

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Course Description:** The course is designed to provide students with an accelerated and advanced study of British Literature as well as other selected literature that will assist students in their preparation for the Advanced Placement Literature and Composition national examination given in May. Students will study literature broadly and deeply. They will also read independently and craft a literary analysis research paper based on the works that they read. They will work to create a fluid, intellectual, analytical style of writing.

**Time/Credit for this Course:** One Full Academic Year / 1.0 Credits

**Curriculum Writing Committee:** Jodi Guro

## Planned Course Materials

**Course Title:** AP Literature and Composition

**Textbooks:** *Literature: British Literature*  
Holt McDougal 2012

**Supplemental Books:**

*Making Literature Matter*, by John Schilb and John Clifford  
*Literature: The Evolving Canon*, by Sven Birkerts

**Teacher Resources:**

- Ancillary Books, Holt McDougal
- AP Literature and Composition practice workbooks
- Past AP Literature exams

# Curriculum Map

## **August and September:**

- Summer reading review
- Top 100 literary terms
- The Anglo-Saxons
- Research Paper (ongoing project)

## **October:**

- Medieval Literature
- Renaissance Literature
- Research Paper (ongoing project)

## **November:**

- Renaissance Literature
- Research Paper (ongoing project)

## **December:**

- Renaissance Literature
- Research Paper (ongoing project)

## **January:**

- Renaissance Literature
- Restoration and 18th Century Literature
- Romantic Literature
- Research Paper (ongoing project)

## **February:**

- Victorian Literature
- Short Fiction

## **March:**

- Short Fiction
- Selected Poetry (with a focus on modern and contemporary)

## **April:**

- Selected Poetry (with a focus on modern and contemporary)
- Review and practice for Advanced Placement Literature and Composition Exam

## **May:**

- Review and practice for Advanced Placement Literature and Composition Exam

## **June:**

- Final Exams

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Review of Summer Reading

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F; CC.1.5.11-12.A; CC1.4.11-12.E,I,J,K,Q

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Review the plot of a novel by correctly incorporating literary terms for plot analysis
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice
- Analyze the author's style

**Core Activities:** Students will complete/participate in the following:

- Take notes independently
- Discuss plot, character, diction, theme, symbol, point of view, current and historical connections in small groups and/or in large group instruction
- Bring questions to the class for discussion

**Extension:**

- Students may complete additional research on historical aspects of the novel
- Students may complete additional research on the artistic aspects of the novel
- Students may choose an author for their research paper that is related in some way to the author, theme, or topic of the novel

**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher
- Students may seek assistance with various online resources

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Reading support techniques such as annotating the text as well as other teacher-generated activities focusing on literature and writing instruction

**Materials and Resources:** Summer reading novels

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** The Research Paper

**Time Frame:** 12-16 weeks

**Common Core Standards:** CC.1.2.11-12.A,B,C,D,E,F,G,I,L; CC.1.3.11-12.A,B,C,D,E,F,G,H,K;  
CC.1.4.11-12.A,B,C,D,E,G,H,I,J,K,P,S,T,U,V,W,X

**Essential Content/Objectives:** By the end of the unit students will be able to write a well-developed literary research paper.

**Core Activities:** Students will complete/participate in the following:

- Follow the writing process of prewriting, drafting, revising, and editing a composition
- Use the library including databases to research their topics
- Peer edit student drafts, group edit, and/or seek the teacher's assistance with particular editing questions
- Conduct research via books and electronic sources including but not limited to data bases
- Produce a final draft that follows MLA format

**Extension:** Students or teachers may vary the complexity or length of this assignment

**Remediation:**

- Students may seek additional help before or after school with their teacher.
- Students may seek additional help in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing

**Materials and Resources:**

- Teacher generated examples
- Purdue Owl MLA guide <https://owl.purdue.edu/>

**Assessments:** Assessments may include but are not limited to the following:

- Pre-writing notes
- Graphic organizers
- Research notes
- Rough draft
- Revisions
- Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing.
- Final draft

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** The Anglo-Saxon Period

**Time Frame:** Two to Three Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read literature from the Anglo-Saxon period
- Analyze how the Anglo-Saxon authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: *Beowulf*, *The Seafarer*, *The Wanderer*, and *The Wife's Lament*
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect
- Analyze the theme and determine the literary techniques and devices that the author uses to support the theme

**Extension:** Students may read other works by Anglo-Saxon authors such as *The History of the English Church and People*, by The Venerable Bede, or *The Book of Margery Kempe*, by Margery Kempe.

**Remediation:** Students may seek additional help from teachers before and after school.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals



**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Medieval Literature

**Time Frame:** Four Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to analyze how the medieval authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: **The Prologue to the Canterbury Tales** as well as *The Wife of Bath's Tale* and *The Pardoner's Tale* by Geoffrey Chaucer and *Sir Gawain and the Green Knight*
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect, particularly focusing on tone and theme

**Extension:**

- Students may read other works of Medieval British literature such as *The Decameron*, by Giovanni Boccaccio.
- Students may wish to write their own character sketch in the style of Geoffrey Chaucer's Prologue.

**Remediation:** Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Renaissance Literature

**Time Frame:** Three Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to analyze how the renaissance authors achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, and figurative language.

**Core Activities:** Students will complete/participate in the following:

- Read *The Passionate Shepherd to his Love*, by Christopher Marlowe, and *The Nymph's Reply to the Shepherd*, by Sir Walter Raleigh
- Read Sonnet 30 and 75 by Edmund Spenser
- Read Sonnet 18, 29, 116, and 130 by William Shakespeare
- Read Sonnet 90 by Petrarch
- Read *On My First Son* and *Song: To Celia* by Ben Jonson
- Read *To His Coy Mistress* by Andrew Marvell
- Read *To the Virgins, to Make Much of Time* by Robert Herrick
- Read *To Althea, from Prison* by Richard Lovelace
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect

**Extension:** Students may read other works in the unit, such as additional Shakespearean or Petrarchan sonnets.

**Remediation:** Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals

**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Shakespearean Plays

**Time Frame:** Eight Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Analyze how William Shakespeare achieved his themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, figurative language, and dialogue
- Analyze how the author achieves his or her intended effect

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts: *The Tragedy of Macbeth*, *The Tragedy of Hamlet*
- Take notes . Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context

**Extension:** Students may read other works by William Shakespeare such as King Lear.

**Remediation:** Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>
- myshakespeare.com
- The Riverside Complete Works of William Shakespeare

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** The Restoration and the 18<sup>th</sup> Century; The Flowering of Romanticism

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to analyze how Swift and Blake achieved their themes by evaluating characters, style, poetic devices, symbol, tone, point of view, setting, imagery, figurative language, and dialogue.

**Core Activities:** Students will complete/participate in the following:

- Read *A Modest Proposal*, by Jonathan Swift
- Read *The Lamb* and *The Chimney Sweeper* from William Blake's Songs of Innocence
- Read *The Tyger* and *The Chimney Sweeper* from William Blake's Songs of Experience
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect

**Extension:** Students may read other works from 18<sup>th</sup> century British authors or early Romantic authors such as Robinson Crusoe or Journal of the Plague Year, by Daniel Defoe.

**Remediation:** Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.



**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Romanticism

**Time Frame:** Two to Three weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read *I wandered Lonely As a Cloud* and *The World is Too Much With Us* by William Wordsworth
- Read *Ozymandias* and *Ode to the West Wind* by Percy Shelley
- Read *When I Have Fears That I May Cease to Be*, *Ode on a Grecian Urn*, and *Ode to a Nightingale* by John Keats
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context

**Extension:** Students may read other works of British Romantic poetry such as *To a Mouse* and *To a Louse*, by Robert Burns and *Lines Composed a Few Miles Above Tintern Abbey*, by William Wordsworth.

**Remediation:** Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:** Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** The Victorians

**Time Frame:** One to Two Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read *The Lady of Shalott* and *Ulysses* by Alfred, Lord Tennyson
- Read *My Last Duchess* by Robert Browning
- Read *Dover Beach* by Matthew Arnold
- Read *To an Athlete Dying Young* by A.E. Housman
- Read *Ah, Are You Digging on My Grave* by Thomas Hardy
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context

**Extension:** Students may read other works by Victorian authors in order to analyze the similarities and differences in his treatment of character, theme, symbolism, point of view, and purpose.

**Remediation:**

- Students who need remediation may access notes, study guides, and online assistance.
- They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools.

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Short Fiction

**Time Frame:** Five Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read and analyze the following stories for character development and other elements of fiction: *The String*, by Guy de Maupassant; *The Conjuror Made Off with the Dish*, by Naguib Mahfouze; *Sleepy*, by Anton Chekhov
- Read and analyze the following stories for their development of plot and other elements of fiction: *A Very Old Man with Enormous Wings*, by Gabriel Garcia Marquez; *Wakefield*, by Nathaniel Hawthorne; *Bartleby the Scrivener*, by Herman Melville
- Read and analyze the following stories for the effect of setting as well as other elements of fiction: *Looking for a Rain God*, by Bessie Head; *Orientation*, by Daniel Orozco
- Read and analyze the following stories for the effect of point of view as well as other elements of fiction: *My Oedipus Complex*, by Frank O'Connor; *When I married, I became an old woman*, by Robert Lennon; *Girl*, by Jamaica Kincaid
- Read and analyze the following stories for the effect of symbolism as well as other elements of fiction: *Tattoo*, by Junichiro Tanazaki; *A Visit of Charity*, by Eudora Welty; *The Woman's Rose*, by Olive Schreiner

**Core Activities:** Students will complete/participate in the following:

- Read independently the texts listed above
- Take notes independently
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect

**Extension:** Students may read other works by these authors in order to analyze the similarities and differences in the author's treatment of character, theme, symbolism, point of view, plot, setting, and tone.

**Remediation:** They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Poetry

**Time Frame:** Three Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,H,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Use the various terminology associated with poetry.
- Analyze how the author achieves his or her intended effect.

**Core Activities:** Students will complete/participate in the following:

- Read the following poetry in order to prepare for the AP text:
  - *I Have Three Daughters* by Ruth Stone
  - *Your Card Read Poet Mechanic*, by Alice Fulton
  - *Cheats*, by Stuart Dischell
  - *Daddy*, by Sylvia Plath
  - *Jorge the Church Janitor Finally Quits*, by Martin Espada
  - *The Terrorist, He Watches* by Wislawa Szymborka
  - *How to Like It*, by Stephen Dobyns
  - *Ode on Solitude*, by Alexander Pope
  - *The Pulley*, by George Herbert
  - *Acquainted with the Night*, by Robert Frost
  - *Catching Frogs*, by Jane Kenyon
  - *Do Not Go Gentle into that Good Night*, by Dylan Thomas
  - *I Watched A Snake*, by Jorie Graham
  - *The Waking*, by Theodore Roethke
  - *Sestina in Which My Grandmother is Going Deaf*, by Laura Mullen
  - *The Want Bone*, by Robert Pinsky
  - *Dover Beach*, by Matthew Arnold
  - *The Negro Speaks of Rivers*, by Langston Hughes
  - *The Eagle*, by Alfred, Lord Tennyson
  - *We Grow Accustomed to the Dark*, by Emily Dickinson
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context



**Extension:** Students may read other poems by these authors in order to analyze the similarities and differences in the author's treatment of character, theme, symbolism, voice, figurative language, imagery, sound devices, and tone.

**Remediation:** They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Google Classroom
- Zoom (snow days)
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford
- Literature: Grade 12, Holt McDougal
- AP Classroom <https://myap.collegeboard.org/login>
- AP Essay scoring rubrics
- AP suggested reading lists: <https://blog.prepscholar.com/ap-literature-reading-list>

## Curriculum Scope and Sequence

**Title of Planned Course:** AP Literature and Composition

**Subject Area:** English

**Grade Level:** 12

**Unit:** Greek Tragedy

**Time Frame:** Four Weeks

**Common Core Standards:** CC.1.3.11-12.A,B,C,D,E,F,G,K

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Compare the conventions of Greek theater to those of Elizabethan theater
- Analyze the development of tragic heroes
- Analyze the use of irony throughout Greek plays

**Core Activities:** Students will complete/participate in the following:

- Read *Oedipus* and *Antigone* by Sophocles
- Read independently the texts listed above
- Take notes independently. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Analyze how the author achieves his or her intended effect

**Extension:** Students may read other plays by Sophocles in order to analyze the similarities and differences the author's treatment of tragic heroes.

**Remediation:** They may seek additional help before or after school with their teacher.

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Powerpoint presentations
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature: The Evolving Canon*, edited by Sven Birkerts
- *Making Literature Matter*, edited by John Schilb and John Clifford