

Pequannock Township School District

Curriculum Syllabus

AP Literature and Composition / Grade 12 ELA

Course Description:

The AP English Literature and Composition course focuses on reading and analyzing prose fiction, poetry, and drama from various periods by authors whose works demonstrate distinct literary merit. The texts in this course have been chosen in relation to the overall 9-12 English curriculum sequence so that AP students will have been exposed to literature from a wide variety of writers, including works written in several genres from the sixteenth century to contemporary times. Literature and Composition is a class that focuses on close reading; as such, students will be required to engage in careful, deliberate, daily readings that yield responses in written and oral formats. Through the close reading 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 will consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Emphasis will be placed on thoughtful and lucid analysis of the readings using a variety of theoretical frameworks and devices. Writing assignments focus on the critical analysis of literature and include expository, analytical, and evidence-based essays. Although such tasks guide student writing for the course, journaling and creative writing assignments are given to help students recognize how authors create texts for a variety of purposes and audiences. The ultimate goal of all writing assignments is to increase students' ability to explain cogently and with college-level sophistication what they understand about literary works and why they interpret them as they do. Overall, the course is intended to provide students with an academic experience parallel to that of a college level literature survey course and thus prepare them for the rigors of secondary study. All students are prepared for and expected to take the AP Literature and Composition exam as the capstone experience of the course.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Knowledge of Language

NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 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.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

AP English Literature and Composition Skills (Standards):

CHR (Character)

1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

1.B Explain the function of a character changing or remaining unchanged.

1.C Explain the function of contrasting characters.

1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.

1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

SET (Setting)

2.A Identify and describe specific textual details that convey or reveal a setting.

2.B Explain the function of setting in a narrative.

2.C Describe the relationship between a character and a setting.

STR (Structure)

3.A Identify and describe how plot orders events in a narrative.

3.B Explain the function of a particular sequence of events in a plot.

3.C Explain the function of structure in a text.

3.D Explain the function of contrasts within a text.

3.E Explain the function of a significant event or related set of significant events in a plot.

3.F Explain the function of conflict in a text.

NAR (Narration)

4.A Identify and describe the narrator or speaker of a text.

4.B Identify and explain the function of point of view in a narrative.

- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
- 4.D Explain how a narrator’s reliability affects a narrative.

FIG (Figurative Language)

- 5.A Distinguish between the literal and figurative meanings of words and phrases.
- 5.B Explain the function of specific words and phrases in a text.
- 5.C Identify and explain the function of a symbol.
- 5.D Identify and explain the function of an image or imagery
- 6.A Identify and explain the function of a simile.
- 6.B Identify and explain the function of a metaphor.
- 6.C Identify and explain the function of personification.
- 6.D Identify and explain the function of an allusion

LAN (Literary Argumentation)

- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

Scope and Sequence

Course Introduction (2 weeks) Students will analyze and respond in writing to authors’ worldviews and characters’ perspectives in works read as preparation for the AP course (summer reading assignment). They will examine how authors present experience and situations relevant to the universal human condition. Texts include full novels, short stories, and poems that introduce central concepts and prevalent themes for the AP student; analysis of these texts and reflection on their structures and literary components provide a necessary basis and academic springboard for discussion, an approach to learning objectives, and the skills necessary to be successful with formal responses on the AP exam (AP Free-Response Questions 1, 2, and 3). Students will become familiar with the “Big Ideas and Enduring Understandings” of the course as well as the related essential knowledge statements provided by the College Board, which describe what students should know and be able to do by the end of the course. This introduction also includes review of critical theory to be applied to

texts through the course as well as critical readings of and revision process for personal essays drafted for college applications.

Unit 1 (2 weeks) Understanding character, setting, conflict, plot, and narration are fundamental to interpreting fiction. Unit 1 builds on fundamental knowledge acquired in previous English courses while establishing a foundation for the skills and knowledge necessary for the AP course and exam. Students will examine the choices writers make and the techniques they use to achieve their purposes and build meaning. They will analyze how these fundamental elements function in a text, read closely for evidence that supports an analysis, and construct a claim that requires an effective written defense. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 2) typically found on the AP Exam.

Unit 2 (2 weeks) This unit provides students with the opportunity to develop a deeper understanding of how authors use specific language and literary devices to communicate through poetry in ways that differ distinctly from communicating through prose. Students will study details, patterns, and images that contribute to the poem's meaning and recognize how extended metaphors work in a text. By examining diction, line, stanza, and overarching structure, students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis. Students will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 1) typically found on the AP Exam.

Unit 3 (6 weeks) Unit 3 focuses on extended narratives, giving students the opportunity to explore conflicts, character development, plot, and theme and how these are related and contribute to the representation of certain values and cultural mores. Students will continue to develop the skill of analyzing characters' perspectives, narrative structure, and shifts in plot and setting in novels and also across scenes and acts in dramas. By studying longer works, students will analyze how multiple literary elements reveal an author's craft as they contribute to the text's meaning. Students will continue to organize "claim and evidence" paragraphs that follow a well-developed line of reasoning and approach sophisticated interpretations of complex texts. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 3) typically found on the AP Exam.

Unit 4 (2 weeks) While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking. Students will practice tracing characters' choices, perspectives, and relationships throughout a text to become adept at identifying patterns and breaks in patterns. In developing this skill, students can explore character complexity in this unit as well as

prepare for later units in which they will examine characters' inconsistencies and interpret possible meanings those inconsistencies convey. Through formal and informal writing exercises, students will explain how different details or literary elements in a text interact and how their relationships contribute to the students' interpretations. Students will continue to develop body paragraphs that articulate explicit relationships among their claims, reasoning, and evidence and will build upon their efforts to reach multiple-page explications of texts under study. They will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 2) typically found on the AP Exam.

Unit 5 (2 weeks) In this unit, students will continue to practice the interpretation of poetry with a focus on the ways diction, imagery, and figurative devices can reveal meanings and shape interpretations of the text. Accordingly, the poems in this unit provide students with opportunities to identify, understand, and interpret imagery, extended metaphors, and allusions in both closed and open poetic structures (formal and free verse). A range of poems from released AP exams will be analyzed closely in order to prepare students to respond to the types of texts seen throughout the exam and specific questions or prompts asked about those works. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 1) typically found on the AP Exam.

Unit 6 (8 weeks) Students will analyze inconsistencies in narrative structure such interruptions in the timeline or sequence of a plot, narrative voice, the way characters develop, or unreliability of a character or narrator - all of which contribute to the complexities in a text and affect interpretation. Works in this unit will require students to analyze symbols and understand embedded themes through conflicts, providing further opportunities to apply previously learned skills to longer texts in which characters and plots are usually more developed. At this point in the course, students will be prepared to explore these myriad possibilities as they begin to refine their literary arguments; they will analyze patterns and breaks in patterns and explain how such contrasts and inconsistencies convey meaning. Students also explore narrator bias by critically considering the details a narrator provides (or does not provide) and considering how such bias invites complex interpretations. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 3) typically found on the AP Exam.

Unit 7 (2 weeks) Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations. Students will explore complexity in a setting and in a character, for example, and must be able to explain how changes in these elements and the values associated with them convey meaning. This unit challenges

students to transfer their understanding of figurative language, previously studied only in relation to poetry, to their interpretations of narrative prose. Students should come to understand that it is acceptable and sometimes even necessary to revise their initial interpretations of a text as they gather and analyze more information. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 2) typically found on the AP Exam.

Unit 8 (2 weeks) Students will continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings. This unit requires students to have developed proficiency in analyzing metaphors, contrasts, and complexities in a text in order to tackle more advanced skills. Additionally, students should be able to closely analyze a text's language and structure in order to identify contrasts and ambiguities and the effects of both. Students will practice identifying the multiple interpretations ambiguous language invites and will explain how contrasts convey meaning. When writing arguments, students should understand that considering ambiguous evidence may require revising their reasoning and interpretations rather than only acknowledging alternative interpretations. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 1) typically found on the AP Exam.

Unit 9 (8 weeks) Unit 9 brings understandings from throughout the course to longer texts so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them and understand that interwoven and nuanced relationships among literary elements in a text contribute to the complexity of the work. This unit requires students to engage in multiple thinking patterns (i.e. recognizing and tracing patterns, identifying breaks in patterns, identifying cause-effect relationships, comparing and contrasting section of a text, examining the function of a chapter and its relationship to the whole) in order to understand relationships among literary elements and how they build meaning across sections of a novel. Students will examine how these patterns and interactions among literary elements establish relationships in a text; such analytical thinking will lead to a better understanding of a text's complexity and how individual elements and their interactions contribute to an interpretation of the work as a whole. Students will assemble a body of evidence from which they can generate a claim that requires textual support to generate an effective literary analysis and

will continue to use the AP Classroom resources to complete multiple choice questions and practice writing prompts (FRQ 3) typically found on the AP Exam.

Course Conclusion (4 weeks) As the course concludes (post AP Exam), students should recognize that demonstrating an understanding of a complex text means developing a complex and nuanced literary analysis. Above all, as they leave the course, students should have developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature. In this final unit, students will complete an end-of-course paper on a topic of their choice; they will assess the various themes and concepts approached through the year, conduct effective research for secondary sources, and use their choice of texts to prepare a thesis-driven response. Using an inquiry-based approach, students will engage the full writing process and work as a class (writing partners and workshop model) to draft an effective analysis. In addition, they will generate as a culminating project a literacy portfolio and accompanying reflection that demonstrate their growth as readers across a variety of texts, educational experiences, and personal preferences.

Assessments

Evaluation of student achievement in this course will be based on the following types of formative and summative assessments:

Observational data collected by the instructor as students are learning and responding.

- Verbal responses to teacher's guiding questions, questions generated by peers, and peer responses.
- Evidence of notes and journal entries taken during class and while learning independently.

Written responses prompted by teachers to gauge progress toward a specific standard or set of standards.

- Constructed responses drafted to clarify understanding and to summarize learning. This type of writing assists with the understanding of literature (writing to learn) and provides opportunities for formative evaluation.

Quizzes that gauge comprehension of texts read through the year.

- Reading checks (paragraph-length responses to a question)
- 3-6 multiple choice questions

Summative responses to texts read through the year (timed responses and thesis-driven essays).

- Formal papers approaching an analysis of literature, some of which involve research and secondary support, and which are brainstormed, drafted, peer critiqued, edited, and revised before the final copy is submitted.

Assessments that reflect preparedness for the AP course exam

- Multiple choice and FRQ practice on AP Classroom
- Timed responses to released AP Exam questions (FRQs 1, 2, 3) completed in class

Journal responses and reflection (self-assessment and progress checks)

- Class notes on lectures, discussion, vocabulary, and grammar
- Free-writing
- Student writing portfolio

Final Projects

- Literacy Portfolio
- End of year researched thesis paper

Curriculum Resources

Anchor Programs/Teacher Materials

Teaching and Learning Principles [Teaching & Learning Principles - Eberly Center](#)

Higher Order Thinking <http://www.teachthought.com/learning/wiziq-posts/>

Socratic Seminars <https://www.nwabr.org/sites/default/files/SocSem.pdf>

Integrating sources: [Research Guides: Organizing Your Social Sciences Research Paper: Secondary Sources](#)

MLA and Works Cited [MLA Works Cited: Electronic Sources](#)

Annotated bibliography [LibGuides: How to Prepare an Annotated Bibliography: The Annotated Bibliography](#)

College Board / AP Central (*AP Lit & Comp CED*) [AP AP English Literature and Composition Course and Exam Description, Effective Fall 2020](#)

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- [Practice for the Exams](#)
- [AP English Literature and Composition](#)