

Course Title:	AP English Literature and Composition
Grade(s):	11-12

Course Description
The purpose of this course is to prepare students for literary analysis, inquiry, and writing at the college level while fostering their love of literature. The course itself is designed to engage students in the reading, interpretation, discussion, and critical analysis of literature. Through the intense reading of diverse texts, students will enhance their understanding of the ways writers use their craft to reflect on social concerns and how they communicate their ideas about the world. There is a deeper level of analysis required for the works studied and an openness to critique for students to improve upon their own writing craft. This is a course where students can earn college credit, so students should have the expectation that much of the work will be completed outside of class time, with strict deadlines. At the end of the course, students will take the Advanced Placement Literature and Composition Exam, and students who are successful will be prepared to excel in college-level writing and literature courses. Students will be challenged to practice the following skills: • exceptional reading stamina • ability to construct meaning of a variety of written and visual texts • capability to independently close read with deep understanding and respond to the author's craft • high level of analysis, understanding the "why" and the "how" of texts • regular work completion outside of class • command of how literary devices and techniques are used to engage and challenge the reader • capacity to discuss works of literature, focusing on the author's purpose, style choices, universal themes, and relevance • willingness to edit/revise their own writing • time management
Approved Curricular Materials/Textbook(s)
Excerpts from various short stories and assorted poetry (from classic to modern) Modern novels in book clubs Whole-Class Texts: <i>Hamlet</i> <i>The Odyssey</i> <i>The Glass Menagerie</i>, <i>Death of a Salesman</i>, <i>Fences</i>, <i>A Raisin in the Sun</i> <i>The Catcher in the Rye</i>

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Short Fiction 1	Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on students' understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.	3 weeks (September)
Unit 2: Poetry 1	Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable difference. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. To help students make the transition from prose to poetry, the unit begins with poems that describe or reveal a character so that students can continue to practice the skill of character analysis that they began in Unit 1.	3 weeks (October)
Unit 3: Long Fiction/Drama 1	<i>(The Glass Menagerie and American Tragedy - Fences, A Raisin in the Sun, and Death of a Salesman)</i> Unit 3 focuses on one or more extended narratives of the teacher's selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters in which a character's perspective shifts over the course of the narrative, and in which the character's actions or inactions reveal the character's motives.	5 weeks (October-November)
Unit 4: Short Fiction 2	Characters, plots, and dramatic situations—like people and events in the real world— are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking.	3 weeks (November-December)

Unit 5: Poetry 2 - Epic Poetry	<i>(The Odyssey)</i> In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text. Accordingly, poems for this unit provide students with opportunities to identify, understand, and interpret imagery, extended metaphors, personification, and allusion.	4 weeks (January)
Unit 6: Long Fiction/Drama 2	<i>(Hamlet)</i> Inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments.	6 weeks (February-March)
Unit 7-8: Long Fiction/Drama 3 Poetry 3	<i>(Modern novels and poetry about family and community)</i> Students explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. Students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis.	5 weeks (March-April)
Unit 9: Critical Lenses and Short Fiction	This last "bonus unit" of the course examines how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Different ways of	3-4 weeks (May-June)

	interpreting a text, through critical lenses, are factors that students should learn to consider as they develop their own interpretations. For Juniors - college essay writing workshops	
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