AP Literature & Composition Curriculum Map, Unit 1   2017-2018

QUICK GUIDE: Standards for Learning; Sample Questions for Lesson Planning, Unit 1 Vocabulary

Unit Summary: Existentialism, Alienation, Sin, and Redemption in Novels

This unit addresses the origins of literature and stories along with archetypes and hero characteristics whose formulas originate from classic tradition and which are present in modern literature. It is designed to assist students in learning to connect to and analyze cultures through literature as well as to develop research and writing skills within the context of genre studies. The unit emphasizes the understanding of cultures through epics and myths and the use of storytelling techniques through student centered inquiry. There will be additional emphasis on writing using imagery and anecdote, as well as writing about oneself to communicate a single idea through storytelling techniques by varying structural elements such as pacing, introductions and closings. Students will engage in annotated close reading of a variety of fiction and nonfiction pieces to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis/application of archetypes; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a narrative essay.

Essential Questions: These questions establish inquiry to unify the unit's assignments and assessments.

- What themes/values are common to all cultures? How does the hero embody the values of the culture who admires him/her?
- Examine major/minor characters and their circumstances--what archetypes are present, and how are these established?
- What is suggested by the setting (time of day, season of year, location--garden, body of water, etc…) that suggests an archetypal reading of a piece?
- How do past archetypes (character/situation/symbol) relate to present/individual conflicts?
- What myths (classical, biblical, cultural folklore) are reflected in different parts of this work? What features of this work are reminiscent of other stories you know?
- Why do people write about themselves?
- How does a writer best communicate personal experiences?
- How does a writer use structural /style elements to create a mood/ cultivate tone/ establish a theme?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)
1. **Summer Reading (10%)**:
2. **Writing Workshop (15%)**:
3. **Performance Assessment (15%)**:
4. **Vocabulary (10%)** Cumulative Assessment: 60 MP 1 Words

Formative Assessments (Classwork & Homework = 15%; Quizzes = 35%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Benchmark Pre-Assessment for Reading: AP LIT Sample Test

Texts: Selected stories from "Intro. to Literature" Anthology (Authors Ie: Updike, O'Connor, Olsen, Lahiri, Walker, Baldwin)
Major Works: *The Odyssey*; *The Kite Runner* ; *The Things They Carried*
Thematic Connections: The hero's journey cycle (compare struggle between works/time periods); the need to suffer loss/sacrifice in order to gain something of value (respect, materials, freedom); the power & responsibility of human bonds (love, brotherhood, family ties)
Mentor Texts: Jones' "The First Day," Farrell's Advice for College Essays "Forget Christmas…"
Independent Reading options: *The Things They Carried*

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	**Writing Literary Analysis**	**Speaking & Listening**	**Language**
Key Ideas & Structure **Close Readings/Annotations** **RL.12.2/RI.12.2** – **Theme**: Analyze contributing factors to its development; cite textual evidence to support such analysis (**RL.12.1/RI.12.1**); analyze thematic connections in literature studied **RL.12.3** – **Characters**: Analysis of traits and flaws in relation to conflict development; archetypes **RL.12.4** – **Word Choice** Tone: Diction, figurative language, imagery **RI.12.5** – **Structure** **Argument development** **Text/Style Choices**: Sentences, paragraphs **RL.12.6** – **Point of View**: Analysis of World cultural perspective & values reflected in literature **RI.12.6** – **Author Purpose**: Analysis of how author present argument/author choices in rhetoric **RL.12.9/RI.11.9** - **Multiple Texts, Similar Themes**:	Text Types & Purposes **W.12.2 a-e -- Literary Analysis** Present analysis of … *Writing Workshop*: Use mentor text essays to note structure of argument; use notebooks entries to make connections among texts in this unit; writing . Include rhetorical devices; demonstrate effective use of sentence structure & word choice **W12.4, W.12.5, & W.12.6 --** Write, revise, and edit a rough draft for content and organization, grammar and mechanics. **W.12.10 --** Portfolio Reflections Research to Build & Present Knowledge **W.12.9 --** Use evidence from readings to support literary analysis and present argument	Comprehension & Collaboration **SL.12.1a & b** – **Review of Socratic Seminar Procedures**: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. **SL.12.1a -- *Mini- Seminars:** Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of heroes and how fiction reflects culture/society **SL12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar:** Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals	Conventions of Standard English **L.12.1, L.12.2, L.12.3** -- Use appropriate sentence structure to achieve purpose, avoiding comma splices and using commas properly with dependent clauses; use parallelism; demonstrate understanding of rhetorical devices. Knowledge of Language **L.12.3a** -- Revise for content, paragraph organization and structure, and word choice
Range of Reading **RL.12.10** **Poetry:** **Short Stories** **Mentor Texts**: Argument & Literary Analysis ***Independent Reading Choice**: Annotate for elements/devices studied in class; emphasis on .	Range of Writing **W.12.10** Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas **SL.12.4** Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.	Vocabulary Acquisition & Use **L.12.4, L.12.5, L.12.6** Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.

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Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Argument**	**Speaking & Listening**	**Language**
● How and why do good readers ask questions about the text they are reading? ● How do conflicts in story shape and/or reflect society? ● How/why do authors use cyclical plot events to deepen the meaning / purpose of these events? ● Why does the hero/villain archetype persist and what do they symbolize? ● How does the protagonist's "rite of passage" represent an archetype? ● How do stressful societal circumstances (war, famine, drought)shape relationships between characters/people? ● What is the difference between happening-truth & story-truth and how does it manifest itself in stories?	● How does employing textual evidence enhance a writer's claim? ● How much detail do I need to support a point and achieve my purpose? ● How do mentor texts serve as models for good writing? ● Why must /how can a writer fully explicate a text reference (explain/extend with original connections/commentary) to increase the value of evidence in argument writing? ● How does an author use structure to reinforce his/her purpose for writing?	● How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world? ● How can we synthesize views to achieve consensus in collaborative discussions? ● What is the difference between adding a personal opinion/observation to a discussion and extending a peer's observation with additional examples /evidence?	● How does word choice affect a writer's message? ● Why is editing/drafting valuable to the writing process? ● How does parallelism help achieve purpose? ● How does using rhetorical strategies increase level of sophistication /style in writing? ● In what ways does an author use descriptive details (fig.lang, sensory/setting) to achieve a desired effect in prose?

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

abstract
adage
anadiplosis
anaphora
anecdote
annotation
antihero
antithesis
aphorism
apostrophe
bibliography
bombast
colloquialism
ellipsis
elliptical construction
explication
expose
harangue
hero
idiom
indirect quotation
invective
litotes
maxim
metonymy

mode
naive narrator
narrator
parallelism
periodic sentence
pseudonym
repetition
rhetoric
rhetorical question
rhetorical shift
rhetorical stance
style
subtext
synecdoche
syntax
tricolon
understatement
unreliable narrator
voice
zeugma

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout this unit:

canon
genre
Apollonian
belle-lettres
Dionysian
exegesis
non sequitor
trope
verisimilitude
archetypes (character, situation, symbol)
the monomyth
Joseph Campbell
Carl Jung (Jungian)