

AP Literature & Composition Curriculum Map, Unit 4

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4 Vocabulary](#)

Unit Summary: Exploring Thematic Connections between/within Genres & Appreciating Novels (Fiction or Nonfiction) or Plays

This unit reviews the unique technical and stylistic facets within the context of genre studies in order to prepare students for the May AP Literature & Composition Exam and recognizes connections between works from different genres (by theme, character journey, social and/or political commentary, etc...) to facilitate discussion of the power of literature to inspire, transform and chronicle events in a literate culture. The unit emphasizes the understanding and implication of style choices, and how authors use and combine countless techniques in order to achieve their goals. Students will continue inquiry learning by examining stories/excerpts from novels & plays/poems that share crossover elements and identifying what the author achieves through their presentation in his/her chosen genre. This unit also emphasizes contemporary literature, with a focus on structural elements of the postmodern novel with additional emphasis on individual writing in response to excerpts/short pieces which are “cold reads” in preparation for the AP written exam, and models of these will be considered collectively in Socratic Seminar discussion. Students will continue to employ style writing about oneself to communicate a single idea/facet of themselves & their experiences through expository pieces such as writer’s notebook entries and a one-page biography (necessarily for scholarship consideration). Students will engage in annotated close readings of a variety of fiction texts, drama scenes and poems to continue to cultivate critical reading and garner text evidence to support literary analysis. All students will select a title and complete an independent reading assignment that requires analysis of a selected element, examines a dominant theme, considers a variety of literary critics’ views and asserts the student’s own view in light of their personal understanding/connection to the text. Additionally, all students will participate in collaborative activities, including Socratic seminar discussions, to analyze texts and refine speaking and listening skills; investigate meanings and the use of language to formalize their vocabulary in preparation for college writing; and write regularly in response to every literary genre studied this year.

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

- What themes/stylistic elements are common to all postmodern novels/stories?
- How does literature (of various genres) reflect the values of the modern age and contemporary values/concerns?
- How do literary critics (book reviewers) support the analysis of a piece of literature?
- How does a reader integrate various elements of a text into an intelligent commentary about that text?
- What criteria is there for defining literary value and how do we apply it?
- How does a writer use style techniques to establish a theme or achieve a purpose?
- How do different literary genres address similar plot points, thematic arcs, or social and moral dilemmas?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. Teacher’s Choice (10%): (May reflect a unit taught of combined texts/genres or AP-style evaluative assessments)
2. Writing Workshop (10%): Expository Essay (W 12.2) Literary Analysis (RL 12 / RI 12)
3. Performance Assessment (20%): Independent Reading Book Talk (Stylistic Analysis of text elements & Thematic connection between book, world, themselves- includes both media presentation and essay components)
4. Vocabulary (10%) Cumulative Assessment: [60 MP 4 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:

Major Work: A classwide Post-Modern novel selection (by authors such as Huxley, Orwell, Atwood) & a book talk title

[Back to top](#)

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Thematic Connections: Use of speculative technology, historiographic fiction (“alternative facts”) and other elements addressed in literature and press of our modern era

Mentor Texts: “Is 1984 Still Relevant Today?” and other essays that explore how novels written at the turn-of-the century have predicted (and offer answers) to some of our more pressing contemporary social/political issues

Independent Reading options: Any novel or play that meets the minimum Lexile score requirement of 800.

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<u>Key Ideas & Structure</u> 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:	<u>Text Types & Purposes</u> W.12.2 a-e -- Literary Analysis Present analysis of ... <i>Writing Workshop:</i> 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 <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and present argument	<u>Comprehension & Collaboration</u> 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	<u>Conventions of Standard English</u> 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. <u>Knowledge of Language</u> L.12.3a -- Revise for content, paragraph organization and structure, and word choice
<u>Range of Reading</u> RL.12.10 Poetry:Yeats’ “The Second Coming”; Auden’s “The Unknown Citizen” Short Stories: “Harrison Bergeron”; “The Ones Who Walk Away From Omelas” Mentor Texts: Philosophical /Argument style *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on .	<u>Range of Writing</u> W.12.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	<u>Presentation of Knowledge & Ideas</u> SL.12.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.	<u>Vocabulary Acquisition & Use</u> 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.

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> • What are the elements of sci-fi and/or post-modern fiction? • How do these elements reflect the fears/concerns of modern man? • How does recognizing and understanding the values of a society impact one's perception of it? • How might poetry serve as an inspiration for mankind's aspirations? 	<ul style="list-style-type: none"> • How does close (limited) examination of a single element of text offer insight into the author's purpose? • In what ways does sharing critical/personal reactions to novel or play promote literacy? • Which aspects of a poem's structure reinforce its purpose? • What can be learned from reading criticism/book reviews, and how I use another reader's point of view to help me understand & rationalize my own view of the text? 	<ul style="list-style-type: none"> • How can we develop a media presentation that elucidates the merits of a text while stimulating interest /curiosity in reading the text? • How can we synthesize personal views/experiences and interpretations of text to achieve consensus in collaborative discussions? 	<ul style="list-style-type: none"> • How does word choice affect a writer's message? • Which rhetorical devices best support argument writing? • How does parallelism help achieve purpose?

to [Vocabulary list](#)

to [Standards for Learning](#)

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.

antagonist
antistrophe
aside
bard
burlesque
caricature
carpe diem
catharsis
chiasmus
choral ode
chorus
classic
climax
comedy
comic juxtaposition
comic relief
cosmic irony
denouement
deus ex machina
dramatic irony
dramatic question
exodus
exposition
falling action
farce
hamartia

heroic couplet
hubris
ironic juxtaposition
irony
melodrama
monologue
orchestra
parados
parody
peripeteia
protagonist
pun
rising action
romance
skene
soliloquy
strophe
tragedy
tragic flaw
tragicomedy
unities
verbal irony
wit

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

carpe diem
Classicism
historiographic fiction
pastiche
intertextuality
metafiction
hyperreality
paranoia
magical realism
black humor
temporal distortion
technoculture