

## 12<sup>th</sup> Grade AP Literature and Composition Curriculum Map Template – Secondary

### Time Frame: 1<sup>st</sup> Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.J</p>	<p>See appendix for specific language of PA Core Standards.</p>	<p><b>The following texts may be used to address and achieve the content, common core standards, AP requirements, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p>Texts determined by English Department Summer Reading Grid</p> <p>“Story of an Hour” by Kate Chopin</p>	<p><b>Summer Reading</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Term acquisition, application, and usage</li> </ul> <p><b>Unit One: Introduction to Literary Theories</b></p> <ul style="list-style-type: none"> <li>•Literary Genres: poetry, short story</li> </ul> <p>Literary Theories:</p> <ul style="list-style-type: none"> <li>• Psychological</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p> <p>Objective tests Subjective tests:</p> <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Timed essays</li> <li>• Formal essays</li> </ul> <p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Objective tests</li> <li>• Use in daily discussions</li> <li>• Use in essay writing</li> </ul> <p><b>Assessments may include but are not limited to:</b></p>

<p>CC.1.2.11-12.K  CC.1.2.11-12.L  CC.1.3.11-12.A  CC.1.3.11-12.C  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.H  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p>“Araby” by James Joyce</p> <p>“Eveline” by James Joyce</p> <p>“Rocking Horse Winner” by D. H. Lawrence</p> <p>“My Husband’s Back” by Susan Minot</p> <p>“Emperor’s Three Questions” by Leo Tolstoy</p> <p>“Goblin Market” by Christina Rossetti</p> <p><i>MLA Handbook for the Writers of Research Papers</i></p>	<ul style="list-style-type: none"> <li>• New Historicism</li> <li>• Post-Colonialism</li> <li>• Formalism/ New Criticism</li> <li>• Archetypal/ Myth</li> <li>• Post-Structuralism</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>- Identify and apply the different theories to literature</p> <p>- Apply the SVOTE strategy</p> <p>- Analyze the impact on author’s voice when literary theories are applied</p> <p>- Discuss and begin preliminary work on a lit crit research paper due at the end of the first semester. Students will offer a close reading of three short poems or one long passage by one author. They will support all assertions and interpretations with direct evidence from the text, from authoritative critical knowledge of genre, and from authoritative literary criticism.</p>	<ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• AP prompt practice</li> <li>• Reaction paper</li> <li>• College application essay(s)</li> </ul> <p>Writing will focus on introducing students to the analytical skills specific to the AP test and college writing along with introduction of research methodology to produce a research paper.</p>
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<p>CC.1.2.11-12.A  CC.1.2.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.D  CC.1.2.11-12.E  CC.1.2.11-12.F  CC.1.2.11-12.G  CC.1.2.11-12.H  CC.1.2.11-12.J  CC.1.2.11-12.K  CC.1.2.11-12.L</p> <p>CC.1.3.11-12.A  CC.1.3.11-12.C  CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.H  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>Wuthering Heights</i> by Emily Bronte</p> <p>“Cinderella” by Jacob and Wilhelm Grimm</p> <p>“Nice to Eat You: Acts of Vampires” from <i>How to Read Literature Like a Professor</i> by Thomas C. Foster</p> <p>from <i>Castle of Otranto</i> (1765) by Horace Walpole</p>	<p><b>Unit Two: <i>Wuthering Heights</i></b></p> <p>Literary Genres: novel, fairy tale, essay</p> <p>Literary Elements: plot, setting, theme, conflict, direct and indirect characterization, point of view, tone, plot structure, frame narrative, Freytag’s pyramid, climax, protagonist/antagonist, choral narrative, tertiary narration, narrator reliability</p> <p>Literary Devices: figurative language, symbol, juxtaposition, personification, apostrophe, imagery, paradox, sound devices, sarcasm, vampirism, doubleness/duality, motif, foil, Byronic hero, metaphor, foil, repetition/ cycles</p> <p>-Identify, compare, interpret, and evaluate literary devices</p> <p>- Interpret, compare, describe, analyze, and assess poetic devices</p> <p>- Apply the SVOTE strategy</p> <p>- Apply literary theories to arrive at interpretation of literature</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Timed, in-class essay</li> <li>• AP prompt practice with concentration on the poetry prompt</li> <li>• Reaction paper</li> <li>• Group work and presentations</li> <li>• Annotated bibliography</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on the analytical skills specific to the AP test and college writing, along with developing research skills in preparing a poetry research paper</p>
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<p>CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p>from <i>Commentaries on the Laws of England</i> by Sir William Blackstone</p> <p>“How Do I Love Thee/” by Elizabeth Barrett Browning</p> <p>“Sonnet XVII” by Pablo Neruda</p>	<ul style="list-style-type: none"> <li>- Analyze how structure contributes to theme</li> <li>- Analyze the impact of setting on presentation of theme</li> <li>-Identify and assess effectiveness of point of view</li> <li>-Identify and assess means to establish tone to affect mood</li> <li>-Analyze the impact of culture and beliefs on writing practices and content, specifically social class and customs</li> <li>- Determine and examine the different elements that contribute to style</li> <li>- Understand and recognize the principles of Romanticism and Gothicism</li> <li>- Master and apply writing skills to produce independently the research paper: <ul style="list-style-type: none"> <li>• Locating and evaluating sources</li> <li>• Note-taking</li> <li>• Thesis formation</li> <li>• In-text citations</li> <li>• Synthesis of source</li> </ul> </li> </ul>	
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<p>CC.1.2.11-12.G  CC.1.2.11-12.J  CC.1.2.11-12.K</p> <p>CC.1.3.11-12.A  CC.1.3.11-12.B  CC.1.3.11-12.C  CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>Death of a Salesman</i> by Arthur Miller</p> <p>“Dreams” by Langston Hughes</p>	<p>material</p> <ul style="list-style-type: none"> <li>• Incorporation of sources into essay</li> </ul> <p>- Respond to writing prompts similar to those that appear on the AP test</p> <p><b>Unit Three: <i>Death of a Salesman</i></b></p> <p>Literary Genres: drama, poetry, short story</p> <p>Literary Elements: in addition to the previous, drama, modern drama, modern tragedy, modern tragic hero, hamartia, peripetia, fourth wall, box stage, minimalism, play as “confession,” expressionism, existentialism, non-linear plot structure</p> <p>Literary Devices: in addition to the previous, irony, flashback, villanelle</p> <p>-Identify, compare, interpret, and evaluate literary devices</p> <p>- Interpret, compare, describe, analyze, and assess poetic devices</p> <p>- Apply the SVOTE strategy</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Timed, in-class essay</li> <li>• AP prompt practice with concentration on the poetry prompt</li> <li>• Reaction paper</li> <li>• Group work and presentations</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on the analytical skills specific to the AP test and college writing, along with developing research skills in preparing a poetry research paper</p>
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<p>CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p>“Do Not Go Gentle” by Dylan Thomas</p> <p>“If” by Rudyard Kipling</p> <p>“Discovery of a Father” by Sherwood Anderson</p> <p>“Shaving” by Leslie Norris</p> <p>“One Art” by Elizabeth Bishop</p>	<ul style="list-style-type: none"> <li>- Apply literary theories to arrive at interpretation of literature</li> <li>- Analyze how structure contributes to theme</li> <li>- Analyze the impact of setting on presentation of theme, in this case, the theme of the American Dream</li> <li>-Identify and assess effectiveness of point of view</li> <li>-Analyze the impact of culture and beliefs on writing practices and content</li> <li>- Determine and examine the different elements that contribute to style</li> <li>- Analyze the impact of music in determination of mood</li> <li>- Analyze staging techniques and their contribution to dramatic presentation</li> <li>- Respond to writing prompts similar to those that appear on the AP test</li> <li>- Continue to apply writing skills to produce independently the research</li> </ul>	
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			<p>paper:</p> <ul style="list-style-type: none"> <li>• Locating and evaluating sources</li> <li>• Note-taking</li> <li>• Thesis formation</li> <li>• In-text citations</li> <li>• Synthesis of source material</li> <li>• Incorporation of sources into essay</li> </ul>	

Time Frame: 2<sup>nd</sup> Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
CC.1.2.11-12.J CC.1.2.11-12.K	See appendix for specific language of PA Core Standards.	<p><b>The following texts may be used to address and achieve the content, common core standards, AP requirements, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word acquisition, application, and usage</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Objective tests</li> <li>• Use in daily discussions</li> <li>• Use in essay writing</li> </ul>

<p>CC.1.2.11-12.G  CC.1.2.11-12.J  CC.1.2.11-12.K</p> <p>CC.1.3.11-12.B  CC.1.3.11-12.C  CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>The Chosen</i> by Chaim Potok</p> <p>“The Rabbi’s Son,” an Hasidic folktale</p> <p>“The Clever Man and the Simple Man,” an Hasidic folktale</p> <p>“My Father Sits in the Dark” by Jerome Weidman</p> <p>“A Shocking Accident” by Graham Greene</p> <p>“A Story” by Li-Young Lee</p> <p>“Walking Away” by C. Day Lewis</p>	<p><b>Unit Four: <i>The Chosen</i></b></p> <p>Literary Genres – novel, folktale, short story, poetry</p> <p>Literary Elements – in addition to previous, maturation novel and Bildungsroman</p> <p>Literary Devices – in addition to previous, foreshadowing and emphasis on methods of characterization</p> <p>- Identify, compare, interpret, and evaluate literary devices</p> <p>- Interpret, compare, describe, analyze, and assess poetic devices</p> <p>- Apply the SVOTE strategy</p> <p>- Apply literary theories to arrive at interpretation of literature</p> <p>- Analyze how structure contributes to theme</p> <p>- Analyze the impact of setting on presentation of theme, in this case World War II</p> <p>-Identify and assess effectiveness of point of view</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Timed, in-class essay</li> <li>• AP prompt practice with concentration on the poetry prompt</li> <li>• Reaction paper</li> <li>• Group work and presentations</li> <li>• Continuing work on research paper</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on the analytical skills specific to the AP test and college writing, along with developing research skills in preparing a poetry research paper.</p>
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<p>CC.1.2.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.D  CC.1.2.11-12.E  CC.1.2.11-12.F  CC.1.2.11-12.G</p> <p>CC.1.3.11-12.C  CC.1.3.11-12.D</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are</b></p>	<p>-Analyze the impact of culture and beliefs on writing practices and content</p> <p>- Determine and examine the different elements that contribute to style</p> <p>- Respond to writing prompts similar to those that will appear on the AP test</p> <p>- Continue to apply writing skills to produce independently the research paper:</p> <ul style="list-style-type: none"> <li>• Locating and evaluating sources</li> <li>• Note-taking</li> <li>• Thesis formation</li> <li>• In-text citations</li> <li>• Synthesis of source material</li> <li>• Incorporation of sources into essay</li> </ul> <p><b>Unit Five: <i>The Raisin in the Sun</i></b></p> <p>Literary Genres – drama, essay, poetry</p> <p>Literary Elements – in addition to previous, dramatic premise/ situation, inciting incident, plot point, exposition, complications,</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Short answer</li> <li>• AP prompt practice, with concentration on the poetry</li> </ul>
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<p>CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.G  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p><b>not limited to:</b></p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>Raisin in the Sun</i> by Lorraine Hansberry</p> <p><i>Raisin in the Sun</i> – film directed by Kenney Leon</p> <p>“Ballad of Birmingham” by Dudley Russell</p> <p>“kitchenette building” by Gwendolyn Brooks</p> <p>“Montage of a Dream Deferred” by Langston Hughes</p> <p>“Let America Be America Again” by Langston Hughes</p> <p>from <i>To Be Young, Gifted, and Black</i> by Lorraine Hansberry</p>	<p>culmination</p> <p>Literary Devices – in addition to previous, allusion, dialect, monologue, and stereotypes</p> <p>-Identify, compare, interpret, and evaluate literary devices</p> <p>- Interpret, compare, describe, analyze, and assess poetic devices</p> <p>- Apply the SVOTE strategy</p> <p>- Apply literary theories to arrive at interpretation of literature</p> <p>- Analyze the impact of setting on presentation of theme</p> <p>-Identify and assess means to establish tone to affect mood</p> <p>-Analyze the impact of culture and beliefs on writing practices and content, specifically the civil rights movement</p> <p>- Determine and examine the different elements that contribute to style</p> <p>- Understand and appreciate the richness that allusions bring to a</p>	<p>prompt</p> <ul style="list-style-type: none"> <li>• Reaction paper</li> <li>• Group work and presentations</li> <li>• Progress on research paper</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on the analytical skills specific to the AP test and college writing, along with finalizing research to write poetry research paper.</p>
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<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills</b></p>	<p>work</p> <ul style="list-style-type: none"> <li>- Examine how cultural and gender stereotypes affect a character's actions</li> <li>- Discuss the skills needed to adapt a written work to the stage or screen</li> <li>- Continue to apply writing skills to produce independently the research paper: <ul style="list-style-type: none"> <li>• Locating and evaluating sources</li> <li>• Note-taking</li> <li>• Thesis formation</li> <li>• In-text citations</li> <li>• Synthesis of source material</li> <li>• Incorporation of sources into essay</li> <li>• Response to writing prompts similar to those that will appear on the AP test</li> </ul> </li> </ul> <p><b>Unit Six: <i>Othello</i></b></p> <p>Literary Genres: tragedy, poetry</p> <p>Literary Elements: in addition to previous, Aristotelian definition of tragedy, structure of Shakespearean</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Short answer</li> <li>• AP prompt practice, with</li> </ul>
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<p>CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.S  CC.1.4.11-12.V</p>		<p><b>throughout the unit.</b>  <b>Texts include, but are not limited to:</b></p> <p><i>MLA Handbook for the Writers of Research Papers</i></p> <p><i>Othello</i> by William Shakespeare</p> <p>“Sonnet 75” by Edmund Spenser</p> <p>“Sonnet 31” by Sir Philip Sidney</p> <p>“Sonnet 39” by Sir Philip Sidney</p> <p>“Sonnet 29” by William Shakespeare</p> <p>“Sonnet 18” by William Shakespeare</p> <p>“Sonnet 106” by William Shakespeare</p> <p>“On the Sonnet” by John Keats</p> <p>“Sonnet” by Billy</p>	<p>tragedy, Shakespearean tragic hero, hubris, soliloquy, aside, catharsis</p> <p>Literary Devices – in addition to the previous, blank verse, iambic pentameter, sonnet types, Alexandrine, lyric, sonnet sequence, trope, dramatic irony, heroic couplet, internal rhyme, parallel construction</p> <p>-Identify, compare, interpret, and evaluate literary devices</p> <p>- Interpret, compare, describe, analyze, and assess poetic devices as evidenced in sonnets</p> <p>- Apply the SVOTE strategy</p> <p>- Apply literary theories to arrive at interpretation of literature</p> <p>- Analyze how Shakespearean structure contributes to theme</p> <p>- Analyze the impact of setting on presentation of theme, in this case, jealousy and revenge</p> <p>-Analyze the impact of Renaissance culture and beliefs on writing practices and content</p> <p>- Determine and examine the</p>	<p>concentration on the poetry prompt</p> <ul style="list-style-type: none"> <li>• Reaction paper</li> <li>• Group work and presentations</li> <li>• Formal submission of research paper</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on final preparations of research paper.</p>
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		Collins	<p>different elements that contribute to style</p> <ul style="list-style-type: none"><li>- Apply and analyze Aristotelean principles of tragedy</li><li>- Respond to writing prompts similar to those that appear on the AP test</li><li>- Prepare formal submission of research paper</li></ul>	
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**Time Frame: 3<sup>rd</sup> Marking Period**

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p>CC.1.2.11-12.J CC.1.2.11-12.K</p>	<p>See appendix for specific language of PA Core Standards.</p>	<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Term acquisition, application, and usage</li> </ul> <p><b>Unit Seven: Shakespearean Lit Circles</b></p>	
<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.3.11-12.A CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p>		<p>Any Shakespeare title available in the English department</p>	<p>Literary Genres – tragedy, comedy, history</p> <p>Literary Elements – as discussed in <i>Othello</i> unit</p> <p>Literary Devices – as discussed in <i>Othello</i> unit</p>	

<p>CC.1.2.11-12.A  CC.1.2.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.D  CC.1.2.11-12.F  CC.1.2.11-12.H  CC.1.2.11-12.I  CC.1.2.11-12.J  CC.1.2.11-12.K  CC.1.2.11-12.L</p> <p>CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.3.11-12.C  CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p><i>A Handmaid's Tale</i> by Margaret Atwood</p> <p>"The Lottery" by Shirley Jackson</p> <p>from "What Would it be Like if Women Won" by Gloria Steinem</p> <p>from <i>Rape of the Lock</i> by Alexander Pope</p>	<p>Group analysis of an independently chosen Shakespearean title</p> <p><b>Unit Eight: <i>A Handmaid's Tale</i></b></p> <p>Literary Genres: novel, short story, essay, satire</p> <p>Literary Elements: in addition to previous, Horatian and Juvenalian satires, dystopia/ utopia, types of novels, epigraph, science fiction, speculative fiction</p> <p>Literary Devices: in addition to previous, euphemism, palimpsest</p> <ul style="list-style-type: none"> <li>- Identify, compare, interpret, and evaluate literary devices</li> <li>- Interpret, compare, describe, analyze, and assess poetic devices</li> <li>- Apply the SVOTE strategy</li> <li>- Apply literary theories to arrive at interpretation of literature</li> <li>- Analyze how structure contributes to theme</li> </ul>	
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<p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.V</p>		<p>from <i>Gulliver's Travels</i> by Jonathan Swift</p> <p>"A Modest Proposal" by Jonathan Swift</p>	<ul style="list-style-type: none"> <li>- Analyze the impact of setting on presentation of theme, in this case a dystopian world</li> <li>-Identify and assess effectiveness of point of view</li> <li>-Analyze the impact of culture and beliefs on writing practices and content and apply Atwood's use of a palimpsest</li> <li>- Determine and examine the different elements that contribute to style, including, in this case, shift in tensing, flashbacks, first-person narrative voice, and physical division of chapters and sections</li> <li>-Offer a close reading of a short passage and support all assertions and interpretations with direct evidence from the text</li> <li>- Respond to writing prompts similar to those that will appear on the AP test</li> </ul> <p><b>Unit Nine: <i>Frankenstein</i></b></p> <p>Literary Genres: novel, poetry, myth, legend, essay</p> <p>Literary Elements: in addition to</p>	
<p>CC.1.2.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.D  CC.1.2.11-12.E  CC.1.2.11-12.F</p>				

<p>CC.1.2.11-12.I  CC.1.2.11-12.J  CC.1.2.11-12.K  CC.1.2.11-12.L</p> <p>CC.1.3.11-12.C  CC.1.3.11-12.D  CC.1.3.11-12.E  CC.1.3.11-12.F  CC.1.3.11-12.I  CC.1.3.11-12.J  CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A  CC.1.4.11-12.B  CC.1.4.11-12.C  CC.1.4.11-12.D  CC.1.4.11-12.E  CC.1.4.11-12.F  CC.1.4.11-12.G  CC.1.4.11-12.H  CC.1.4.11-12.I  CC.1.4.11-12.J  CC.1.4.11-12.K  CC.1.4.11-12.L  CC.1.4.11-12.V</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p><i>Frankenstein</i> by Mary Shelley</p> <p>from <i>Paradise Lost</i> by John Milton</p> <p>“Myth of Prometheus”</p> <p>“The Golem – A Jewish Legend” by Isaac Bashevis Singer</p> <p>from <i>Vindication of the Rights of Women</i> by Mary Wollstonecraft</p> <p>“Adam’s Curse” by William Butler Yeats</p>	<p>previous, cautionary tale</p> <p>Literary Devices: in addition to previous, doppelganger, hero, and anti-hero</p> <ul style="list-style-type: none"> <li>- Identify, compare, interpret, and evaluate literary devices</li> <li>- Interpret, compare, describe, analyze, and assess poetic devices</li> <li>- Apply the SVOTE strategy</li> <li>- Apply literary theories to arrive at interpretation of literature</li> <li>- Analyze how structure contributes to theme, particularly the use of letters and frame narrative</li> <li>- Analyze the impact of setting on presentation of theme, in this case extreme landscapes and weather</li> <li>- Analyze characterization to examine the issue of hero and anti-hero, along with the ways in which characters portray development of theme</li> <li>-Identify and assess effectiveness of point of view</li> </ul>	
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**Time Frame: 4<sup>th</sup> Marking Period**

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
CC.1.2.11-12.J CC.1.2.11-12.K	See appendix for specific language of PA Core Standards.	<b>The following texts may be used to address and achieve the content, common core standards,</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Term acquisition, application, and usage</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Objective tests</li> </ul>

<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p> <p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.V</p>		<p><b>and core goals/skills throughout the unit. Texts include, but are limited to:</b></p> <p>Teacher-generated lists of AP-recommended literary and rhetorical terms</p> <p><i>Invisible Man</i> by Ralph Ellison</p>	<p><b>Unit Ten: <i>Invisible Man</i></b> Literary Genre: novel</p> <p>Literary Elements: in addition to previous, picaresque, episodic structure, motif, and symbol</p> <p>Literary Devices: in addition to previous, paradox, foreshadowing, juxtaposition, idiom, dialect, and poetic and rhetorical devices</p> <p>- Identify, compare, interpret, and evaluate literary devices, with emphasis on allusion, symbol, and motif and their impact on portrayal of theme</p> <p>- Interpret, compare, describe, analyze, and assess poetic and rhetorical devices as used in a novel. Specifically, students will examine personification, extended metaphor, sound devices, anaphora,</p>	<ul style="list-style-type: none"> <li>• Use in daily discussions</li> <li>• Use in essay writing</li> </ul> <p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Practice AP multiple-choice questions</li> <li>• Short answer</li> <li>• AP prompt practice, with concentration on the free-response</li> <li>• Reaction paper</li> <li>• Close reading analysis</li> <li>• Group work and presentation of a free-response prompt</li> <li>• Individual projects to be determined by instructor</li> </ul> <p>Writing will focus on practice and preparation for the AP test in May.</p>
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			<p>repetition, polysyndeton, rhetorical question, and asyndeton</p> <ul style="list-style-type: none"><li>- Apply the SVOTE strategy</li><li>- Apply literary theories to arrive at interpretation of literature</li><li>- Analyze how structure contributes to theme, particularly the frame narrative</li><li>- Analyze the impact of setting on presentation of theme, in this case, employing the use of journey motif</li><li>- Analyze characterization to examine the issue of an anti-hero and how the author's choice of names contributes to the reader's understanding of characters' personalities and function as social, economic, and racial character types</li><li>- Identify and assess effectiveness of point of view, in this case first-person narration and the narrator's lack of a name</li><li>- Analyze the impact of culture and beliefs on writing practices and content</li><li>- Determine and examine the</li></ul>	
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<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p>		<p><b>The following texts may be used to address and achieve the content, common core</b></p>	<p>different elements that contribute to style, including, in this case, flashbacks, first-person narrative voice, and the importance of time sequence</p> <p>-Offer a close reading of a short passage and support all assertions and interpretations with direct evidence from the text</p> <p>-Organize and offer a group presentation that explains the most common topics in free-response questions on the AP test</p> <p>- Respond to writing prompts similar to those that will appear on the AP test</p> <p><b>Unit Eleven: Nature Project</b></p> <p>Literary Genres: short story and poetry</p> <p>Literary Elements: apply those studied throughout the year</p> <p>Literary Devices: apply those studied throughout the year</p> <p>- Identify, compare, interpret, and evaluate literary devices</p>	<p><b>Assessments may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Short answer(s)</li> <li>• Reaction paper</li> <li>• Group work</li> <li>• Individual projects in response to material discussed in groups</li> </ul>
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<p>CC.1.4.11-12.M  CC.1.4.11-12.N  CC.1.4.11-12.O  CC.1.4.11-12.P  CC.1.4.11-12.Q  CC.1.4.11-12.R  CC.1.4.11-12.S  CC.1.4.11-12.T  CC.1.4.11-12.U  CC.1.4.11-12.X</p>		<p><b>standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p><i>The Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge</p> <p>“Chrysanthemums” by John Steinbeck</p> <p>“Death by Landscape” by Margaret Atwood</p> <p>“Rappaccini’s Daughter” by Nathaniel Hawthorne</p> <p>Teacher-generated poetry selections</p>	<ul style="list-style-type: none"> <li>- Interpret, compare, describe, analyze, and assess poetic devices</li> <li>- Apply literary theories to arrive at interpretation of literature</li> <li>- Analyze how structure contributes to theme</li> <li>- Analyze the impact of setting on presentation of theme</li> <li>- Analyze characterization</li> <li>-Identify and assess effectiveness of point of view</li> <li>-Analyze the impact of culture and beliefs on writing practices and content</li> <li>- Determine and examine the different elements that contribute to style</li> <li>- Generate personal responses to literature in prose, poetic, and graphic formats</li> <li>-Create personal narrative by: identifying problem, solution, point of view; using dialogue, plot structure, appropriate language</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p>
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<p>CC.1.2.11-12.J CC.1.2.11-12.K</p> <p>CC.1.3.11-12.A CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.J CC.1.3.11-12.K</p>		<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit. Texts include, but are not limited to:</b></p> <p>English department-generated list of lit circle options</p>	<p><b>Unit Twelve: Lit Circles</b></p> <p>Literary Genre: novel</p> <p>Literary Elements: apply those studied throughout the year</p> <p>Literary Devices: apply those studied throughout the year</p> <ul style="list-style-type: none"> <li>- Identify, compare, interpret, and evaluate literary devices</li> <li>- Interpret, compare, describe, analyze, and assess poetic devices as used in a novel</li> <li>- Apply literary theories to arrive at interpretation of literature</li> <li>- Analyze how structure contributes to theme</li> <li>- Analyze the impact of setting on presentation of theme</li> <li>- Analyze methods of characterization</li> <li>-Identify and assess effectiveness of point of view</li> <li>-Analyze the impact of culture and</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer(s)</li> <li>• Reaction paper</li> <li>• Group work</li> <li>• Individual projects in response to material discussed in groups</li> </ul>
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			<p>beliefs on writing practices and content</p> <p>- Determine and examine the different elements that contribute to style</p>	
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