

Grade: 12

Course Title: AP English 12

Topic/Concept: College Admissions Essay

Time Allotment: 2 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Understand the purpose and structure of a college admissions essay
- Reflect on personal experiences, challenges, and values to craft a compelling narrative using effective narrative techniques
- Practice the writing process: brainstorming, drafting, revising, editing, and peer reviewing

Expected Skills to be demonstrated:

- Generate ideas and select a personal topic that aligns with a college or scholarship prompt.
- Apply narrative techniques such as imagery and dialogue to strengthen their essay.
- Evaluate peer essays and provide constructive feedback using a rubric.
- Demonstrate revising and editing skills.

PA Standards/Anchors:

Eligible Content:

CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R,
CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.X

Instructional Strategies:

Assessments:

- Analysis of successful sample college essays
- Guided brainstorming and outlining sessions
- Teacher conferences
- Peer review

- College admissions essay

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Topic/Concept: The Epic Hero?
(Anglo Saxon poetry, *Beowulf*, *Grendel*)

Time Allotment: 9 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Knowledge of Anglo-Saxon history and literary elements (kennings, caesura, and alliteration)
- The components of critical literary theories (New Historicism, Feminist, Marxism, Postcolonial, and Psychoanalytic)
- Analysis of symbolism and motifs
- Synthesis writing

Expected Skills to be demonstrated:

- Compare and contrast different translations of a text to evaluate how diction choices influence characterization and create meaning.
- Identify and trace the development of motifs throughout a text.
- Apply critical literary theories to evaluate a text.
- Create a defensible thesis and synthesize the theme of a literary work in a timed essay.

PA Standards/Anchors:

Eligible Content:

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N

Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• Lecture & note-taking• Group discussion• Modelling• Graphic organizers• Written work• Peer editing | <ul style="list-style-type: none">• Dialectical journal• Pop quizzes• Tests• Literary criticism essay• Timed writing• Motif symbolism project |
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**Topic/Concept: Sonnets & Shakespeare
(Sonnets & *Macbeth*)**

Time Allotment: 6 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Knowledge of Elizabethan Age history and literary elements of a Shakespearean drama (aside, soliloquy, and characteristics of a tragedy)
- Knowledge of different types of sonnets (Shakespearean, Italian, and Spenserian) and their literary elements/devices
- Analysis of literary devices

Expected Skills to be demonstrated:

- Explicate a sonnet by identifying the sonnet structure, identifying and analyzing literary elements, and creating a thematic statement.
- Compare and contrast the tone of poetry written on the same topic.
- Identify and trace the development of a theme and motif throughout a text.
- Compare and contrast various performances of a play to analyze the impact on characterization.
- Apply various literary lenses (such as the feminist theory and psychoanalytic theory) to evaluate a text.

PA Standards/Anchors:

Eligible Content:

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N

Instructional Strategies:

Assessments:

- Lecture & note-taking
- Group discussion
- Modelling
- Graphic organizers
- Written work
- Peer editing

- Dialectical journal
- Pop quizzes
- Tests
- Sonnet project & speech
- Theme analysis paper
- Timed writing

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Topic/Concept: The Male & Female Perspective (*A Doll's House*)

Time Allotment: 3 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Exploration of gender roles, social expectations, and individual identity in 19th-century society
- Analysis of dramatic techniques such as symbolism, irony, foreshadowing, dialogue, and stage directions
- Application of various literary lenses

Expected Skills to be demonstrated:

- Identify and evaluate major symbols (such as, the tarantella, macaroons, the title) and their thematic significance.
- Apply feminist, postcolonial, and Marxist literary lenses to interpret character motivation and social critique.
- Compare and contrast character foils to show how differences between characters highlight key themes and values in the play.
- Compose an original poem that reflects themes of identity, gender roles, or societal expectations, and demonstrates an understanding of voice, tone, and repetition as literary techniques.

PA Standards/Anchors:

Eligible Content:

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.X

Instructional Strategies:

Assessments:

- Lecture & note-taking
- Group discussion
- Modelling
- Graphic organizers
- Written work

- Pop quizzes
- Test
- Original poem modeled in the style of "Girl" by Jamaica Kincaid

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**Topic/Concept: Isn't it Romantic? (*Frankenstein*,
Gothic Novel Literature Circles, & Romantic poetry)**

Time Allotment: 10 weeks

Unit Sequence: 5

Major Concepts to be learned:

- Understand the basic tenets of the Romantic movement
- Draw connections between Romantic symbols and Romantic themes
- Explore how the Industrial Revolution and Enlightenment ideals influenced the emergence of Romanticism
- Compare themes of nature, beauty, and the human condition in Romantic poetry and prose

Expected Skills to be demonstrated:

- Identify and explain the key characteristics of Romanticism and Gothic literature.
- Analyze how allusions shape characterization and theme.
- Examine how poets use conventions of an ode and metaphysical conceit to develop meaning and complexity.
- Explain how an author uses literary techniques to develop the complexity of a prose text in a timed writing.
- Evaluate the credibility, relevance, and bias of secondary sources to determine their usefulness in a literary analysis.
- Create a literary analysis of a Gothic literature text that synthesizes primary textual evidence and secondary sources to support an original claim.

PA Standards/Anchors:

Eligible Content:

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.T, CC.1.4.11-12.W

Instructional Strategies:

Assessments:

- Lecture and notetaking
- Group discussion
- Modelling
- Graphic organizers
- Written work

- Dialectical journal
- Tests and Quizzes
- Timed Writing
- Literary Analysis Paper

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Topic/Concept: Satire & Society
(The Importance of Being Earnest)

Time Allotment: 4 weeks

Unit Sequence: 6

Major Concepts to be learned:

- Comprehension of satire and its techniques
- Analyze the use of humor, irony, and wit to create social hypocrisy
- Explore how performance, identity, and language function as tools of social commentary

Expected Skills to be demonstrated:

- Identify and explain the key elements of satire, including irony, parody, exaggeration, and understatement.
- Analyze how Oscar Wilde employs satirical techniques to critique Victorian values and social institutions.
- Explain how themes of identity, marriage, and class are both constructed and subverted in the play.
- Analyze the significance of key symbols (such as food, names, clothing, and social rituals) and how they are used to critique Victorian society.
- Create a multimedia presentation using Google Slides on aspects of Victorian culture (such as, social etiquette, tea parties, class distinctions, and daily life) to build context for interpreting Oscar Wilde's satire, characters, and plot.

PA Standards/Anchors:

Eligible Content:

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.T, CC.1.4.11-12.W

Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• Lecture and notetaking• Group discussion• Written work | <ul style="list-style-type: none">• Tests and quizzes• Tea Party Google Slides Presentation |
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