Northern York County School District

Curriculum Overview

Course: AP Literature and Composition	
Grade Level: 12	
Approval Date:	**Length of Time: 180 Days**

Course Description:

This course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Literature and Composition Course Description. The literature spans the sixteenth through the twenty-first centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. Major works of short fiction, longer fiction, and poetry will align with the study of literary elements, techniques, and multiple modes of analytical writing processes. Refining writing techniques along with close analysis of prose and poetry will be a primary focus via multiple critical approaches.

Course Objectives:

- Analyze and evaluate explicit and implicit meanings from varied texts to connect relevant information that justify claims and central ideas using a variety of techniques.
- Engage in a range of independent and collaborative experiences to develop and evaluate a speaker's perspective and a literary work's structure using sophisticated reasoning and evidence for varied audiences and purposes.
- Evaluate evidence to compare and contrast the use of elements and techniques via text evidence and commentary using independent research skills.
- Evaluate literary archetypes and techniques to independently uncover meanings of works across a variety of literary modes, eras, and genres to elicit a sophisticated analysis or interpretation.
- Independently analyze and develop a sophisticated argument or interpretation using advanced strategies and techniques which incorporate the most relevant evidence with an awareness of a complex, nuanced central idea.
- Enhance the progression of ideas and evidence using a variety of sophisticated organizational and literary techniques to sequence information into a coherent whole with an awareness of language and style for varied purposes and audiences.
- Apply multiple critical perspectives to multiple modes of literature (prose and poetry)
- Demonstrate proficiency with Advanced Placement English Literature and Composition terms and concepts including literary elements and techniques

Related Standards:

CC.1.2: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.4: Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create 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.
CC.1.5: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

AP English Literature and Composition Skill Categories:

- 1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- 2.A: Identify and describe specific textual details that convey or reveal a setting.
- 5.ADistinguish between the literal and figurative meanings of words and phrases.
- 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, the 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.

Units:

- Short Fiction I
- Poetry I
- Longer Fiction or Drama I
- Short Fiction II
- Poetry II
- Longer Fiction or Drama II
- Short Fiction III
- Poetry III
- Longer Fiction or Drama III

Concepts:	**Competencies:**
• **Written Communication:** Students will refine writing technique through a review of methods in the writing process. Specific, brief and varied textual evidence must effectively support the essay's development from an effective thesis statement supported via effective commentary. • **Critical Reading and Thinking:** Students will refine understanding of meanings of works via analysis of elements and techniques via prose and poetry to incite complex analysis skills as well as class discussion preparatory to the study of longer works. • **Synthesizing information:** The arrangement of the parts and sections of a text, the relationship of the parts of 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. • **Evaluating information:** Readers and writers establish and communicate their interpretations through arguments supported by textual evidence.	• Analyze how writers use literary elements and techniques to create meaning. • Develop and defend written literary interpretations of works. • Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary. • Write cohesive, sophisticated essays in response to AP prose and poetry prompts within an assigned timeframe. • Apply critical reading strategies to understand and interpret complex texts. • Engage in academic discussion and writing processes to enhance understanding and writing proficiency, clarity, and sophistication.
Learning Activities:	**Performance Tasks:**
• Students will engage in structured discussion and seminars to analyze thematic and stylistic aspects of complex literature • Students will annotate prose and poetry to identify literary techniques, structure, and thematic develop to build understanding of passages as a whole and prepare for analytical writing assessments • Students will regularly write AP-Style essays aligned to exam criteria under timed conditions to refine skills. • Students will participate in collaborative workshops to develop mastery writing thesis statements, identifying effective evidence, and constructing effective commentary in writing and discussion. • Students will complete creative project-based assessments to showcase understanding of complex texts and techniques.	• Scored AP-Style Free Response essays and feedback discussion/reflection • AP Classroom Progress Checks and Personal feedback to monitor unit mastery as well as remediation or enrichment needs • Project-Based Assessments assessed via rubrics • Seminar and discussion participation assessed via rubrics • Unit quizzes and exams emphasizing comprehension and analysis of literary passages regarding an author's intent via elements and techniques.

Other Assessment Measures:

College Board AP English Literature & Composition Exam

Textbook/Primary Resource:

Perrine's Literature: Structure, Sound, and Sense. Eleventh Edition. Thomas R. Arp. & Greg Johnson
Riverside Anthology of Literature by Douglas Hunt
Writing About Literature: Eleventh Edition by Edgar V. Roberts
How to Read Literature like a Professor by Thomas C. Foster
A Doll's House by Henrik Ibsen
Hamlet by William Shakespeare
Pride and Prejudice by Jane Austen
1984 by George Orwell
Wuthering Heights by Emily Bronte

Supplemental Resource Materials:

AP Classroom
Brave New World by Aldous Huxley
A Midsummer Night's Dream by William Shakespeare
Twelfth Night by William Shakespeare
Born A Crime by Trevor Noah
A Long Way Gone by Ishmael Beah