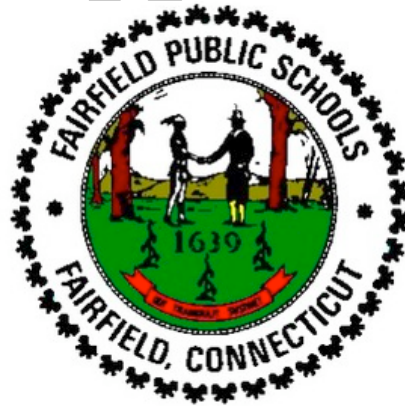


Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

Advanced Placement Literature and Composition



Advanced Placement Literature and Composition Overview

Description

Advanced Placement Literature is for students who want to be challenged with college-level course work. This course is designed to be a culminating experience for students who have been involved in honors course work and who value the study of literature. Students are expected to be academically mature and focused on enhancing skills in critical thinking.

College-level development of literary analytical/interpretive skills and of writing skills are the focus of this course. While in-depth analysis and interpretation of novels, drama, poetry, and short stories from various countries and periods are included, the major emphasis is on twentieth-century writings and the application of the reading experience to critical writing. Students are introduced to and then apply various forms of literary theory and then apply those theories to their readings of literary texts. Through this study, the students sharpen awareness of language and understanding of writers' craft. They develop critical standards for the independent appreciation of any literary work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written. This course places emphasis on oral discourse, incorporating a seminar model; hence, oral participation is vital to the strength and integrity of the course. Completion of summer reading and writing is a requirement of this course.

Advanced Placement Literature and Composition Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to Ways of Seeing - Summer Reading Discussion and Application of Literary Theory	<ul style="list-style-type: none"> ● Beginning to apply literary theory explicitly to literature. ● Looking at literature, summer reading, as a metaphor for 	<ul style="list-style-type: none"> ● Honing narrative style ● Developing a close-reading response per the AP Literature and Composition Exam 	Review of major 11 ^h grade concepts	Student presentations applying critical theory to one of the summer texts Test on Critical Theory Thesis- driven Analytical Essay on one of the

	the core ideas of the course.			summer texts In-class AP essay simulations
2. Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience	Read texts through applicable literary theory lenses	<ul style="list-style-type: none"> • Imitating style - writing in a stream-of-consciousness style • Developing a close-reading response • Developing a voice in exploratory /narrative writing 		In-class AP essay simulations Creative Writing College Essay Reading Journals Narrative Reflection
3. The Metaphysically Present Past	<p>Read texts through applicable literary theory lenses</p> <p>Comparative analysis of common themes, narrative techniques, use of symbol, and other literary elements</p> <p>Specifically understand and apply</p>	<ul style="list-style-type: none"> • Writing a literary analysis process paper exhibiting a close reading • Developing a close-reading response • Developing a voice in exploratory/narrative writing • Crafting a poem based on the 		<p>Essay on how one sentence in <i>Beloved</i> uniquely illuminates the text</p> <p>In-class AP essay simulations</p> <p>Stream of Consciousness Narrative</p> <p>Poem</p> <p>Narrative Reflection</p>

	the Archetypal perspective	ideas and language from the unit texts		
4. Power and Perspectives	<p>Read texts through applicable literary theory lenses</p> <p>Specifically understand and apply postcolonial and feminist literary perspectives</p>	<ul style="list-style-type: none"> • Writing a research process paper based on applying literary theory to a text • Developing a close-reading response • Developing a voice in exploratory/narrative writing 		<p>In-class AP essay simulations</p> <p>Presentation applying critical theory in comparative analysis of <i>Jane Eyre</i> and <i>Wide Sargasso Sea</i></p> <p>Critical Lens Process Research Paper</p> <p>Narrative Reflection</p> <p>Reading Journal</p>
5. Layered Portraits – The Search for Self (in What We call Reality)	<p>Read texts through applicable literary theory lenses</p> <p>Specifically understand and apply the Psychological literary perspective</p>	<p>Writing a research process paper based on applying literary theory to a topic from cultural, history, the arts, etc.</p> <p>Developing a close-reading response</p>		<p>In-class AP essay simulations</p> <p>Formal analysis of a select soliloquy or passage from <i>Hamlet</i></p> <p>Scene Analysis Paper and Group Presentation</p>

		Developing a voice in exploratory/narrative writing Crafting a poem based on the concepts and style of postmodern literature		Process Theory Research Paper Narrative Reflection Reading Journal
6. Final Project – Portfolio Final Essay / Term Paper	Close-reading of complex texts using Postmodern Literary Theory	Reflecting on growth as writing through narrative reflections		Portfolio - final project Develop a topic and extended thesis driven essay focusing on three texts from the year

<p>Reading Resources <i>FPS Units of Study for AP Lit and Comp</i> Anchor Texts Book Club Texts by level <i>Critical Theory Today: A User-Friendly Guide</i> by Lois Tyson (2006) <i>The Norton Introduction to Poetry</i> by Alison Booth, J. Paul Hunter & Kelly J. Mays (2006) <i>Style: Lessons in Clarity and Grace</i> 10th ed. by Joseph M. Williams & Gregory G. Colomb (2010) <i>A Little History of Philosophy</i> by Nigel Warburton (2012)</p>	<p>Writing Resources <i>FPS Units of Study for AP Lit and Comp</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar</i>, 2nd Edition by H. Noden</p>
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The Power of Myth by Joseph Campbell (1991)
Essential Literary Terms: A Norton Guide with Exercises by
 Sharon Hamilton (2006)

AP Literature and Composition Overview: Reading and Writing

Central Understandings

Students will be able to:


- effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- demonstrate an understanding of major critical theories: Freudian, Jungian, Feminist, Marxist, Queer, Gender, Post-Colonial, Deconstructionist, and Historical.
- reach new understanding of “constructing meaning” by becoming familiar with literary theory.
- research critical theories.
- apply their understanding of

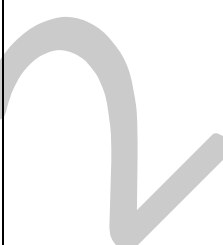
Course Essential Questions

- How does literature and personal written expression help formulate an understanding of personal identity?
- How do different types of literary criticism reveal justifiable interpretations, perspectives, and purposes of literature?
- What is the purpose of literary criticism?
- How are the major theoretical lenses best suited for particular works?
- What stylistic choices are best suited for the purpose of the personal essay?
- How do an author’s stylistic

Assessments:

- AP Exam
- Culminating independent Project

<p>Jungian/Archetypal literary criticism as it relates to <i>The Power of Myth</i>.</p> <ul style="list-style-type: none"> ● determine and apply reading strategies which are appropriate for each genre. ● critically analyze and reflect on the text through written responses, class discussions, and finalized responses. ● analyze archetypes as they relate to theme. ● understand and apply Freudian, Historical, and Post-Colonial literary criticisms as a basis for literary interpretation. ● participate in carefully organized and reasoned oral and/or written discourse. ● determine how the elements of Greek tragedy differ from Shakespearean tragedy. ● define and apply conventions of literary forms and the impact of modernist/postmodern theories, existential philosophy, and deconstruction theory on literary interpretation. ● apply their understanding of modern and postmodern literary 	<p>choices affect purpose, intent, and meaning?</p> <ul style="list-style-type: none"> ● How do literary characters lead us to a greater understanding of the search for self through rites of passage, the hero's journey, and psychological dimensions? ● How do the elements of Greek tragedy differ from the elements of Shakespearean and modern/post-modern tragedy? ● How are conflicts timely and timeless in various works? As an example: How are conflicts, as evidenced in <i>Apocalypse Now</i>, related to conflicts encountered in <i>Heart of Darkness</i> – particularly as those conflicts relate to postcolonial theory? ● How can a work be justifiably interpreted through a number of various literary criticisms? ● How do social institutions and the fields of philosophy and psychology shape literary movements and periods? ● How do an author's stylistic choices affect purpose, intent, and meaning? ● How do modernist and 	
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<p>theory as the basis for interpreting literature.</p> <ul style="list-style-type: none"> ● discuss the influence of modernism/postmodernism and social and political structures on the time period. ● imitate forms and styles of the authors in order to achieve their own purpose as writers. ● analyze how modern tragedy differs from Greek and Shakespearean tragedy. ● understand and apply Biographical, Historical, Feminist, Marxist, Queer, and Gender literary theories as a basis for literary interpretation. ● construct meaning in sophisticated ways as they contextualize the text and themselves as readers. ● understand the meaning and importance of aesthetics and the aesthetic experience. ● research their chosen topic in order to develop a deeper understanding of aesthetics. ● discuss, raise questions, and respond to others independently. ● demonstrate an understanding of abstraction in language in order to 	<p>postmodernist texts differ stylistically and conceptually from works of earlier periods?</p> <ul style="list-style-type: none"> ● How do concepts in modern and postmodern art and poetry relate to concepts in modernist and postmodern literature? ● How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect and purpose of deconstruction? ● How do literary characters help us to derive meaning in a modern/postmodern world, in absurdity, and through an existentialist philosophy? ● How does literature create an aesthetic experience for a reader? ● How do literary characters help us to understand the concepts of art, artist, and beauty and the struggles inherent in understanding these concepts? 	
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<p>interpret literary works.</p> <ul style="list-style-type: none"> ● choose varied writing selections which demonstrate their growth as writers. ● connect ideas in their own writing to works by other artists. ● create culminating writing portfolios that reflect upon the growth of writing and connections made through the various pieces chosen for the portfolio. ● write a reflection on their growth as writers and readers, writing and connections they have made through the various pieces chosen for the portfolio. ● write a reflection on the growth of their writing and connections they have made through the various pieces chosen for the portfolio. ● share and respond honestly, thoughtfully, objectively and intelligently to one other's writing portfolios. 	<ul style="list-style-type: none"> ● What is art? What is beauty? What is an artist? ● How does a writer's use of stream-of-consciousness reveal dimensions of reality that allow for a broadened notion of experience? ● In what ways is language inherently limited and what is the impact of its limitations? ● As a literary device, how does an author's manipulation of time affect a reader's perceptions and notions of reality? ● How do abstractions in language, syntax, metaphor, symbolism and allegory contribute to meaning? ● How is Magical Realism an effective literary style? ● How does being in dialogue with others help students to develop their own voice and their own thinking? ● How can we demonstrate, describe, and document our growth in this year's writing? ● What is effective writing? ● In what ways do we grow as readers, writers, and thinkers and how is this reflected in writing? ● How do ideas in our writing 	
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	<p>connect to concepts in other works by other writers/artists?</p> <ul style="list-style-type: none"> • How does reflecting upon my growth as a reader, writer, and thinker contribute to my being a more reflective and insightful individual? 	
<p>Standards Common Core State Standards</p>		<p>National Assessments: SBAC</p>

Since AP Literature and Composition is, in essence, a college level course, the Common Core Standards are not a primary focus. Students are expected to have mastered Common Core standards before starting this course.

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AP Literature and Composition Unit 1: Introduction to Ways of Seeing - Summer Reading Discussion and Application of Literary Theory

Unit Overview

Using the summer reading texts, and secondary source materials, students are introduced to Literary Critical Theory. Through discussions, in-class writing, formal essays, and group presentations, students demonstrate sophisticated understanding of summer reading materials through critical lenses. Students will see how summer reading texts serve as microcosms of ideas in the course. Most importantly, students will begin to explore that “meaning” is continually being reconstituted through time

Reading Focus

- Effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- Demonstrate an understanding of major critical theories: Freudian, Jungian, feminist, Marxist, queer, gender, post-colonial, deconstructionist, and historical.
- Reach new understanding of “constructing meaning” by becoming familiar with literary theory.
- Determine the various influences on authors, political, social, and cultural, in order to analyze the impact of those influences on the text.

Writing Focus

- Honing narrative style
- Developing a close-reading response per the AP Literature and Composition Exam.

Grammar, Usage, and Mechanics Focus

<ul style="list-style-type: none"> ● Apply their understanding of Jungian/archetypal literary criticism as it relates to <i>the power of myth</i>. ● Determine and apply reading strategies which are appropriate for each genre (fiction, non-fiction, film). ● Determine and apply reading strategies which are appropriate for each genre (fiction, non-fiction, film). 		
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Assessments

- Student presentations applying critical theory to one of the summer texts
- Test on Critical Theory
- Thesis-driven Analytical Essay on one of the summer texts
- In-class AP essay simulations

Common Core Standards Emphasized in the Unit

- RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events,

and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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AP Literature and Composition Unit 2: The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience

Unit Overview

Students will explore what it means to be an artist in the literal and the figurative sense. Students will see the importance of artists in society to help readers/viewers see reality/meaning and/or new realities/meanings through an artist's representation, distortion, reimagining, etc of any given human construct. Such constructs are the notion of time, reality, the past, art, etc.

Reading Focus

- Effectively participate in seminar – strengthening individual voices while listening and responding to others' voices on an intellectual level.
- Analyze literature through written responses, class discussions, and finalized responses.
- Use language as a tool to explore, find, and convey growth and meaning through personal experience.
- Understand and apply biographical, historical, feminist, Marxist, queer, and gender literary theories as a basis for literary interpretation.
- Construct meaning as they contextualize the text and themselves as readers.
- Understand the meaning and

Writing Focus

- Imitating style - writing in a stream-of-consciousness (*Joyce, Woolf*)
- Developing a close-reading response
- Developing a voice in exploratory/narrative writing
- Continue work on the narrative essay (college essay)
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Grammar, Usage, and Mechanics Focus

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<p>importance of aesthetics and the aesthetic experience.</p> <ul style="list-style-type: none"> ● Imitate forms and styles of the authors they read in order to achieve purpose. 		
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<p>Assessments</p> <ul style="list-style-type: none"> ● In-class AP essay simulations ● Creative Writing ● College Essay ● Reading Journals ● Narrative Reflection
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<p>Common Core Standards Emphasized in the Unit</p>
<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a</p>

manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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AP Literature and Composition Unit 3: The Metaphysically Present Past

Unit Overview

Students will closely examine the various ways time is manipulated in the structures of novels and consider the fluidity of past/present/future in modern and post-modern works, developing interpretations about the significance of the past as a dynamic voice in multiple texts. Students should demonstrate sophisticated understanding of the value of “stream of consciousness” narrative techniques, and continue to use various literary lenses to discuss and analyze literature.

Reading Focus

- Read texts through applicable literary theory lenses
- Comparative analysis of common themes, narrative techniques, use of symbol, and other literary elements
- Specifically understand and apply the Archetypal perspective.
- Effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- Critically analyze literature through written responses, class discussions, and finalized responses.
- Discuss archetypes as they relate to theme.
- Determine how the elements of Greek

Writing Focus

- Offer carefully organized and reasoned oral and/or written discourse.
- Writing a literary analysis process paper exhibiting a close reading
- Developing a close-reading response
- Developing a voice in exploratory/narrative writing
- Crafting a poem based on the ideas and language from the unit texts

Grammar, Usage, and Mechanics Focus

tragedy differ from Shakespearean tragedy.		
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Assessments

- Expository Essay; Argumentative Essay, Exploratory essay/ close reading of a sentence, based on an individually generated question about the nature of truth, which includes interpretation of at least three of the unit texts

Common Core Standards Emphasized in the Unit

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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AP Literature and Composition Unit 4: Power and Perspectives

Unit Overview

Students will explore how meaning and reality are structured largely through forces of power and individual and collective perspectives. When an individual's or a group's power or perspectives are disrupted, new power dynamics and perspectives are generated. Hence, reality and meaning are seen as not only a byproduct of power and perspectives that can be deconstructed but as a open to being reconstituted. Students will specifically apply their understanding of a Social/Cultural theoretical lenses to do comparative analysis of power structures in literary works.

Reading Focus

- Read texts through applicable literary theory lenses
- Specifically understand and apply postcolonial and feminist literary perspectives
- Using student questions to guide whole-class discussion and annotation of shared narrative text.

Writing Focus

- Writing a research process paper based on applying literary theory to a text
- Develop a close-reading response
- Develop a voice in exploratory/narrative writing
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

Assessments

- In-class AP essay simulations
- Presentation applying critical theory in comparative analysis of *Jane Eyre* and *Wide Sargasso Sea*
- Critical Lens Process Research Paper
- Narrative Reflection
- Reading Journal

Common Core Standards Emphasized in the Unit

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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AP Literature and Composition Unit 5: *Layered Portraits – The Search for Self (in What We call Reality)*

Unit Overview

In this unit students explore how notions of reality and meaning are continually evolving through human discourse and over time. To look at texts from various eras - The Greeks, the Renaissance, the Modernist era, the Postmodern era, etc. In seeing the history of ideas laid out, one might see how s/he is part of that dialogue.

Reading Focus

- Read texts through applicable literary theory lenses
- Specifically understand and apply the Psychological literary perspective

Writing Focus

- Writing a research process paper based on applying literary theory to a topic from cultural, history, the arts, etc.
- Developing a close-reading response
- Developing a voice in exploratory/narrative writing
- Crafting a poem based on the concepts and style of postmodern literature
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

Assessments

- In-class AP essay simulations
- Formal analysis of a select soliloquy or passage from *Hamlet*
- Scene Analysis Paper and Group Presentation
- Process Theory Research Paper
- Narrative Reflection
- Reading Journal

Common Core Standards Emphasized in the Unit

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

AP Literature and Composition Unit 6: Final Project – Portfolio / Final Essay / Term Paper

Unit Overview

In this culminating unit, students craft a final essay, students will develop their own topic and thesis – an analytical commentary dealing with at least three of the major texts from the year.

Reading focus

- Form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- Conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- Reflect on how this independent study project has extended their thinking and learning and how

Writing focus

- Reflective writing
- Reflecting on growth as writing through narrative reflections
- Use technology to research, create a product, or present their independent study.
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Grammar, usage, and mechanics focus

their work reflects who they are as academics and as human beings.		
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Assessments

- Develop a topic and extended thesis driven essay focusing on three texts from the year
- Portfolio

Common Core Standards Emphasized in the Unit

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.11-12.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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