



Greenwich Public Schools Curriculum Overview

Course Name: AP Literature and Composition

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

The AP English Literature and Composition course offers a college-level English experience and concurrently prepares students to take the national Advanced Placement Exam given in early May. Students read and examine many challenging literary texts, responding to them through exploratory writing, several forms of classroom activities, including discussions, and ultimately by composing essays, all in a way which reflects the recursive process of conversation and interpretation. Additionally, students are expected to and encouraged to assume leadership roles in class discussion and in presentations.

This is a college-level program with extensive reading and writing assignments, requiring interpretation and critical analysis of literature. Units in drama, fiction, poetry, and non-fiction form the literature study. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. In a coordinated K-12 effort, GPS is committed to helping students develop the academic, personal, and interpersonal capacities established in the Vision of the Graduate. The English department provides opportunities for students to practice and refine these skills within each of its courses.

Enduring Understandings

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Standards

College Board AP Literature and Composition Skills:

1.A: Identify and describe what specific textual details reveal 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.
- 2.A: Identify and describe specific textual details that convey or reveal a setting.
- 2.B: Explain the function of a setting in a narrative.
- 2.C: Describe a relationship between a character and a setting.
- 3.A: Identify and describe how plot orders events in a narrative.
- 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.
- 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.
- 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.
- 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, a 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.

Performance Tasks

Reading

Students will...

- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections
- Generate interpretations based on a text's explicit and implicit ideas
- Read a wide range of supplemental texts (short stories, poems, nonfiction selections, films and visuals)

Writing

Students will...

- Complete summative writing assignments to reflect the various writing purposes
- Complete formative writing assignments to reflect development of writing strategies
- Write timed in-class essays in response to College Board prompts
- Generate a unifying thesis and use it to guide and develop ideas
- Incorporate supporting evidence effectively
- Use effective editing and revision techniques

Speaking/Listening

Students will...

- Contribute to class discussions regularly to demonstrate comprehension and advocate for ideas
- Use collaboration with peers to deepen understanding
- Prepare and present ideas and information appropriate to purpose and audience
- Demonstrate effective public speaking skills
- Make strategic use of media to enhance understanding and heighten interest

Language Conventions

Students will...

- Acquire, strengthen and apply vocabulary usage skills
- Acquire, strengthen and apply grammar skills
- Participate regularly in writing workshops
- Engage in ongoing writing that utilizes literal and figurative language
- Interpret figurative language, using a common vocabulary of literary terms

Instructional Resources

English Language writers from the 16th to the 21st century and may include...

- Perrine's *Sound and Sense*
- *The Ballad of the Sad Café* by Carson McCullers
- *Heart of Darkness* by Joseph Conrad
- *Dubliners* by James Joyce
- *Alice in Wonderland and Through the Looking Glass* by Lewis Carroll
- *Hamlet* by William Shakespeare
- *Othello* by William Shakespeare
- *Twelfth Night* William Shakespeare
- *King Lear* by William Shakespeare
- *Mrs. Dalloway* by Virginia Woolf
- *Crime and Punishment* by Fyodor Dostoevsky
- *Invisible Man* by Ralph Ellison
- *Song of Solomon* by Toni Morrison
- *As I Lay Dying* by William Faulkner
- *The Turn of The Screw* by Henry James
- *Silas Marner* by George Eliot
- *The Woman Warrior* by Maxine Hong Kingston
- *Ruined* by Lynn Nottage
- *The Plague* by Albert Camus
- *Waiting for Godot* by Samuel Beckett
- *A Passage to India* by EM Forster
- *Madame Bovary* by Gustave Flaubert
- *Jude the Obscure* by Thomas Hardy
- *Betrayal* Harold Pinter
- *Moby Dick* by Herman Melville
- *Rosencrantz and Guildenstern are Dead* by Tom Stoppard
- *Passing* by Nella Larsen

Major Units

- Comparative Humanity
 - *Invisible Man* by Ralph Ellison
 - *Notes from Underground* by Fyodor Dostoevsky
- Knowing the Unknowable
 - *Heart of Darkness* by Joseph Conrad
 - *The Turn of the Screw* by Henry James
- A Novel of the "Extraordinary"
 - *Crime and Punishment* by Fyodor Dostoevsky
- What's in a Name?
 - *Song of Solomon* by Toni Morrison
- Exploring Tradition: The Present Moment of the Past

- *Othello, Hamlet, or King Lear* by William Shakespeare
- Finding Your Voice
 - *Woman Warrior* by Maxine Hong Kingston
- Wrestling with Multiple Perspectives
 - *As I Lay Dying* by William Faulkner
 - *The Joy Luck Club* by Amy Tam
- Additional unit(s) with text(s) selected from Instructional Resources
- Independent Reading
- Required Sequence of Grammar for 12th grade