



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement English Literature and Composition

Length of Course: Full Year

Grade Level(s): 11 - 12

Periods Per Cycle: 9

Units of Credit: 1.5

Length of Period: 40 Minutes

Classification: Required

Total Instructional Time: 180 Hours

Course Description

This course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of a broad range 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 consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of the course. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students are expected to take the three-hour AP English Literature and Composition Exam in May.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers
Group Work
Teacher Instruction
Self-Guided Instruction

Practice Tests and Essays
Presentations
Independent Reading
Homework and Classwork

Class Reading
Creative Writing

Assessments

Quizzes
Tests
Reflection Journals

Presentations
Practice AP Tests
Literary Analysis Essays

Timed Essay Writing
Group Projects
Independent Projects

Materials/Resources

Literature and Composition: Reading, Writing, Thinking; Ed. Jago, Shea, Scanlon & Aufses. Bedford St. Martin's.2011

Additional Novels, Plays, and Poetry from the AP Recommended List
Teacher-Generated Materials

Additional Resources to be Determined

Adopted: 8/16/2010

Revised: 5/21/12; 2/11/15; 5/22/23

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Short Fiction I</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze how description, dialogue, and behavior, as well as descriptions from other characters, develop characterization. • Analyze how a character’s perspective is informed and shaped by relationships with other characters, the environment, the plot, and the ideas expressed in a text. • Analyze the development of setting and the relationship between a character and a setting in a text. • Analyze the development of plot in a text, examining the sequence of events, the dramatic situation and conflicts that shape a narrative, and the relationship between characters. • Analyze how narrators create a relationship between the plot and the readers, how they shape the perspective in a narrative, and how they are a construction of an author. • Analyze the use of point of view in a narrative, examining its limitations and strengths and how the narration is shaped by the perspective of the narrator. <p>CHR 1.1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p>SET 1.2.A Identify and describe specific textual details that convey or reveal a setting.</p> <p>STR 1.3.A Identify and describe how plot orders events in a narrative.</p> <p>STR 1.3.B Explain the function of a particular sequence of events in a plot.</p> <p>NAR 1.4.A Identify and describe the narrator or speaker of a text.</p> <p>NAR 1.4.B Identify and explain the function of point of view in a narrative.</p> <p>LAN 1.7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Poetry I</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze how a speaker reveals perspective and biases through their word choice, details they provide, organization of the piece, their decisions, and their actions in a poem. • Analyze how line and stanza breaks and the arrangement of lines and stanzas contribute to the development and relationship of ideas in a poem. • Analyze how contrast is introduced through focus; tone; point of view; character, narrator, or speaker's perspective; the dramatic situation or moment; settings or time; or imagery. • Analyze the use of shifts and/or juxtapositions in a poem. • Analyze the use of ambiguity, repetition, alliteration, simile, and metaphor in a poem. • Analyze how the context of a particular device contributes to its meaning in a poem. • Read a text closely to determine details that may be used to support and defend a claim about the text. <p>CHR 1.1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>STR 1.3.C Explain the function of structure in a text.</p> <p>STR 1.3.D Explain the function of contrasts within a text.</p> <p>FIG 1.5.B Explain the function of specific words and phrases in a text.</p> <p>FIG 1.6.A Identify and explain the function of a simile.</p> <p>FIG 1.6.B Identify and explain the function of a metaphor.</p> <p>LAN 1.7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Longer Fiction or Drama I</p> <p>The Renaissance</p> <ul style="list-style-type: none"> • Shakespearean Tragedy | <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze descriptions and details to develop an interpretation of a character • Infer a character’s motives from that character’s actions or inaction. • Analyze how a character’s perspective may shift during the course of a narrative. • Analyze a character’s changes, both visible and external or internal, psychological, or emotional throughout a narrative. • Consider the social, historical, and cultural situation during which the events of the text occur. • Consider episodes, events, scenes, and encounters in a narrative that can introduce and develop a plot. • Analyze the significance of an event by considering its relationship to the narrative, the conflict, and the development of characters. • Analyze the tensions between competing values either within a character or with outside forces that obstruct a character in some way. • Analyze how multiple conflicts in a text may intersect. • Consider how inconsistencies in a text may create contrasts that represent conflicts of values or perspectives. • Analyze Shakespeare’s use of figurative language. • Paraphrase challenging texts. • Read a text closely to determine details that may be used to support and defend a claim about the text. • Develop an interpretation of a text and support that interpretation through the use of apt textual evidence and thoughtful, purposeful commentary. <p>CHR 1.1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p>CHR 1.1.B Explain the function of a character changing or remaining unchanged.</p> <p>SET 1.2.1 Identify and describe specific textual details that convey or reveal a setting.</p> <p>STR 1.3.E Explain the function of a significant event or related set of significant events in a plot.</p> <p>STR 1.3.F Explain the function of conflict in a text.</p> |

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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Longer Fiction or Drama I</p> <p>The Renaissance</p> <ul style="list-style-type: none"> • Shakespearean Tragedy (continued) | <p>LAN 1.7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>LAN 1.7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>LAN 1.7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>LAN 1.7.E Demonstrate control over the elements of composition to communicate clearly.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Short Stories/Poetry II Renaissance and Restoration Poetry and Prose Sonnets</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze how 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 all contribute to the interpretation of a text. • Analyze how comparisons, representations, and associations shift meaning from the literal to the figurative. • Analyze closed forms of poetry, looking at the predictable patterns in the structure of lines, stanzas, meter, and rhyme and understand when a writer deviates from these expected patterns. • Understand how words with multiple meanings or connotations add nuance and complexity to a text. • Understand how descriptive words and images contribute to interpretations of a text. • Analyze the author’s use of persuasive techniques including repetition, rhetorical questions, illustrative anecdotes, argument by analogy, historical allusion, counterargument, and appeal to authority. • Identify examples of and explain the use of satire. • Understand how hyperbole and understatement focus attention on a trait and convey a perspective about the subject. • Analyze how metaphorical comparisons, extended metaphors, and conceits convey figurative meaning or transmit a perspective and may depend on the context of their use to determine their interpretation. <p>STR 1.1.C Explain the function of structure in a text.</p> <p>STR 1.3.D Explain the function of contrasts within a text.</p> <p>NAR 1.4.A Identify and describe the narrator or speaker of a text.</p> <p>NAR 1.4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p> <p>FIG 1.5.A Distinguish between the literal and figurative meaning of words and phrases.</p> <p>FIG 1.5.B Explain the function of specific words and phrases in a text.</p> <p>FIG 1.5.C Identify and explain the function of a symbol.</p> <p>FIG 1.5.D Identify and explain the function of an image or imagery.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Short Stories/Poetry II Renaissance and Restoration Poetry and Prose Sonnets (continued)</p> | <p>FIG 1.6.B Identify and explain the function of a metaphor. FIG 1.6.C Identify and explain the function of personification. FIG 1.6.D Identify and explain the function of an allusion. LAN 1.7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN 1.7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN 1.7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN 1.7.E Demonstrate control over the elements of composition to communicate clearly.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Longer Fiction or Drama II Romantic and Victorian Literature</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze how different character, narrator, or speaker perspectives reveal different information, develop different attitudes, and influence different interpretations of a text. • Understand how a foil character serves to illuminate traits, attributes, or values of another character. • Analyze how inconsistencies between characters’ thoughts and actions or their inner conflicts contribute to complexity in a text. • Analyze narrative structure that interrupts the chronology of a plot, including flashback, foreshadowing, in media res, stream of consciousness, and a frame narrative can impact the reader’s experience with and interpretation of a text. • Analyze contradiction, nuance, and ambiguity in a text. • Analyze how the narrator’s or speaker’s tone towards events or characters influences readers’ interpretations and may reveal biases, motivations, or understandings. • Evaluate the reliability of a narrator and analyze how it may influence a reader’s understanding of the characters’ motives. • Examine the use of symbolism in a text and how that symbolism shapes a reader’s understanding of the text. • Identify common Romantic conventions. <p>CHR 1.1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p>CHR 1.1.C Explain the function of contrasting characters.</p> <p>CHR 1.1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p> <p>STR 1.3.A Identify and describe how plot orders events in a narrative.</p> <p>STR 1.3.B Explain the function of a particular sequence of events in a plot.</p> <p>STR 1.3.D Explain the function of contrasts within a text.</p> <p>NAR 1.4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p> <p>NAR 1.4.D Explain how a narrator’s reliability affects a narrative.</p> <p>FIG 1.5.C Identify and explain the function of a symbol.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| Longer Fiction or Drama II Romantic and Victorian Literature (continued) | LAN 1.7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN 1.7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN 1.7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN 1.7.E Demonstrate control over the elements of composition to communicate clearly. |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Short Fiction III/Poetry III Romantic, Modernist, and Contemporary</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Explain the impact of a character changing on the text, including gradual changes and sudden epiphanies and how these changes relate to a central conflict in the narrative. • Analyze how a group or force can function as a character and what a character’s interactions with other characters, groups, or forces may indicate about the character. • Analyze changes or shifts in the setting or settings contrasted to reveal conflicting values or ideas associated with those settings. • Analyze the way characters interact with their surroundings and what the characters’ actions and attitudes towards the setting/s may reveal. • Analyze the use of motifs, similes, personification, symbols, and imagery in a text. • Analyze character motivation and development. • Analyze how text structure plays a role in plot development, including pacing and the manipulation of time. • Analyze the use of juxtaposition, irony, or paradox within a text. • Analyze ambiguity and how it accounts for different reads and understandings of a text. <p>CHR 1.1.B Explain the function of a character changing or remaining unchanged.</p> <p>CHR 1.1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</p> <p>SET 1.2.C Describe the relationship between a character and a setting.</p> <p>STR 1.3.C Explain the function of structure in a text.</p> <p>STR 1.3.D Explain the function of contrasts within a text.</p> <p>FIG 1.5.B Explain the function of specific words and phrases in a text.</p> <p>FIG 1.5.C Identify and explain the function of a symbol.</p> <p>FIG 1.5.D Identify and explain the function of an image or imagery.</p> <p>FIG 1.6.A-C: Identify and explain the function of a simile, metaphor, and personification.</p> <p>FIG 1.6.D: Identify and explain the function of an allusion.</p> |

| Literature | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Longer Fiction or Drama III Contemporary Fiction</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Examine how inconsistencies and unexpected developments in a character affect the interpretation of that character, as well as other characters, events in the plot, conflicts, the narrator’s perspective, and/or the setting. • Analyze how changes in a character or lack of change, as well as the character’s response to the resolution of the narrative, reveals values and shapes the reader’s interpretation of a text. • Analyze how the resolution of the central conflict or a lack of resolution contribute to interpretations of the text. • Analyze how multiple, contrasting, or changing narrators and perspectives in a text contribute to its complexity and shape a reader’s interpretation. • Use context clues to determine the meaning of unfamiliar words. • Summarize difficult texts. <p>CHR 1.1.B Explain the function of a character changing or remaining unchanged.</p> <p>CHR 1.1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</p> <p>CHR 1.1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p> <p>STR 1.3.A Identify and describe how plot orders events in a narrative.</p> <p>STR 1.3.E Explain the function of a significant event or related set of significant events in a plot.</p> <p>STR 1.3.F Explain the function of conflict in a text.</p> <p>NAR 1.4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p> <p>FIG 1.5.B Explain the function of specific words and phrases in a text.</p> <p>FIG 1.5.C Identify and explain the function of a symbol.</p> |

| Vocabulary and Grammar | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Vocabulary and Grammar Usage</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Write with clarity. • Demonstrate mastery of grammatical conventions. • Discuss content using grade-level appropriate vocabulary. <p>LAN.1.7.E Demonstrate control over the elements of composition to communicate clearly.</p> <p>CC.1.2.11-12.J 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.</p> <p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11-12.J 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.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> |

| Writing | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Writing</p> <ul style="list-style-type: none"> • Literary Analysis • Research Project • Personal Responses and Reflections • Creative and Imaginative Responses | <p>Objectives:</p> <ul style="list-style-type: none"> • Use correct mechanics. • Write complex pieces developing a given topic. • Cite appropriate sources to support assertions. • Use a variety of sentence styles. • Identify and evaluate appropriate sources. • Use persuasive strategies to develop a claim. • Write with focus and clarity. • Use appropriate organizational strategies. <p>LAN 1.7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>LAN 1.7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>LAN 1.7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> |

| Writing | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| Writing (continued) | <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p> |