

**Moon Area School District Curriculum Map**  
**Course:** AP English Literature and Composition

**Grade Level:** 12

**Content Area:** English

**Frequency:** Full-Year Course

**Big Ideas**

1. CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
2. SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
3. STRUCTURE (STR) Enduring Understanding STR-1: 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.
4. NARRATION (NAR) Enduring Understanding NAR-1: A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
5. FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
6. LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

**Essential Questions**

7. How does literature reflect society and humanity? What connections can be made between the two?
8. How do writers use literary devices to develop the meaning of a work as a whole?
9. How are literary elements used to explore beliefs, cultural norms, and values of a society?
10. How does the structure of a text and the stylistic choices that writers make relate to the interpretation of a text?
11. How do writers develop a line of reasoning with text organization and evidence to guide their interpretation of a work?

**Primary Resource(s) & Technology:**

AP Classroom (including exam practices) Released prompts and student sample essays

Various **novels, poems, and short stories Pre-20<sup>th</sup> Century to Modern**

**Microsoft Teams, Promethean Boards, Student Laptops/iPads**

**Pennsylvania and/or focus standards referenced at:**

**AP English Literature and Composition Conceptual Framework**

<https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf?course=ap-english-literature-and-composition>

Big Ideas/E Qs	Focus Standard(s) College Board	Assessed Competencies (Key content and skills)	Timeline* (Focus Period)	Materials
Unit 1 Short Fiction I 1,2,3,4 6,7,8 9,10, 11	CHR1.A SET2.A STR3.A STR3.B NAR4.A NAR4.B LAN7.A  Eligible Content:	<ul style="list-style-type: none"> <li>Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>Identify and describe specific textual details that convey or reveal a setting.</li> <li>Identify and describe how plot orders events in a narrative.</li> <li>Explain the function of a particular sequence of events in a plot.</li> <li>Identify and describe the narrator or speaker of a text.</li> <li>Identify and explain the function of point of view in a narrative</li> <li>Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> </ul>	3-4 weeks	Summer Reading Short Stories: “The Story of an Hour” “A Rose for Emily” “Everyday Use” “I Stand Here Ironing” “Ordeal by Cheque”  Progress Check Unit One Prose Practice—Q2 Prompts Middlemarch and The Rainbow  Why do we read?—reflective response and meaningful book poster created by students
Unit 2 Poetry I 1,3,4 5,6,7,8 9,10, 11	CHR1.A STR3.C STR3.D FIG5.B FIG6.A FIG6.B LAN7.A	<ul style="list-style-type: none"> <li>Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>Explain the function of structure in a text.</li> <li>Explain the function of contrasts within a text.</li> <li>Explain the function of specific words and phrases in a text.</li> <li>Identify and explain the function of a simile and metaphor</li> <li>Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself</li> </ul>	3 weeks	Poetry Is...student definition Poems: “I am Offering This Poem” “Those Winter Sundays” “Dulce et Decorum est” “Theme for English B” “Say Thank-You, Say I am Sorry” “Flying Kites” Unit Two Progress Check Poetry Practice—College Board released Free Response Q2

<p>Unit 3 Longer Fiction and Drama I 1,2,3,4 6,7,8 9,10, 11</p>	<p>CHR1.A CHR1.B SET2.A STR3.E STR3.F LAN7.A, 7.B, 7.C, 7.D, 7.E</p>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives</li> <li>• Explain the function of a character changing or remaining unchanged.</li> <li>• Identify and describe specific textual details that convey or reveal a setting</li> <li>• Explain the function of a significant event or related set of significant events in a plot.</li> <li>• Explain the function of conflict in a text.</li> <li>• Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>	<p>3-4 weeks</p>	<p>Text: <i>The Metamorphosis</i> Trace Gregor’s Transformation Existentialism Socratic Seminar Setting up Q3 Respond to prompt Conference with students to review thesis and topic sentences 3X3 Literary Analysis <i>Fences</i></p>
<p>Unit 4 Short Fiction II 1,2,3,4 5,6,7,8 9,10, 11</p>	<p>CHR1.A, 1.C, 1.D SET2.B, 2.C STR3.A, 3.D NAR4.A, 4.B, 4.C LAN7.B, 7.C, 7.D, 7.E</p>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>• Explain the function of contrasting characters.</li> <li>• Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</li> <li>• Explain the function of setting in a narrative</li> <li>• Describe the relationship between a character and a setting.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of contrasts within a text</li> <li>• Identify and explain the function of point of view in a narrative</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective</li> </ul>	<p>3 weeks</p>	<p>Short Stories: “Admiral” “Bartleby” “The Ones Who Walk Away From Omelas” “Interpreter of Maladies” “Young Goodman Brown” “Where are you going, where have you been?” “Girl”  Creative writing response with “Girl”</p>

		<ul style="list-style-type: none"> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> </ul>		<p>Test Practice: Released exams from College Board site—focus on multiple choice and close reading.</p> <p>Unit 3 Progress check—AP Classroom</p>
<p>Unit 5 Poetry II 3,4 5,6,7,8 9,10, 11</p>	<p>STR3.C FIG5.A, 5.B, 5.D FIG6.B, 6.C, 6.D LAN7.B, 7.C, 7.D, 7.E</p>	<ul style="list-style-type: none"> <li>• Explain the function of structure in a text.</li> <li>• Distinguish between the literal and figurative meanings of words and phrases.</li> <li>• Explain the function of specific words and phrases in a text.</li> <li>• Identify and explain the function of an image or imagery.</li> <li>• Identify and explain the function of a metaphor.</li> <li>• Identify and explain the function of personification.</li> <li>• Identify and explain the function of an allusion.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning</li> </ul>	3 weeks	<p>“The Black Walnut Tree” “One Art” “Identity Card” “I am Nobody, Who are You?” Form-fixed Poetry: Sonnet, Ode Various Sonnets “Ode to a Grecian Urn” “The Century Quilt”</p> <p>Line of Reasoning</p> <p>Write paragraph response to poem analyzing one element</p>
<p>Unit 6 Longer Fiction and Drama II 1,2,3,4 5,6,7,8 9,10, 11</p>	<p>CHR1.A CHR1.C, E STR3.A, B, D NAR3. C, D FIG 5.C LAN7..B, 7.C, 7.D, 7.E</p>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>• Explain the function of contrasting characters.</li> <li>• Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> </ul>	3 weeks	<p>Text—<i>Brave New World</i> Close reading of selected chapters Students teach/present chapter 6-12 in small groups Socratic Seminar Discussions</p>

		<ul style="list-style-type: none"> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of a particular sequence of events in a plot.</li> <li>• Explain the function of contrasts within a text.</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</li> <li>• Explain how a narrator’s reliability affects a narrative.</li> <li>• Identify and explain the function of a symbol.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly.</li> </ul>	<p>Analyze complex relationships among characters  Students generate questions the novel addresses and answer them through a silent discussion  Use Q3 prompts from Free Response  Students write and evaluate thesis statements  Line of reasoning with outline</p> <p>Timed Writing using Free Response prompt from released exams</p> <p>Text--<i>The Kite Runner</i>  Close reading of chapter 9  Archetypes  Complexity of relationships—contrast Amir and Hassan  Students trace a theme as they read and connect it to character  Significant event and order of plot  First person point of view and reliable narrator  Blackout Poetry  Symbolism of Kite</p>
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<p>Unit 7 Short Fiction III 1,2,3,4 5,6,7,8 9,10, 11</p>	<p>CHR1.B, 1.D SET2.B, 2.C STR3.A, 3.B, NAR4.D FIG 5.C, 5.D FIG 6.A, 6.C LAN7.B, 7.C, 7.D,</p>	<ul style="list-style-type: none"> <li>• Explain the function of a character changing or remaining unchanged.</li> <li>• Describe how textual details reveal nuances and complexities in characters' relationships with one another.</li> <li>• Explain the function of setting in a narrative.</li> <li>• Describe the relationship between a character and a setting.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of a particular sequence of events in a plot.</li> <li>• Explain how a narrator's reliability affects a narrative.</li> <li>• Identify and explain the function of a symbol.</li> <li>• Identify and explain the function of an image or imagery.</li> <li>• Identify and explain the function of a simile.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>	<p>3 weeks</p>	<p><i>The Importance of Being Earnest</i> Definition and focus on satire Focus on the purpose of satire Selected short fiction from chapter 7 in the textbook</p>
<p>Unit 8 Poetry III 3,4 5,6,7,8 9,10, 11</p>	<p>STR3.C, 3D FIG5.B, 5.C FIG6.B, 6.D LAN7.B, 7.C, 7.D, 7.E</p>	<ul style="list-style-type: none"> <li>• Explain the function of structure in a text.</li> <li>• Explain the function of contrasts within a text.</li> <li>• Explain the function of specific words and phrases in a text.</li> <li>• Identify and explain the function of a symbol.</li> <li>• Identify and explain the function of a metaphor.</li> <li>• Identify and explain the function of an allusion.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> </ul>	<p>3 weeks</p>	<p><i>Dante's Inferno</i> Upper Hell Students teach selected Cantos Make connections to modern World Students write their own Canto</p>

		<ul style="list-style-type: none"> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly.</li> </ul>		
Unit 9 Longer Fiction and Drama III 1,2,3,4 6,7,8 9,10, 11	CHR1.B, 1E STR3.E, 3F NAR4. C LAN7..B, 7.C, 7.D,	<ul style="list-style-type: none"> <li>• Explain the function of a character changing or remaining unchanged.</li> <li>• Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>• Explain the function of a significant event or related set of significant events in a plot.</li> <li>• Explain the function of conflict in a text.</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>	3-4 weeks	<i>Hamlet</i> Trace Hamlet’s mental state through each soliloquy Close reading of text—revealing character motivation and perspective Use of literary devices in selected soliloquies to identify complexity in characters Map out key events and write about one significant event and the importance of it to theme, character, plot... Use released prompts from College Board to complete timed writings

NOTE: The curriculum map is based on the nine units developed by College Board to scaffold the development of analysis and composition skills. For each unit, the teacher chooses texts, activities, and writing assignments that enable students to practice and develop the reading and writing skills for that unit.

\* Focus of each unit is a 3-4 week period. As per College Board, “While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide

students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.”

**Novels and Plays that may be used:**

*Brave New World*

*The Metamorphosis*

*The Kite Runner*

*The Importance of Being Earnest*

*Oedipus the King*

*Dante’s Inferno*

*The Things They Carried*

*Pride and Prejudice*

*Fences*

*All the Light We Cannot See*

*How to Read Literature Like a Professor*

**Textbook Used:**

*Literature and Composition: Reading, Writing, Thinking* 1<sup>st</sup> Edition