

Course Title: AP English 12

Topic/Concept: Introduction To The Genres

Time Allotment: approx. 5 weeks

Unit Sequence: 1

**Major Concepts to be learned:**

1. The unique attributes of each of the major genres: novels, drama, poetry
2. The level of scholarship expected of advanced placement students
3. The level of writing needed to be successful in college

**Expected Skills to be demonstrated:**

1. Knowledge of literary terms associated with each genre
2. Application of literary terms to examples in the literature
3. Synthesis of essays, both timed and other, and editing and peer editing of each
4. Synthesis of oral presentation of some aspect of the history of the Victorian era or Dickens or the French Revolution

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11	1.5.11	<ul style="list-style-type: none"><li>• 1.1.11. D, E, F,G,H</li><li>• 1.2.11. A, C</li><li>• 1.3.11. A, B, C, D, E, F</li><li>• 1.4.11.B</li><li>• 1.5.11.A, B, C, D, E, F</li><li>• 1.6.11.A,B,C,D,E,F</li></ul>
1.2.11	1.6.11	
1.3.11		
1.4.11		

**Instructional Strategies:**

**Assessments:**

Coooperative groups	Lecture	<ul style="list-style-type: none"><li>• Summer notebooks</li><li>• Objective test and quizzes</li><li>• Essay test</li><li>• Speech</li><li>• Essay and rewritten essay</li></ul>
Group discussion	Performance task	
Research	Written work	
Oral presentation	Note Taking	
Summarizing	Evaluating	
Specific Reading		

Course Title: AP English 12

Topic/Concept: Classical literature

Time Allotment: approx. 2 1/2 weeks

Unit Sequence: 2

**Major Concepts to be learned:**

1. The connection of art and history to literature
2. The structure that is inherent in classical pieces
3. Greek philosophy and its underlying tenets and how those impact and/or show up in the literature

**Expected Skills to be demonstrated:**

1. Comprehension of literature and philosophy
2. Historical background knowledge
3. Application of dramatic and poetic vocabulary
4. Evaluation of effectiveness of varying dramatic presentations

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.3.11  
1.6.11

- 1.1.11.B, D, E, G, H
- 1.3.11.A, B, C, D, E, F
- 1.6.11.A, D, E

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Group discussion  
Note Taking  
Evaluating  
Specific Reading

- Pop quizzes
- Objective test
- Debate Homework
- Written response papers

Course Title: AP English 12

Topic/Concept: Anglo Saxon literature

Time Allotment: approx. 2 1/2 weeks

Unit Sequence: 3

**Major Concepts to be learned:**

1. The way the English language began and how it was impacted by history
2. The qualities of an epic hero and the universality of Beowulf

**Expected Skills to be demonstrated:**

1. Critical reading of Beowulf.
2. Understanding of the basic elements of Anglo Saxon epic poems and the epic hero
3. Compare and contrast a hero then and now.

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11	1.6.11	• 1.1.11 C, D, E, F • 1.3.11.A, B, C, D, F • 1.4.11.A	• 1.6.11A, B, D, E, F • 1.7.11.A, C
1.3.11	1.7.11		
1.4.11			

**Instructional Strategies:**

**Assessments:**

Cooperative groups Group discussion Performance task Written work Oral presentation Evaluating Specific Reading	• Pop quizzes • Timed compare/contrast essay • Anglo Saxon tests • Project
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**Course Title:** AP English 12

**Topic/Concept:** Medieval Literature: The Canterbury Tales

**Time Allotment:** approx. 3 weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. How to read early English that is not translated
2. The historical references in Chaucer
3. The enduring qualities of Chaucer's work

**Expected Skills to be demonstrated:**

1. Comprehension of selected parts of Chaucer's Canterbury Tales
2. Application of historical facts to the text
3. Evaluation of style
4. Synthesis of creative writing based on the style of the General Prologue

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.3.11  
1.6.11  
1.7.11

- 1.1.11.C, D, E, G, H
- 1.3.11.A, B, C, D, E, F
- 1.6.11. A, B, D, E, F
- 1.7. 11. A, B,C

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Hands-on activity  
Evaluating  
Specific Reading

- Pop quizzes
- Homework: seating charts
- Creative writing
- Objective tests
- Essay test

Course Title: AP English 12

Topic/Concept: Middle Ages: Arthurian legend

Time Allotment: approx. 2 1/2 weeks

Unit Sequence: 5

**Major Concepts to be learned:**

1. Comparison of the knight and the Anglo Saxon hero
2. Elements of quest literature
3. Universality of the legends

**Expected Skills to be demonstrated:**

1. Comprehension of selections of Malory's Le Morte D'Arthur and Sir Gawain and the Green Knight
2. Analysis in both written essay and daily discussion
3. Comprehension of the universal appeal of these protagonists

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11            1.5.11  
1.2.11            1.6.11  
1.3.11  
1.4.11

- 1.1.11.D,G, H
- 1.2.11.A
- 1.3.11.A, B, C, D
- 1.4.11.B
- 1.5.11.A, B, C, D, E, F
- 1.6.11. A, D, E

**Instructional Strategies:**

**Assessments:**

Research  
Written work  
Evaluating

- Quizzes on reading
- Summary of assigned critical essay
- Medieval essay

Course Title: AP English 12

Topic/Concept: Elaborate English Renaissance

Time Allotment: approx. 5 weeks

Unit Sequence: 6

**Major Concepts to be learned:**

1. The time concerns and politics of the time influenced the themes.
2. A director's vision will affect the audience's vision in much the same way as an author's perspective can affect the reader.
3. These plays and poems have universal elements, and thus they can be compared to modern works and people.

**Expected Skills to be demonstrated:**

1. Comprehension of Shakespearean language and structure
2. Evaluations of different performance ideas
3. Analysis of Renaissance Cavalier and Metaphysical poetry
4. Knowledge of the traits of Cavalier and Metaphysical poetry

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.2.11  
1.3.11  
1.6.11

- 1.1.11. B, D, G, H
- 1.2.11.A, B
- 1.3.11.A, B, C, D, E, F
- 1.6.11.A, B, C, D, E, F

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Lecture  
Group discussion  
Performance task  
Written work  
Oral presentation  
Summarizing  
Evaluating

- Objective test on Hamlet
- Essay test on Dr. Faustus
- A.P.-style essay test on Renaissance poetry
- Renaissance creative projects--choice of performed or written work
- Sonnet presentations with handouts

**Course Title:** AP English 12

**Topic/Concept:** Research Papers

**Time Allotment:** 1-2 weeks intermixed with other units

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. How to use scholarly research in a paper
2. How to create a literary thesis
3. How to document research appropriately

**Expected Skills to be demonstrated:**

1. Comprehension of chosen world literature--1 novel or 2 plays by the same author
2. Ability to create and defend a provocative thesis statement
3. Ability to find appropriate critical and biographical information
4. Revising and editing skills
5. Ability to use MLA style

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.2.11  
1.3.11  
1.4.11  
1.5.11

- 1.1.11.A, B, D, G
- 1.2.11. A, B
- 1.3.11.A, B, C, F
- 1.4.11.B, C
- 1.5.11.A, B, C, D, E, F,

**Instructional Strategies:**

**Assessments:**

Research  
Written work  
Note Taking  
teacher conferences

- Checkpoints in paper include notes, outline, completed reading, and rough draft
- Final 6-10 page research paper

Course Title: AP English 12

Topic/Concept: Satire

Time Allotment: approx. 3 weeks

Unit Sequence: 8

**Major Concepts to be learned:**

1. The advantages and disadvantages of satire as a humor technique
2. The 4 main satiric techniques--how to find them in other works and how to use them in their own work
3. How satire was used in the 1700s in England and how it fit the period

**Expected Skills to be demonstrated:**

1. Comprehension of satire and its techniques
2. Ability to identify examples of each technique
3. Synthesis of one's own satiric essay

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11                      1.6.11  
1.2.11  
1.3.11  
1.4.11

- 1.1.11.B, D, F, G
- 1.2.11.A, B, C
- 1.3.11.A, B, C, F
- 1.4.11.B, C
- 1.6.11.A, B, D, E, F

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Group discussion  
Performance task  
Written work  
Summarizing  
Evaluating  
Specific Reading

- Pop quizzes on part IV of Gulliver's Travel, A Modest Proposal
- Satire project--includes choice of satiric article, 4 different techniques identified in use and evaluation
- Creative satire on own topic

**Course Title:** AP English 12

**Topic/Concept:** Romantic Poetry

**Time Allotment:** approx. 2 1/2 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. Understand the basic tenets of the Romantic movement
2. Draw connections between Romantic symbols and Romantic themes
3. Evaluate literature of the time

**Expected Skills to be demonstrated:**

1. Analysis of poetry on a high academic level
2. Synthesis of a poem that emulates the style of romantic poetry
3. Evaluation of poetry
4. Knowledge of romantic elements and poets

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11                      1.6.11  
1.2.11  
1.3.11  
1.4.11

- 1.1.11. D, E, G
- 1.2.11. A, B
- 1.3.11.A,B,C,D,F
- 1.4.11.A
- 1.6.11.A,C,D,E,F

**Instructional Strategies:**

**Assessments:**

Group discussion  
Performance task  
Written work  
Oral presentation  
Note Taking  
Summarizing  
Evaluating  
Specific Reading

- Graded notebook pages--pre presentation and post presentation
- Worksheet of analysis for assigned poem
- Media presentation of assigned poet
- Original romantic poem and explanation

Course Title: AP English 12

Topic/Concept: Tess of the D'Urbervilles

Time Allotment: approx. 3 weeks

Unit Sequence: 10

**Major Concepts to be learned:**

1. How Thomas Hardy develops his characters
2. Victorian themes in the book and how they compare to Romanticism and today
3. Universality in Tess
4. The tenets of Naturalism as evidenced in Tess

**Expected Skills to be demonstrated:**

1. Analysis of literature in style, imagery, syntax
2. Theme tracing
3. Comprehension of how a character is developed through the text--word choice, symbols, dialogue etc.

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11                      1.5.11  
1.2.11                      1.6.11  
1.3.11  
1.4.11

- 1.1.11. D, G, H
- 1.2.11.A
- 1.11.3.A, B, C
- 1.11.4.B
- 1.11.5.A, B, C, D
- 1.11.6.A, D, E

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Group discussion  
Written work  
Specific Reading

- Pop quizzes on the reading
- Timed writing

Course Title: AP English 12

Topic/Concept: Modern Literature

Time Allotment: approx. 4 weeks

Unit Sequence: 11

**Major Concepts to be learned:**

1. Modernism has many forms.
2. The importance of symbolism in this literature
3. The manifestations of "The Woman Question" and "The search for the Essential Self"

**Expected Skills to be demonstrated:**

1. Analysis of poetry, plays
2. application of the tenets of modernism to these pieces of literature
3. Presentation of drama
4. Comprehension of assigned readings

**PA Standards/Anchors:**

**Eligible Content:**

1.11.1	1.11.6	• 1.11.1.D, E, G, H	• 1.11.6. A, B, D, E
1.11.2		• 1.11.2.B	
1.11.3		• 1.11.3.A, B, C, D, E, F	
1.11.4		• 1.11.4.C	

**Instructional Strategies:**

**Assessments:**

Coooperative groups	Group discussion	• Pop quizzes on reading
Performance task	Written work	• Timed writing
Role Play	Oral presentation	• Dramatic presentation
Evaluating movie clips	Specific Reading	• Tests

Course Title: AP English 12

Topic/Concept: Lord of the Flies Survivor

Time Allotment: 1 1/2 weeks

Unit Sequence: 12

**Major Concepts to be learned:**

1. Comprehension of the allegory of LOTF
2. Universality of the novel

**Expected Skills to be demonstrated:**

1. Comprehension of literature and its application to our world
2. Analysis of symbols and characters
3. Theme tracing
4. Evaluation of lotf

**PA Standards/Anchors:**

**Eligible Content:**

- 1.1.11
- 1.3.11
- 1.4.11
- 1.6.11

- 1.1.11.D, G, H
- 1.3.11.A, B, C
- 1.11. 4. B
- 1.11.6.A, D, E

**Instructional Strategies:**

**Assessments:**

- Cooperative groups
- Group discussion
- Performance task
- Written work
- Role Play
- Evaluating
- Specific Reading

- Survival techniques as performed in the games
- Pop quizzes
- Timed writing