

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
<p><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:</p>	<p><u>Text Types & Purposes</u> 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 <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and present argument</p>	<p><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</p>	<p><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</p>
<p><u>Range of Reading</u> RL.12.10 Poetry: Short Stories Mentor Texts: Argument & Literary Analysis *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on .</p>	<p><u>Range of Writing</u> W.12.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><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.</p>	<p><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.</p>

AP Literature & Composition Curriculum Map, Unit 1

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?

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.

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
exegetis
non sequitor
trope
verisimilitude
archetypes (character, situation, symbol)
the monomyth
Joseph Campbell
Carl Jung (Jungian)

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit Summary: Literary Research of Poetry, Drama, Short Stories: The Tragic Hero in Classic and Modern Fiction

This unit has two distinct facets: one that addresses research to aid in poetic analysis and the other that addresses the concept of the tragic hero as a universal archetype. Students will engage in annotated close reading of a variety of poetry, drama, short fiction, and critical essays to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of poetry, short fiction, and drama; 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 an expository/argument essay.

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

- What themes/values are common to all tragic heroes?
- How do tragic heroes reflect the values of their context, the values of the period in which they were written, and contemporary values?
- How do literary critics support the analysis of a piece of literature?
- What criteria is there for defining literary value and how do we apply it?
- How does a writer best communicate a new idea about a piece of literature?
- Why do poets choose to explore language in such unusual ways?
- What are the attributes of high quality poetry?
- How does poetic form function in terms of development and meaning?
- Why do so many people hate poetry?

Assessments:

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

1. **Mid-Year Benchmark (10%)** AP LIT Sample Test
2. **Literary Research Prep: (10%)** Annotated Bibliography (RI.12.)
3. **Writing Workshop: (10%)** Literary Analysis Writing (W.12.2): Various writing assignments in response to class & independent readings (RL.12. /RI.12.
4. **Performance Assessment: (10%)** The Art of Poetry (*Presentation: Connections between art and poetry + Reflection Writing*) (RL.12. /RI.12.
5. **Vocabulary (10%)** Cumulative Assessment: [60 MP 2 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).*

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Texts:

Major Work: *Oedipus*, *King Lear*, *Othello*, *Hamlet*, Various poems, various short stories

Thematic Connections: How changes in the depiction of a tragic hero reflect the context of the author/context of the story; Delineating continuity in a particular writer's works through case study

Mentor Texts: such as "The Literature of Exhaustion," John Barth; "Astral Weeks," Lester Bangs; "My Literary Allergy," Geoff Dyer

Independent Reading options: poems for the Literary Argument Research paper

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><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/Speakers: 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, open and closed forms RL.12.6 – Point of View: Perspective of the speaker vs. the author RI.12.6 – Author Purpose: Analysis of how author presents ideology/author choices in form RL.12.9/RI.11.9 - Multiple Texts, Similar Themes:</p>	<p><u>Text Types & Purposes</u> W.12.2 a-e -- Literary Analysis Present analysis of poetry in preparation for research. 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 <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and present argument</p>	<p><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</p>	<p><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</p>

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Range of Reading **RL.12.10**

Poetry, including chosen for research

Short Stories

Mentor Texts: Argument & Literary

Analysis

***Independent Reading Choice:** Annotate for elements/devices studied in class; emphasis on poetic devices.

Range of Writing **W.12.10**

Writing Workshop writing process, including reflections (portfolio)

Responses to Literature

Free Response 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.

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> · How and why do good readers ask questions about the text they are reading? · How are conflicts in poems different from the development of conflicts in fiction? · Why does the tragic hero archetype persist and what does it symbolize? · What is the value of studying poetry? · How does an author use poetic devices to create a unique voice? · How does the use of poetic devices enhance other genres of writing? 	<ul style="list-style-type: none"> · How does employing textual evidence enhance a writer's claim? · How much detail do I need to support a point and achieve my purpose? · What can be learned from studying mentor texts? · How do I synthesize multiple ideas about a single poem? · What is the difference between a conclusion and a closing? · How do I create a conclusion stemming from multiple ideas? 	<ul style="list-style-type: none"> · 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? · Why is oral poetic explication an important exercise in developing argument in AP Literature? 	<ul style="list-style-type: none"> · How does word choice affect a writer's message? · Which rhetorical devices best support argument writing? · Which poetic devices best support the expression of ideas? · Why is concrete language so important to poetry/

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.

MP2: Fiction

1. allegory
2. ambiguity
3. anachronism
4. archetype
5. conflict
6. dialect
7. diction
8. dynamic character
9. epistolary novel
10. eponymous
11. fable
12. fantasy
13. first-person narrative
14. flashback
15. foreshadowing
16. frame narrative
17. Gothic novel
18. humanism
19. in medias res
20. lampoon
21. loose sentence
22. mood
23. moral
24. motif
25. myth
26. narrative
27. omniscient narrator
28. oxymoron
29. parable
30. paradox
31. pathetic fallacy
32. persona
33. picaresque novel
34. plot
35. point of view
36. sarcasm
37. satire
38. sentiment / sentimentality
39. setting
40. static character
41. stream of consciousness
42. subplot
43. temporal distortion
44. theme
45. title character
46. tone
47. vernacular

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

1. Anthropomorphism
2. bildungsroman
3. Magical Realism
4. metafiction
5. montage
6. Naturalism
7. novella
8. novel of manners
9. Pastiche
10. pulp fiction
11. realism
12. roman a clef

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit Summary: The Tragic Hero in Classical and Shakespearean Drama and Modern Fiction

This unit continues the two distinct facets from Unit 2: one that addresses research to aid in poetic analysis and the other that addresses the concept of the tragic hero as a universal archetype. However, in this unit, the prior knowledge from research is developed into an extended essay (10-12 pages) that employs both primary and secondary sources to argue an idea about a poet through a case study. The tragic hero is studied in the context of Classical and Shakespearean literature, and identified and acculturated into Modern Fiction. Students will engage in annotated close reading of a variety of poetry, drama, short fiction, and critical essays to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of poetry, short fiction, and drama; 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 an expository/argument essay.

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

- What themes/values are common to all tragic heroes?
- How do tragic heroes reflect the values of their context, the values of the period in which they were written, and contemporary values?
- How do literary critics support the analysis of a piece of literature?
- What criteria is there for defining literary value and how do we apply it?
- How does a writer best communicate a new idea about a piece of literature?
- Why do poets choose to explore language in such unusual ways?
- What are the attributes of high quality poetry?
- How does poetic form function in terms of development and meaning?
- Why do so many people hate poetry?

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

Assessments:

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

1. **Final Assessment (10%)** AP LIT Sample Test
2. **Writing Workshop: (20%) Literary Research Paper:** Case Study Argument Writing: Poetry (RI.12.), (W.12.2): Various writing assignments in response to class and independent readings (RL.12. /RI.12).
3. **Performance Assessment: (10%)** Expository Writing: AP Prompts (*Portfolio*) (RL.12. /RI.12.
4. **Vocabulary (10%)** Cumulative Assessment:

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).*

Texts:

Major Work: *Oedipus, Antigone, King Lear, Othello, Hamlet, Various poems, various short stories*

Thematic Connections: How changes in the depiction of a tragic hero reflect the context of the author/context of the story

Mentor Texts: such as “We Are Our Situations: The Poetry of Christopher Gilbert,” Terrance Hayes; “An Epic Impulse: The Work of Kaled Mattawa,” Marilyn Hacker

Independent Reading options, including poems for the Literary Argument Research paper

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p>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/Speakers: 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, open and closed forms RL.12.6 – Point of View: Perspective of the speaker vs. the author RI.12.6 – Author Purpose: Analysis of how author presents ideology/author choices in form RL.12.9/RI.11.9 - Multiple Texts, Similar Themes:</p>	<p><u>Text Types & Purposes</u> W.12.2 a-e -- Literary Analysis Present analysis of poetry in preparation for research. Writing Workshop: Drafting process of research writing; structure of an argument; supporting a literary argument; writing over a sustained period. Include rhetorical devices; demonstrate effective use of tone and style. W.12.4, 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; process reflections <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and write an argument</p>	<p><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</p>	<p><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</p>

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

respond thoughtfully to peers;
paraphrase and summarize
ideas of others; set individual
and group goals

Range of Reading **RL.12.10**
**Poetry, including chosen for
research**
Short Stories
Mentor Texts: Argument & Literary
Analysis
***Independent Reading Choice:**
Annotate for elements/devices
studied in class; emphasis on poetic
devices.

Range of Writing **W.12.10**
Writing Workshop writing process,
including reflections
Responses to Literature in the
form of the research paper
Free Response Questions
(portfolio)
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.

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none">· How and why do good readers ask questions about the text they are reading?· How can we use analytical and rhetorical skills, tools, and strategies to evaluate works of literature?· How does the struggle of the tragic hero in drama apply to individuals' conflicts with their families, society, or themselves?· How do the author's choices in form and content affect the audience's perception of a character?· How does an author use poetic devices to create a unique voice?· How does the use of poetic devices enhance other genres of writing?	<ul style="list-style-type: none">· How can close reading /analysis of poetry text students apply analysis & comprehension techniques necessary for successful participation in the AP exam?· How does annotating and use of line references/footnotes help clarify the meaning & purpose of text?· What can be learned from studying mentor texts?· In what ways does an author use descriptive details (diction, figurative language) to send a message/achieve a purpose in prose?· What is the difference between a conclusion and a closing?· How do I create a conclusion stemming from multiple ideas?	<ul style="list-style-type: none">· 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?· Why is oral poetic explication an important exercise in developing argument in AP Literature?·	<ul style="list-style-type: none">· How does word choice affect a writer's message?· Which rhetorical devices best support argument writing?· Which poetic devices best support the expression of ideas?· Why is concrete language so important to poetry/

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.

MP3: Poetry

1. alliteration
2. allusion
3. anastrophe
4. assonance
5. blank verse
6. cacophony
7. caesura
8. connotation
9. consonance
10. couplet
11. denotation
12. elegy
13. end rhyme
14. end-stopped
15. enjambment
16. epic
17. epigram
18. epithet
19. euphony
20. extended metaphor

21. figurative language
22. foot
23. forced rhyme
24. free verse
25. hyperbole
26. imagery
27. internal rhyme
28. kenning
29. light verse
30. lyric poem
31. metaphor
32. metaphysical poetry
33. meter
34. mock epic
35. muse
36. ode
37. onomatopoeia
38. pastoral
39. pentameter
40. personification
41. quatrain
42. rhyme scheme
43. rhythm
44. simile
45. slant rhyme
46. sonnet
47. speaker
48. stanza
49. symbol
50. villanelle

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

1. conceit
2. idyll
3. ottava rima
4. scansion
5. prosody
6. tonal shift
7. verse
8. versification

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](#)

AP Literature & Composition Curriculum Map, Unit 4

2017-2018

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