How do students write about literature?	<i>Write for College</i>	Independent interpretation of text		

	AP release items mentor texts teacher examples	Close reading of question Brainstorming topic Reviewing text for general and specific information Creating a thesis Organizing details Creating supportive topic sentences Using supportive details Incorporating effective word choice, structure, and fluency	tragedy protagonist antagonist catharsis soliloquy aside	content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:
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Introduction to Genre - Selections to be read outside of class in order to actively participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
What are the important elements of a genre?	Selections may include: "The Sin-Eater" "Happy Endings" "Cathedral" "A Small Good Thing" "Where I'm Calling From" "The Lame Shall Enter First" "Everything the Rises Must Converge" "A Good Man is Hard to Find" "Hills Like White Elephants" "Roman Fever" "Recitatif" "A Part of Tickets" "A Wall of Fire Rising" "Interpreter of Maladies" Selections may include: "We Real Cool" "The Bean Eaters" "The Rite for Cousin Vit" "A Black Wedding Song"	Recognizing, analyzing, interpreting and synthesizing plot, point of view, character, style, syntax, theme, tone, irony, symbolism, and epiphany Recognizing, analyzing, interpreting, and synthesizing style, attitude, social context, and historical context Recognizing, analyzing, interpreting, and synthesizing dialect, diction, and characterization Recognizing, analyzing, interpreting, and	fiction characterization point of view plot theme setting foil alliteration allusion apostrophe assonance couplet dramatic monologue elegy enjambment foot free verse inversion lyric metaphor metonym oxymoron paradox parallelism pastoral	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively. 1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements.

	"The Satisfaction Coal Company" "Daystar" "Planetarium" "The Hongo Store" "The Cadence of Silk" "Ex-Basketball Player" "Design" "Lady Freedom Among Us" Selections may include <i>The Heart of Darkness</i> "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i> "	synthesizing characterization, motif, imagery, and symbolism		1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.5.12.A ~ Write with a sharp, distinct focus. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.C ~ Speak using skills appropriate to formal speech situations.
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Introduction to Genre - Selections to be read outside of class in order to actively participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
What are the important elements of a genre?	Selections may include: "The Sin-Eater" "Happy Endings" "Cathedral" "A Small Good Thing" "Where I'm Calling From" "The Lambe Shall Enter First" "Everything the Rises Must Converge" "A Good Man is Hard to Find" "Hills Like White Elephants" "Roman Fever" "Recitatif" "A Part of Tickets" "A Wall of Fire Rising" "Interpreter of Maladies" Selections may include: "We Real Cool"	Recognizing, analyzing, interpreting and synthesizing plot, point of view, character, style, syntax, theme, tone, irony, symbolism, and epiphany Recognizing, analyzing, interpreting, and synthesizing style, attitude, social context, and historical context Recognizing, analyzing, interpreting, and synthesizing dialect, diction, and characterization	characterization point of view plot theme setting foil alliteration allusion apostrophe assonance couplet dramatic monologue elegy enjambment foot free verse inversion lyric metaphor metonym oxymoron paradox parallelism	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively. 1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature.

	"The Bean Eaters" "The Rite for Cousin Vit" "A Black Wedding Song" "The Satisfaction Coal Company" "Daystar" "Planetarium" "The Hongo Store" "The Cadence of Silk" "Ex-Basketball Player" "Design" "Lady Freedom Among Us" Selections may include <i>The Heart of Darkness</i> "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i>"	Recognizing, analyzing, interpreting, and synthesizing characterization, motif, imagery, and symbolism	pastoral	1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.D ~ Critique various types of poetry. 1.3.12.F ~ Read and respond to literary works. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.C ~ Speak using skills appropriate to formal speech situations.
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Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining Supporting details, supporting research, voice	MLA Format parenthetical citations works cited ellipsis reliable sources	1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies. 1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.

Drama - in-depth study - reading to be done outside of class in order to participate in in-class activities

D E C E M B	Essential Questions	Content	Skills	Vocabulary	Standards
	How does an author use the elements of drama to effectively accomplish	<i>Hamlet</i> <i>The Importance of Being Earnest</i>	Recognizing, analyzing, interpreting, and synthesizing elements of	act	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.

E R	his/her purpose?		Greek Drama, elements of Elizabethan drama, characterization, soliloquy, aside, and social satire	aside blank verse character comedy dialogue conventions epilogue foil iambic pentameter monologue scene soliloquy staging tragedy tragic flaw	1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.E ~ Evaluate the components of drama. 1.5.12.D ~ Write with effective style. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.E ~ Participate in discussions and presentations.

Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining Supporting details, supporting research, voice	MLA Format parenthetical citations works cited ellipsis reliable sources	1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies. 1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.

Drama - in-depth study - reading to be done outside of class in order to participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
How does an author use the elements of drama to effectively accomplish his/her purpose?	<i>Hamlet</i> <i>The Importance of Being Earnest</i>	Recognizing, analyzing, interpreting, and synthesizing elements of Greek Drama, elements of Elizabethan drama, characterization, soliloquy, aside, and social satire	act aside blank verse character comedy dialogue conventions epilogue foil iambic pentameter monologue scene soliloquy staging tragedy tragic flaw	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively. 1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.D ~ Critique various types of poetry. 1.3.12.E ~ Evaluate the components of drama. 1.5.12.D ~ Write with effective style. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.E ~ Participate in discussions and presentations.

Novel - In-depth study - reading to be done outside of class in order to participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
How does an author use the elements of a novel to effectively accomplish	Selections may include <i>A Portrait of the Artist, To the Lighthouse, Light in</i>	Recognizing, analyzing, interpreting, and synthesizing stream of	fiction characterization point of view	1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference

his/her purpose?	<i>August</i>	consciousness, villanelle, myth, symbolism, motifs, style and voice	plot theme setting foil stream of consciousness conflict protagonist antagonist	when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.D ~ Write with effective style. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.E ~ Participate in discussions and presentations.
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Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining Supporting details, supporting research, voice	MLA Format parenthetical citations works cited ellipsis reliable sources	1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies. 1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.

Novel - In-depth study - reading to be done outside of class in order to participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
How does an author use the elements of a novel to effectively accomplish his/her purpose?	Selections may include <i>A Portrait of the Artist, To the Lighthouse, Light in August</i>	Recognizing, analyzing, interpreting, and synthesizing stream of consciousness, villanelle, myth, symbolism, motifs, style and voice	fiction characterization point of view plot theme setting foil stream of consciousness conflict protagonist antagonist	1.1.12.C ~ During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively. 1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.E ~ Evaluate the components of drama. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.6.12.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.12.C ~ Speak using skills appropriate to formal speech situations.

Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining	MLA Format parenthetical citations works cited ellipsis	1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies.

		Supporting details, supporting research, voice	reliable sources	1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.	
MARCH	Poetry - in-depth study				
	Essential Questions	Content	Skills	Vocabulary	Standards
	How does an author use the elements of poetry to effectively accomplish his/her purpose?	AP Guide for Poetry Analysis Poetry selections may include: "Poetry" by Marianne Moore "Ars Poetica" by Archibald MacLeish "Toad-Eater" by Robert Burns "In Place of a Curse" by John Ciardi "To Lucasta" by Richard Lovelace "Dulce et Decorum Est" by Wilfred Owen "Song" by John Donne "I like to see it lap the miles" by Emily Dickinson "To a Locomotive in Winter" by Walt Whitman "I Knew A Woman" by Theodore Roethke "A Valediction: Forbidding Mourning" by John Donne "The Pulley" by George Herbert "To the Virgins to Make Much of Time" by Robert Herrick "To His Coy Mistress" by Andrew Marvel "The Rape of the Lock"	Recognizing, understanding, analyzing, interpreting, and synthesizing poetic devices, tone, metaphysical poetry, sonnets, and villanelle Recognizing and synthesizing rhetorical, exponential, psychological, and reader responses into own responses to create meaning Recognizing and analyzing the relationship between form and function	alliteration allusion apostrophe assonance ballad cacophony cadence canto conceit consonance couplet dirge dissonance doggerel dramatic monologue elegy enjambment epic euphony feminine rhyme foot free verse inversion lyric masculine rhyme metaphor metonym oxymoron paradox parallelism pastoral plaint prelude refrain requiem stanza	1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text. 1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.D ~ Critique various types of poetry. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization

	by Alexander Pope Various Shakespearean Sonnets "Batter My Heart, Three- Personed God" by John Donne "Sonnet" by Billy Collins "Do not Go Gentle Into that Good Night" by Dylan Thomas "Sestina" by Elizabeth Bishop "The Convergence of the Twain" by Thomas Hardy "Blackberry Picking" by Seamus Heaney "Digging" by Seamus Heaney "Second Coming" by William Butler Yeats		zeugma	that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations.
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Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining Supporting details, supporting research, voice	MLA Format parenthetical citations works cited ellipsis reliable sources	1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies. 1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.

Research Requirement - Work completed outside of class; conference regarding progress throughout year

A P R I L	Essential Questions	Content	Skills	Vocabulary	Standards
	How does one write an appropriately researched literary critique?	Recommended AP authors Related academic	Focus, thesis statement, and topical outlining	fiction characterization point of view	1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference

	literary criticisms	Supporting details, supporting research, voice	plot theme setting foil	when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.2.12.A ~ Read and understand informational texts and documents. 1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions.
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Novel - In-depth study - reading to be completed outside of class in order to actively participate in in-class activities

Essential Questions	Content	Skills	Vocabulary	Standards
How does an author use the elements of a novel to effectively accomplish his/her purpose?	Novels may include: <i>Their Eyes Were Watching God</i> <i>The Awakening</i>	Comparing and analyzing plot, setting, character, point of view, organization, style and	fiction characterization point of view plot	1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements.

		syntax, diction, imagery, and voice	theme setting foil	1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.F ~ Read and respond to literary works. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations.
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Research Requirement - Work completed outside of class; conference regarding progress throughout year

Essential Questions	Content	Skills	Vocabulary	Standards
How does one write an appropriately researched literary critique?	Recommended AP authors Related academic literary criticisms	Focus, thesis statement, and topical outlining Supporting details, supporting research, voice	fiction characterization point of view plot theme setting foil	1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate. 1.1.12.F ~ Understand the meaning of and apply key vocabulary. 1.1.12.G ~ Understand and apply knowledge gained from text. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature.

				1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions.
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AP Test Preparation

Essential Questions	Content	Skills	Vocabulary	Standards
What can I expect to see on the AP Literature and Composition Test and how do I formulate my responses?	Sample tests	Recognizing, understanding, analyzing, interpreting, and synthesizing all elements of literature	Process of elimination (POE) General comprehension questions Factual knowledge questions Detail questions	1.3.12.A ~ Read and understand works of literature. 1.3.12.B ~ Evaluate author's use of literary elements. 1.3.12.C ~ Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures). 1.3.12.F ~ Read and respond to literary works. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.

				1.5.12.D ~ Write with effective style. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations.
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Literature for College - Enrichment Unit if time allows

Essential Questions	Content	Skills	Vocabulary	Standards
What other literary works might colleges expect me to have read?	Literary works as deemed necessary by instructor	Recognizing, understanding, analyzing, interpreting, and synthesizing all elements of literature	fiction characterization point of view plot theme setting foil stream of consciousness conflict protagonist antagonist	1.1.12.A ~ Before reading locate and select various resources for a specific purpose. 1.1.12.H ~ Read fluently with a high level of comprehension. 1.3.12.A ~ Read and understand works of literature. 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.

JULY Summer Reading - to be completed independently during the summer before the start of the course

Essential Questions	Content	Skills	Vocabulary	Standards
How did students respond and react to literary selections? How do literary critiques of the selections help the understanding of the work's meaning and effectiveness?	<i>The Tragedy of Macbeth</i> <i>The Great Gatsby</i> Various poetry selections	Written responses to literature Writing a critical essay using correct and appropriate essay format		

How well does a character fit the definition of a tragic figure which relates to the suffering of others?

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