

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Advanced Placement (AP)  
English Literature & Composition**

**Grade Level: 12**

**Date of Board Approval: \_\_\_\_\_2017\_\_\_\_\_**

## Planned Instruction

Title of Planned Instruction: **Advanced Placement English Literature & Composition**

Subject Area: English Language Arts

Grade(s): 12

### General Course Description:

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of classic and imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its utilization of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary passages and works.

### Reading:

**According to the College Board, reading in this course builds on the reading done in previous English courses.** Students are required to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.

### Writing:

Writing is an integral part of the AP English Literature and Composition course and of the AP Exam. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. The goal of writing assignments is to increase students' abilities clearly and cogently to explain and to analyze what she/he comprehends about literary works and how she/he interprets them.

### Goals:

Students enrolled in AP English Literature & Composition will:

- Closely and critically read complex classic and imaginative literature (fiction, drama, and poetry) appropriate for college-level study
- Write interpretations of pieces of literature that are based on careful observations of textual details, considering a work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Participate actively and intelligently in classroom discussion
- Compose essays in several forms (e.g., expository, analytical, and argumentative) based on students' close analyses of literary texts
- Write essays and short pieces that proceed through several drafts or stages, with revision aided by the teacher and peers
- Write informally (e.g., textual annotations and collaborative writing), which helps students better understand the texts they are reading
- Revise their written work to develop wide-ranging vocabulary used appropriately and effectively; to employ a variety of sentence structures; to create logical organization,

## DELAWARE VALLEY SCHOOL DISTRICT

enhanced by such techniques as repetition, transition, and parallel structure; and, to employ effective rhetoric, including tone, voice, diction, and sentence structure

### Prerequisite:

There are no prerequisite courses for AP English Literature and Composition. Students should be able to read, to comprehend, and to interpret college-level texts and apply the conventions of advanced Standard Written English in their writing.

### Units:

- The AP English Literature and Composition course will be divided into four (4) units that correspond to the current marking period structure at Delaware Valley High School.
- In addition to the works prescribed in this curriculum, each unit will include a major work of fiction to be read and analyzed independently and then assessed and discussed in class (see each unit for details).

Time/Credit for the Course: Full Year

Curriculum Writing Team: Mr. Bryan Pol, Mr. Ernie Sandonato, Mrs. Margaret Chromey

## Curriculum Map

Unit 1: 40 – 45 days (approximately one marking period)

Focus: The Fundamental Elements of Fiction & Poetry

Overview:

Literary analysis is an academic discipline that sharpens students' thinking by requiring them to delve into a text deeply and to analyze the means that writers utilize to achieve their effects. Along with priming students for the rigors of the AP Literature Exam, learning how to analyze text via its fundamental elements, and learning how to communicate a perspective, prepares students for life, both in academia and in the workplace.

Goals

Understanding of:

- the fundamental elements and characteristics of fiction and poetry
- the essential skills and tools employed in the analysis of fiction and poetry
- the literary terms and concepts involved in the analysis of fiction and poetry
- the necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of essential ideas
- the importance of determining and clarifying the meanings of unknown and multiple-meaning words and phrases in context, and how those meanings inform the text
- the importance of coherence in analytical writing
- the importance of writing analytical essays that clearly and accurately examine and express complex ideas and concepts
- the necessity of drawing valid and appropriate evidence from literary texts to support interpretation and analysis
- the structure and content of the AP English Literature Exam

Unit 2: 40 – 45 days (approximately one marking period)

Focus: Shakespearean Tragedy, Sonnets, & Complex Verse

Overview:

Ben Jonson predicted Shakespeare's amazing literary status when he declared, "He was not of an age, but for all time!" While most people know that Shakespeare is, in fact, the most popular dramatist and poet the Western world has ever produced, students new to his work often wonder why this is so. Shakespeare has stood the test of time – and should be studied – for the following reasons:

- his ability to synthesize the range of human emotions in simple, yet profoundly eloquent, verse
- he tells every kind of story – comedy, tragedy, history, melodrama, adventure, love, and fairy tales – that transcend time and culture
- his truly great characters – particularly his tragic heroes – are unequalled in literature

In addition, Shakespeare's sonnets – as well as sonnets of his contemporaries and the classic complex verse of the 16<sup>th</sup> through 19<sup>th</sup> centuries – cover themes such as the passage of time, love, beauty and mortality.

# DELAWARE VALLEY SCHOOL DISTRICT

## Goals

### Understanding of:

- the fundamental elements and characteristics of Shakespearean drama and tragedy
- the requisite of closely reading and logically analyzing Shakespeare's diction and syntax in order to discuss and interpret the texts' ambiguities.
- the characteristics of the classic Aristotelian tragic hero
- the literary terms and concepts involved in the analysis of complex verse poetry
- the importance of determining and clarifying the meanings of unknown and multiple-meaning words and phrases in context, and how those meanings inform the text
- the importance of coherence in analytical writing
- the importance of writing analytical essays that clearly and accurately examine and express complex ideas and concepts
- the necessity of drawing valid and appropriate evidence from literary texts to support interpretation and analysis

Unit 3: 40 – 45 days (approximately one marking period)

Focus: Contemporary Fiction & Poetry

### Overview:

Everyone has a tendency to get caught up in their own myopic existence that they forget what's going on in the world around them. And teens acutely are disposed to this. One of the foremost goals of education is to expose them to ideas from other cultures, and to teach them about the peoples of other places in their own country. Contemporary literature affords an ideal way to do this. The same goes for books about other countries, which teach students what life is like in other parts of the world. It's more engaging to read a novel about another time or place than to learn about it in a lecture or from a textbook.

## Goals

### Understanding of:

- the fundamental elements and characteristics of contemporary fiction and poetry
- the requisite of closely reading and logically analyzing the diction and syntax in contemporary fiction and poetry in order to discuss and interpret the texts' ambiguities
- the literary terms and concepts involved in the analysis of contemporary fiction and poetry
- the importance of determining and clarifying the meanings of unknown and multiple-meaning words and phrases in context, and how those meanings inform the text
- the importance of coherence in analytical writing
- the importance of writing analytical essays that clearly and accurately examine and express complex ideas and concepts
- the necessity of drawing valid and appropriate evidence from literary texts to support interpretation and analysis

## DELAWARE VALLEY SCHOOL DISTRICT

Unit 4: 20 – 25 days (from end of 3<sup>rd</sup> marking period to AP Literature Exam administration)

Focus: The Study of Classic Works of Literature and a Classic Exam Preparation

Overview:

Literature teachers should be open to the idea that contemporary texts, of varying titles and formats, have a justifiable place in the AP curriculum. But, we must safeguard the teaching of classic literature or risk depriving our young people of the wealth of knowledge, enjoyment, and sense of heritage, culture, and history to be gained from our classic works of literature. Thus, we must remember:

- a classic communicates some artistic quality--an illustration of life, truth, and beauty.
- a classic stands the test of time. The work is typically considered to be a representation of the period in which it was written; and the work merits enduring recognition. In other words, if the book was published in the recent past, the work is not a classic.
- a classic has an undeniable universal appeal. Great works of literature touch us to our very core beings--partly because they integrate themes that are understood by readers from a wide range of backgrounds and levels of experience. Themes of love, hate, death, life, and faith touch upon some of our most basic emotional responses.
- a classic work of literature makes connections. We can study a classic and discover influences from other writers and other great works of literature. This is partly related to the universal appeal of a classic. But, the classic also is informed by the history of ideas and literature--whether unconsciously or specifically worked into the plot of the text.

Goals

Understanding of:

- the fundamental elements and vital characteristics of one canonical and classic literature
- the value of closely reading and logically analyzing the diction and syntax to interpret a classic text's ambiguities
- the literary devices and concepts writers employ to create meaning
- the importance of determining and clarifying the meanings of unknown and multiple-meaning words and phrases in context, and grasp how those meanings inform the text
- the importance of coherence in analytical writing
- providing valid and appropriate evidence from classic texts to support interpretation and analysis
- the format and the content of the AP Literature & Composition Exam
- the test-taking strategies for successful results on the AP Literature & Composition Exam
- the essential elements of an academic analytical research paper

## Curriculum Plan

### Unit: 1 – The Fundamental Elements of Fiction & Poetry

Time Range in Days: 40 – 45 days (approximately one full marking period)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

Reading Literature: CC.1.3. 11-12. A - K

Writing: CC.1.4. 11-12. A – I, L, Q, S, V

Speaking and Listening: CC.1.5. 11-12. A, C, D, G

Overview:

Literary analysis is an academic discipline that sharpens students' thinking by requiring them to delve into a text deeply and to analyze the means that writers utilize to achieve their effects. Along with priming students for the rigors of the AP Literature Exam, learning how to analyze text via its fundamental elements, and learning how to communicate a perspective, prepares students for life, both in academia and in the workplace.

Focus Question(s):

- What are the essential elements and foremost characteristics of classic and imaginative fiction and poetry?
- What literary devices and literary conventions are employed in these pieces of literature? What are the effects of these literary devices?
- How do these literary devices, elements, and techniques create literary artistry, figurative language, and meaning?

Goals:

Students will be able to:

- Identify the fundamental elements and characteristics of fiction and poetry
- Utilize the essential skills of analysis to interpret fiction and poetry
- Identify literary devices and explain how they help create meaning
- Clarify and analyze the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- Practice creating coherence in analytical writing
- Write analytical essays that clearly and accurately examine and express complex ideas and concepts
- Extract valid and appropriate evidence from literary texts to support interpretation and analysis
- Identify the structure and content of the AP English Literature Examination

Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a literary passage, a complete literary text, or a poem. (DOK Levels 2, 3, 4)

## DELAWARE VALLEY SCHOOL DISTRICT

2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and / or a sequence of events over the course of a literary fiction passage, a complete literary text, or a poem. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure a literary fiction passage, a complete literary text, or a poem, including how specific sentences, paragraphs, lines, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in literary fiction passages, in poems, or in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write analytical essays with a sharp distinct focus, and be able to extract accurate and relevant evidence from literary texts to support analysis. (DOK Levels 2, 3, 4)

### Core Content, Activities, and Corresponding Instructional Methods:

1. Closely read and analyze classic and contemporary short fiction, whole texts, and poems.
  - A. Required Summer Reading: *The Picture of Dorian Gray* by Oscar Wilde
    - Reading to be completed by the first day of school
    - Students will be assessed during the first week of school with a common objective assessment and a passage-based analysis essay.
  - B. Required Major Work: *Frankenstein* by Mary Shelley  
(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1).

Independent and in-class analysis and re-reading, with analysis and reading-for-meaning questions and corresponding analytical queries.

Identify, explicate, and analyze how *Frankenstein* illustrates the following issues:

- the use of knowledge for good or for evil purposes
  - the infiltration of technology into modern life
  - the treatment of the poor or uneducated
  - the restorative powers of nature
  - alienation from society
  - the role and relationships established by, or expected of, mothers and fathers
  - Teachers will employ Unit Plans (Prestwick House AP Units, *Applied Practice*, and others) for facilitation of reading, discussion, and analysis.
  - Required: Students will read Coleridge's "Rime of the Ancient Mariner" and a version of the myth of Prometheus as supplements to the study of *Frankenstein*.
- C. Required Short Fiction: Analyze, explicate, and discuss how these short pieces create meaning through diction, tone, and symbolism:
    - "The Child by Tiger" by Thomas Wolfe



## DELAWARE VALLEY SCHOOL DISTRICT

- “Breaking and Entering” by Sherman Alexie
  - “What You Pawn, I Will Redeem” by Sherman Alexie
  - “Babylon Revisited” by F. Scott Fitzgerald
  - Other short fiction as chosen by the individual instructor to accomplish the intended objectives of the unit.  
(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)
- D. Required Poetry: Analyze, explicate, and discuss how these poems create meaning through diction, structure, and imagery:
- “Introduction to Poetry” by Billy Collins
  - “Another Reason Why I Don’t Keep a Gun in the House” by Billy Collins
  - “Green Chile” by Jimmy Santiago
  - “A Noiseless, Patient Spider” by Walt Whitman
  - “Ulysses” by Alfred, Lord Tennyson
  - “Mending Wall” by Robert Frost
  - “The Road Not Taken” by Robert Frost
  - “Stopping by Woods on a Snowy Evening” by Robert Frost
  - “Because I Could Not Stop for Death” by Emily Dickinson
  - “To the Confederate Dead” by Kevin Young
  - “Digging” by Seamus Heaney
- Other poetry as chosen by the individual instructor to accomplish the intended objectives of the unit. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)
- E. AP-style, college-level, and passage-based analytical essays that require students to draw precise and detailed evidence from literary texts to support the analysis and interpretation. (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
- F. Required Literary Terms: see Appendix III (these terms must be applied throughout the year as well as periodically assessed)
- G. Grammar Component: MLA guidelines for essays, and sustained emphasis on developing and mastering correct and sophisticated usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures
- H. Vocabulary Component: Extracted from studied text selections in context
- I. Required Literary Work: Teachers will choose *A Farewell to Arms*, *Heart of Darkness*, or *Ethan Frome* as an independent reading assignment to be completed outside of class.

### Assessments:

#### Diagnostic:

- Various AP-style diagnostic assessments as needed to evaluate content knowledge, understanding of literary forms, and AP Exam readiness (College Board web site, *Applied Practice*, and various AP Exam study materials).

#### Formative:

Of vital importance to students in the AP Literature Course are formative assessments because these will be the fundamental measures (methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress) by which instructors modify, augment, and formulate instruction and lesson content.

#### Essays

Instructors should select **at least three (3)** of the following prompts during this unit:

## DELAWARE VALLEY SCHOOL DISTRICT

- Read the poem “Great Pond” by Mary Oliver, then write a well-organized and textually-supported essay analyzing the techniques the poet uses to communicate the speaker’s state of mind.
- In the poem “Jasmine” by Yusef Komunyakaa, the speaker reflects on his own experiences and those of the children harvesting the jasmine. After carefully reading the poem, write a well-organized and textually-supported essay explicating the techniques the poet uses to provide a connection between the two. You may wish to consider such devices as imagery, diction, and structure.
- Read the poem “Blackberrying” by Sylvia Plath. Write a well-organized and textually-supported essay analyzing how the poet conveys the speaker’s ultimate experience, considering such poetic elements as imagery, form, and sound devices.
- In the poem “For the Confederate Dead” by Kevin Young, the speaker visits a monument dedicated to the Confederate soldiers who died in the Civil War. In a well-organized and textually-supported essay, analyze how the poet uses this experience to convey deeper meaning. You may wish to consider such devices as structure, imagery, and juxtaposition of elements.
- Read both “On Turning Ten” by Billy Collins and “Men at Forty” by Donald Justice. Write a well-organized and textually-supported essay analyzing the significance of the aging process in each. In your essay, consider such elements as point of view, figurative language, and imagery.
- It has been said that intelligence and / or knowledge can be both a curse and a blessing. Using Mary Shelley’s *Frankenstein* as your text, write a well-organized essay, defending, challenging, or qualifying the validity of this statement. Be sure to use specific evidence from the novel to support your argument. (this topic can be an in-class prompt or a take-home essay)
- *Applied Practice* Essay Question #1 for *Frankenstein*
- *Applied Practice* Essay Question #4 for *Frankenstein*

### Multiple-Choice Assessments (from *Applied Practice*):

- *Frankenstein*
- *The Picture of Dorian Gray*
- *Ethan Frome*
- *Heart of Darkness*
- “To the Confederate Dead”
- “Green Chile”
- “Jasmine”
- “Blackberrying”
- “Blackberry Eating”
- “Spring and All”
- “Mending Wall”

### Summative:

- Common Assessments on full-length works (content and skills-based)
- Applied Practice passage-based assessments (multiple-choice)
- Analytical essays on whole works or groups of poems

### Extensions:

- Advanced in-context vocabulary and sophisticated critical-reading activities for students who require or request more challenging material and content to prepare for college or the workforce.

## DELAWARE VALLEY SCHOOL DISTRICT

### Correctives:

- More comprehensive in-class close-reading time
- More extensive direct instruction and modeling of close reading, writing, and focused discussion
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Peer editing

### Materials and Resources:

#### Print Texts:

- *Frankenstein* - Mary Shelley
- *Literature & Composition* – Jago, Shea, Scanlon, and Aufses (excerpts)
- Hard copies of all poems and short fiction

#### Non-Print Texts:

- Internet sites and databases
- YouTube videos, documentaries, and Ted Talks

### Other Content and Resources:

Novels - One (1) of the following will be chosen by the teacher for an independent reading outside of class, then assessed, discussed, and analyzed in class:

- *A Farewell to Arms* by Ernest Hemingway
- *Heart of Darkness* by Joseph Conrad
- *Ethan Frome* by Edith Wharton

#### Poetry:

- “Those Winter Sundays” by Robert Hayden
- “Dover Beach” by Matthew Arnold
- “My Papa’s Waltz” by Theodore Roethke
- “When I Heard the Learn’d Astronomer” by Walt Whitman
- “Design” and “Out!- Out!-“ by Robert Frost
- “Facing It” by Yusef Komunyakaa
- “Do Not Go Gentle into that Good Night” by Dylan Thomas

#### Short Fiction:

- “A Rose for Emily” by William Faulkner
- “Paul’s Case” by Willa Cather
- “Araby” by James Joyce

## Curriculum Plan

### Unit: 2 – Shakespearean Tragedy, Sonnets, & Complex Verse

Time Range in Days: 40 – 45 days (approximately one full marking period)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

Reading Literature: CC.1.3. 11-12. A - K

Writing: CC.1.4. 11-12. A – I, L, Q, S, V

Speaking and Listening: CC.1.5. 11-12. A, C, D, G

Overview:

Ben Jonson predicted Shakespeare's amazing literary status when he declared, "He was not of an age, but for all time!" While most people know that Shakespeare is, in fact, the most popular dramatist and poet the Western world has ever produced, students new to his work often wonder why this is so. Shakespeare has stood the test of time – and should be studied – for the following reasons:

- his ability to summarize the scope of human emotions in simple, yet profoundly eloquent, verse
- he tells every kind of story – comedy, tragedy, history, melodrama, adventure, love, and fairy tales – that transcend time and culture
- his truly great characters – particularly his tragic heroes – are unequalled in literature

In addition, Shakespeare's sonnets – as well as sonnets of his contemporaries and the classic complex verse of the 16<sup>th</sup> through 19<sup>th</sup> centuries - cover themes such as the passage of time, love, beauty and mortality.

Focus Question(s):

- What are the essential elements and foremost characteristics of Shakespearean drama and tragedy?
- What are the characteristics of the classic tragic hero? What formula does the tragic hero follow?
- What literary devices and literary conventions are employed in Shakespearean drama? What are the effects of these literary devices?
- What literary devices, elements, and techniques create the literary artistry, figurative language, and meaning in the Sonnets and in other complex verse?

Goals:

Students will be able to:

- identify the fundamental elements and characteristics of Shakespearean drama and tragedy
- practice close, critical, and careful reading of the text
- utilize the essential skills of analysis to interpret tragedy and other complex verse
- identify literary devices and explain how they help create meaning
- clarify and analyze the relationship between two or more central ideas in a tragedy, including the development and interaction of the essential ideas

## DELAWARE VALLEY SCHOOL DISTRICT

- practice creating coherence in analytical writing
- write analytical essays that clearly and accurately examine and express complex ideas and concepts
- extract valid and appropriate evidence from literary texts to support interpretation and analysis
- identify the structure and content of the AP English Literature Examination

### Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a literary passage from a tragedy, a sonnet, or a complex poem. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and / or a sequence of events over the course of a Shakespearean tragedy. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure a dramatic passage, a complete tragedy, or a complex poem, including how specific sentences, paragraphs, lines, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in dramatic passages, in complex poems, or in whole dramatic texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write analytical essays with a sharp distinct focus, and be able to extract accurate and relevant evidence from tragedies and poems to support analysis. (DOK Levels 2, 3, 4)

### Core Content, Activities, and Corresponding Instructional Methods:

1. Closely read and analyze Shakespearean tragedy, the Sonnets, and selected complex verse from the 16<sup>th</sup> century to the 19<sup>th</sup> century.
  - A. Required Major Work: *Macbeth*  
(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)

Independent and in-class analysis and re-reading, with analysis and reading-for-meaning questions and corresponding analytical queries.

Identify, explicate, and analyze how *Macbeth* illustrates the following issues/themes:

- the birth and development of evil in the human heart
- the yielding to temptation until the nature of its victim becomes wholly perverted, and the punishment which he has invited descends upon him
- the fall of the tragic hero according to Aristotle's classic model
- appearance versus reality ("fair is foul, and foul is fair")
- the relationship between cruelty and masculinity
- the corrupting power of unchecked ambition

## DELAWARE VALLEY SCHOOL DISTRICT

- Teachers will employ Unit Plans (Prestwick House AP Units, the *Applied Practice* series, and others) for facilitation of reading, discussion, and analysis.
- B. Suggested Tragedy: *Othello*
- Independent and in-class analysis and close re-reading, with critical analysis and reading-for-meaning questions and corresponding analytical queries.

Identify, explicate, and analyze how *Othello* illustrates the following issues:

- racial prejudice and its consequences
  - the fall of the tragic hero according to Aristotle's classic model
  - appearance versus reality
  - womanhood and sexuality
  - the nature of jealousy in humanity
- C. Required Poetry: Analyze, explicate, and discuss how these poems create meaning through diction, structure, and imagery:
- Shakespearean Sonnets 18, 29, 55, 60, 71, 106, 116, 130
  - Sonnets 1, 35, & 75 by Edmund Spenser
  - Sonnets 31 & 39 by Sir Philip Sidney
  - "A Valediction: Forbidding Mourning" & "Holy Sonnet 10" by John Donne
  - "To His Coy Mistress" by Andrew Marvell
  - "To the Virgins, to Make Much of Time" by Robert Herrick
  - Sonnets VII & XIX by John Milton
  - "The Lamb" & "The Tyger" by William Blake
  - "The World is Too Much with Us" & "London 1802" by Wordsworth
  - "She Walks in Beauty" by Byron
  - "Ozymandias" by Shelley
  - "When I Have Fears" by Keats
  - "Dover Beach" by Matthew Arnold
  - "To an Athlete Dying Young" by A.E. Housman
  - "The Lake Isle of Innisfree," "The Wild Swans at Coole," & "The Second Coming" by William Butler Yeats
  - Other complex verse – as time permits – as chosen by the individual instructor to accomplish the intended objectives of the unit.  
(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)

NOTE: The poems listed above can be studied in this unit as well as into Units 3 & 4, as needed.

- D. AP-style, college-level, and passage-based analytical essays that require students to draw precise and detailed evidence from literary texts to support the analysis and interpretation. (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
- E. Literary Terms: In addition to the terms listed in Appendix II, this unit should include the following terms and concepts as they relate to Shakespearean tragedy:
- tragic hero
  - tragic flaw
  - tragic isolation
  - hamartia

## DELAWARE VALLEY SCHOOL DISTRICT

- *anagnorisis*
  - *peripeteia*
  - mimesis
  - catharsis
  - soliloquy
  - aside
- F. Grammar Component: MLA guidelines for essays, and sustained emphasis on developing and mastering correct and sophisticated usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures
- G. Vocabulary Component: Extracted from studied text selections in context
- H. Required Literary Work: Teachers will choose *The Road*, *The Bluest Eye*, or *Atonement* as an independent reading assignment to be completed outside of class.

### Assessments:

#### Diagnostic:

- Various AP-style assessments will be provided as needed to assess content, literary forms, and AP Exam readiness (College Board web site, *Applied Practice*, and various AP Exam study materials).

#### Formative:

#### Essays:

Instructors should select at least three (3) of the following prompts during this unit:

- Carefully read the conversation between Macbeth and Lady Macbeth in Act 1, scene 7. In a well-organized and textually-supported essay, explain and analyze how Lady Macbeth uses the resources of language to convince her husband to carry out the murder as it had been planned.
- Carefully read the section in Act 5 beginning with Macbeth's words "Bring me no more reports" to the end of the "To-morrow, and to-morrow, and to-morrow" speech. In a well-organized and textually-supported essay, analyze how Macbeth's use of language emphasizes his descent into despair. Pay particular attention to the way his language varies in the passage.
- In many works of literature, the protagonist is developed partially through the use of a "foil," a character who, by providing a strong contrast to the protagonist, underscores the characteristics of the protagonist. In a well-organized and textually-supported essay, discuss the ways in which Banquo operates as a foil to Macbeth. (This prompt alternatively can be used as a take-home assignment.)
- Closely and critically read Shakespeare's Sonnet 130 ("My mistress' eyes are nothing like the sun"). In a well-organized and textually-supported essay, analyze how the language of the entire sonnet, as well as the choice of the sonnet form, reveal the speaker's attitude toward his mistress.
- In "When I Have Fears" and "Mezzo Cammin" respectively, Keats and Longfellow reflect on similar concerns. Read the poems carefully. Then write an essay comparing and contrasting the two poems, analyzing the poetic techniques each writer uses to explore his particular situation.

## DELAWARE VALLEY SCHOOL DISTRICT

- Teachers can pick an essay analyzing poetry from a previous AP English Literature Exam.

### Multiple-Choice *Applied Practice* Assessments:

- *Macbeth & Othello*
- Individual poems, as needed

### Summative:

- Common Assessments on full-length works (*Macbeth, Othello, etc.*)
- *Applied Practice* passage-based assessments (multiple-choice)
- Analytical essays on whole works or groups of poems

### Extensions:

- Advanced in-context vocabulary and sophisticated critical-reading activities for students who require or request more challenging material and content to prepare for college or the workforce.

### Correctives:

- More comprehensive in-class close-reading time
- More extensive direct instruction and modeling of close reading, writing, and focused discussion
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Peer editing

### Materials and Resources:

#### Print Texts:

- *Macbeth & Othello*
- *Prentice Hall Literature: The British Tradition*

#### Non-Print Texts:

- Internet sites and databases
- YouTube videos, documentaries, and Ted Talks

#### Other Content and Resources:

Required Novel - One (1) of the following will be chosen by the teacher for an independent reading outside of class, then assessed, discussed, and analyzed in class:

- *The Road* by Cormac McCarthy
- *The Bluest Eye* by Toni Morrison
- *Atonement* by Ian McEwan



# Curriculum Plan

## Unit: 3 – Contemporary Fiction & Poetry

Time Range in Days: 40 – 45 days (approximately one full marking period)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

Reading Literature: CC.1.3. 11-12. A - K

Writing: CC.1.4. 11-12. A – I, L, Q, S, V

Speaking and Listening: CC.1.5. 11-12. A, C, D, G

Overview:

- Everyone has a tendency to get so caught up in their own myopic existence that they forget what is going on in the world around them, and teens acutely are disposed to this. One of the foremost goals of education is to expose them to ideas from other cultures, and to teach them about the peoples of other places in their own country. Contemporary literature affords an ideal way to do this. The same goes for books about other countries, which teach students what life is like in other parts of the world. It is more engaging to read a novel about another time or place than to learn about it in a lecture or from a textbook.

Focus Question(s):

- What are the essential elements and foremost characteristics of contemporary fiction and poetry?
- What literary devices and literary conventions are employed in these works? What are the effects of these literary devices?
- What literary devices, elements, and techniques create the literary artistry, figurative language, and meaning in contemporary literature?

Goals:

Students will be able to:

- utilize the essential skills of analysis to interpret contemporary fiction and poetry
- identify literary devices and explain how they help create meaning
- practice creating coherence in analytical writing
- write analytical essays that clearly and accurately examine and express complex ideas and concepts
- extract valid and appropriate evidence from literary texts to support interpretation and analysis
- identify the structure and content of the AP English Literature Examination

Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a contemporary literary passage, a complete contemporary work, or a contemporary poem. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and / or a sequence of events over the course of a contemporary

## DELAWARE VALLEY SCHOOL DISTRICT

literary passage, a complete contemporary work, or a contemporary poem. (DOK Levels 2, 3, 4)

3. Students will be able to explain and to analyze the structure a contemporary literary passage, a complete contemporary work, or a contemporary poem, including how specific sentences, paragraphs, lines, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in a contemporary literary passage, a complete contemporary work, or a contemporary poem. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write analytical essays with a sharp distinct focus, and be able to extract accurate and relevant evidence from contemporary literary texts to support analysis. (DOK Levels 2, 3, 4)

### **Core Content, Activities, and Corresponding Instructional Methods:**

1. Closely read and analyze contemporary novels and poetry.
  - A. Required Major Work: *A Thousand Splendid Suns* – Khaled Hosseini  
(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)

Independent and in-class analysis and re-reading, with analysis and reading-for-meaning questions and corresponding analytical inquiries.

Identify, explicate, and analyze how *A Thousand Splendid Suns* illustrates the following issues:

- women's rights
- Afghan identity
- the meaninglessness of war
- poetic justice
- hope and disappointment
- Teachers will employ Unit Plans (Prestwick House AP Units, the *Applied Practice* series, and others) for facilitation of reading, discussion, and analysis.

- B. Required Novel: Teachers must pick one of the following additional novels for reading and analysis:

- *The God of Small Things* by Arundhati Roy
- *A Lesson Before Dying* by Ernest Gaines (if not previously studied)
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *1984* by George Orwell

- C. Required Poetry: Analyze, explicate, and discuss how these poems create meaning through diction, structure, and imagery:

- "We Real Cool" by Gwendolyn Brooks
- "Mother to Son" by Langston Hughes
- "Let America Be America Again" by Langston Hughes

## DELAWARE VALLEY SCHOOL DISTRICT

- “Mexicans Begin Jogging” by Gary Soto
  - “The Powwow at the End of the World” by Sherman Alexie
  - “Cousins” by Kevin Young
  - “Weighing the Dog” by Billy Collins
  - “The Blues” by Billy Collins
  - “An Iraqi Evening” by Yousif Al-Sa’igh
  - “Requiem for the Croppies” by Seamus Heaney
  - “A Call” by Seamus Heaney
  - Other contemporary verse – as time permits – as chosen by the individual instructor to accomplish the intended objectives of the unit. (L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)
- D. AP-style, college-level, and passage-based analytical essays that require students to draw precise and detailed evidence from literary texts to support the analysis and interpretation. (L.F.2.1.1, L.F.2.1.2, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.5, C.E.2.1.6, C.E.2.1.7)
- E. Full-length AP practice tests from *College Board* web site and AP English study materials
- F. Grammar Component: MLA guidelines for essays, and sustained emphasis on developing and mastering correct and sophisticated usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures
- G. Vocabulary Component: Extracted from studied text selections in context

### Assessments:

#### Diagnostic:

- Various diagnostic AP-style assessments as needed to assess understanding of content, analysis of literary forms, and AP Exam readiness (*College Board* web site, *Applied Practice*, and various AP Exam study materials).

#### Formative:

#### Essays

Teachers must select at least two (2) of the following prompts during this unit:

- Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Choose a novel or a play in which such a character plays a significant role and show how that character’s alienation reveals the surrounding society’s assumptions or moral values. (topic on 1995 AP Exam)
- Morally ambiguous characters – characters whose behavior discourages readers from identifying them as purely evil or purely good – are at the heart of many works of literature. Choose a novel or play in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. (topic on 2002 AP Exam)

## DELAWARE VALLEY SCHOOL DISTRICT

- Novels and plays often depict characters caught between colliding cultures -- national, regional, ethnic, religious, institutional. Such collisions can call a character's sense of identity into question. Select a novel or play in which a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character's response and explain its relevance to the work as a whole. (topic on 2003 AP Exam)
- Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. (topic on 2009 AP Exam)
- In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and / or victim. (topic on 2015 AP Exam)

### Multiple-Choice:

- *Applied Practice* Assessments
- AP Practice sections from previous exams

### Summative:

- *Applied Practice* passage-based assessments (multiple-choice)
- Analytical essays on whole works or groups of poems

### Extensions:

- Advanced in-context vocabulary and sophisticated critical-reading activities for students who require or request more challenging material and content to prepare for college or the workforce.

### Correctives:

- More comprehensive in-class close-reading time
- More extensive direct instruction and modeling of close reading, writing, and focused discussion
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Peer editing

### Materials and Resources:

#### Print Texts:

- Hard copies of poems
- *A Thousand Splendid Suns* by Khaled Hosseini
- *The God of Small Things* by Arundhati Roy
- *A Lesson Before Dying* by Ernest Gaines (if not previously studied)
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *1984* by George Orwell

#### Non-Print Texts:

- Internet sites and databases
- YouTube videos, documentaries, and Ted Talks

## DELAWARE VALLEY SCHOOL DISTRICT

### Other Suggested Resources:

Novels (If time allows and not read in previous units):

- *The Road* by Cormac McCarthy
- *The Bluest Eye* by Toni Morrison
- *Atonement* by Ian McEwan

Selected Poetry (chosen by teacher)

# Curriculum Plan

## Unit: 4 – The Study of Classic Works of Literature and a Classic Exam Preparation

Time Range in Days: 20 – 25 days (from end of 3<sup>rd</sup> marking period to the AP Exam administration)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

Reading Literature: CC.1.3. 11-12. A - K

Writing: CC.1.4. 11-12. A – I, L, Q, S, V

Speaking and Listening: CC.1.5. 11-12. A, C, D, G

Overview:

Literature teachers should be open to the idea that contemporary texts, of varying titles and formats, have a justifiable place in the AP curriculum. But, we must staunchly safeguard the teaching of classic literature or risk depriving our young people of the wealth of knowledge, enjoyment, and sense of heritage, culture, and history to be gained from our classic works of literature. Thus, we must remember:

- a classic communicates some artistic quality--an illustration of life, truth, and beauty.
- a classic stands the test of time. The work is typically considered to be a representation of the period in which it was written; and the work merits enduring recognition. In other words, if the book was published in the recent past, the work is not a classic.
- a classic has an undeniable universal appeal. Great works of literature touch us to our very core beings--partly because they integrate themes that are understood by readers from a wide range of backgrounds and levels of experience. Themes of love, hate, death, life, and faith touch upon some of our most basic emotional responses.
- a classic work of literature makes connections. We can study a classic and discover influences from other writers and other great works of literature. This is partly related to the universal appeal of a classic. But, the classic also is informed by the history of ideas and literature--whether unconsciously or specifically worked into the plot of the text.

Focus Question(s):

- What are the essential elements and principal characteristics of classic and canonical literature?
- Why are these works considered classics?
- What literary devices and literary conventions are employed in these works? What are the effects of these literary devices?
- What literary devices, elements, and techniques create the literary artistry, figurative language, and meaning in contemporary literature?
- What elements and tactics constitute an academic analytical research paper?

## DELAWARE VALLEY SCHOOL DISTRICT

### Goals:

Students will be able to:

- identify and explain the fundamental elements and vital characteristics of one canonical or one classic work of literature.
- appreciate the value of closely reading and logically analyzing the diction and syntax to interpret a classic text's ambiguities.
- identify and define the literary devices and concepts writers employ to create meaning
- practice determining and clarifying the meanings of unknown and multiple-meaning words and phrases in context, and grasp how those meanings inform the text
- realize the importance of coherence in analytical writing
- draw valid and appropriate evidence from classic texts to support interpretation and analysis
- identify and be comfortable with the format and the content of the AP Literature & Composition Exam
- employ test-taking strategies for successful results on the AP Literature & Composition Exam
- complete an analytical research paper

### Objectives:

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a literary passage from a classic work or a complex literary passage. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and / or a sequence of events over the course of a classic fictional passage, a canonical literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the interconnected structure a classic literary work, including how specific sentences, paragraphs, lines, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how diction establishes meaning and tone in literary fiction passages and in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write analytical essays – including the final analytical research paper – with a sharp distinct focus, and be able to extract accurate and relevant evidence from literary texts to support analysis. (DOK Levels 2, 3, 4)

### **Core Content, Activities, and Corresponding Instructional Methods:**

1. Required Novel: Closely read and critically analyze one classic or canonical work of literature (it is suggested that all AP Literature teachers read and teach the same work):

Instructors must select one (1) from the following list of classic literary works:

- *The Scarlet Letter* by Nathaniel Hawthorne
- *Heart of Darkness* by Joseph Conrad
- *Portrait of the Artist as a Young Man* by James Joyce
- *Great Expectations* by Charles Dickens

## DELAWARE VALLEY SCHOOL DISTRICT

- *Hamlet* by William Shakespeare

This one classic work should be carefully and closely read, analyzed, and studied by the students. The purpose of this task is **to engage in a thoroughly in-depth explication and analysis of the work and all its nuances.**

Explication is a literary technique in criticism utilized for a close-reading and in-depth analysis of a literary text. It originates from a French phrase, “*explication de texte*,” meaning explanation of a text. It does not employ summarizing, or rewording, or paraphrasing, but analytical and extended commentary that reveals the multiple meanings of a literary work. It considers and examines figures of speech, tone, setting, connotations, point of view, ambiguities, themes, connections, allusions, symbols, contrasts, and anything that adds to the possible meanings of a text.

(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1)

2. **Required** Classic Poetry: Closely read and critically analyze as many of the following works as possible before the AP Exam:
  - “Elegy Written in a Country Churchyard” by Thomas Gray
  - “Lines Composed a Few Miles Above Tintern Abbey” by William Wordsworth
  - “Kubla Khan” by Samuel Taylor Coleridge
  - “Ode on a Grecian Urn” by John Keats
  - “The Lady of Shalott” by Alfred, Lord Tennyson
  - “The Love Song of J. Alfred Prufrock” by T. S. Eliot
  - “Do Not Go Gentle into That Good Night” by Dylan Thomas
  - “Song of Myself” by Walt Whitman(L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2)

**Any of the above poems can be taught in Units 1 – 3 at the discretion of the instructors.**

3. AP Literature & Composition Exam Preparation:
  - Practice Exams from the AP / *College Board* Web Site
  - AP Literature Exam Study Guides & Practice Exams
  - Skills & Tactics for the Multiple-Choice AP questions, especially P.O.E. (Process of Elimination)
  - Examination and study of released AP essays and rubrics
  - Editing of previous student essays to augment content and style
4. **Required** Analytical Research Paper:
  - Topic to be chosen and approved during the first week of April
  - Details and requirements as stipulated in **Appendix I** of this document
  - Exact due date, which will be before June 5, will be decided by AP Literature teachers on a yearly basis
5. Supplemental Reading – As time permits, instructors will incorporate the reading and discussion of additional literature **after the AP Exam**. These instructors will choose a novel from an approved list of literary works. Assessments will vary depending on the length of time available and the novel, short story, and poetry choices. Instructors will ensure a consistent level of assessments. **See Appendix IV for list of choices.**



## DELAWARE VALLEY SCHOOL DISTRICT

### Assessments:

#### Diagnostic:

- Various diagnostic AP-style assessments will be provided as needed to assess content readiness and AP Exam readiness (College Board web site, *Applied Practice*, and various AP Exam study materials).

#### Formative:

#### Essays

Teachers must employ one (1) of the following topics for a timed, in-class essay assignment:

- It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole. (topic on 2014 AP Exam)
- "And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency." --Pauline Hopkins, *Contending Forces* -- Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole. (topic on 2012 AP Exam)
- Analytical Research Paper (see Appendix I)

#### In addition:

- Review of AP released essays from content, structure, & style
- Editing of previous student essays

#### Summative:

- Common Assessments on full-length works
- *Applied Practice* passage-based assessments (multiple-choice)
- Supplemental Assessment(s) – to be administered after the AP Exam as time permits

#### Extensions:

- Advanced in-context vocabulary and sophisticated critical-reading activities for students who require or request more challenging material and content to prepare for college or the workforce.

#### Correctives:

- More comprehensive in-class close-reading time
- More extensive direct instruction and modeling of close reading, writing, and focused discussion
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Peer editing

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

#### Print Texts:

- *The Scarlet Letter* by Nathaniel Hawthorne
- *Heart of Darkness* by Joseph Conrad
- *Portrait of the Artist as a Young Man* by James Joyce
- *Great Expectations* by Charles Dickens
- *Hamlet* by William Shakespeare

#### Non-Print Texts:

- Internet sites and databases
- YouTube videos, documentaries, and Ted Talks

## APPENDIX I: FINAL RESEARCH PAPER

### AP English Literature & Composition

#### Senior Research Paper

**Objective: To synthesize the literature, one's personal attachments to the literature, and related secondary source material into a comprehensive written paper.**

#### Explanation:

The subject and content of this project should be of personal interest to you, but *must* have its genesis and inspiration in the literature we have studied. Ask yourself if there is a *particular idea, theme, issue, problem, question, concern, or image we have come across in the literature that you find intriguing, appalling, fascinating, intolerably ambiguous, or exciting*. This paper is about examining that issue, etc. more closely, reading other literature that deals with it, doing some basic research on it, and then synthesizing the two into a comprehensive paper.

#### Procedures:

- Create an abstract of your proposed paper topic – see the following website for information on how to do an abstract:  
<http://writingcenter.unc.edu/handouts/abstracts/>
- Engage in some preliminary research to identify other literary works that deal with the same subject AND secondary critical material about your topic.
- Generate a comprehensive *thesis statement* and an introductory section for your project: <http://writingcenter.unc.edu/handouts/thesis-statements/>
- Read, research, write, read, write, edit, research, write, edit, etc.
- Use <http://writingcenter.unc.edu/handouts/> as a resource for ALL aspects of this paper

#### Basic Requirements and Conditions:

- MLA Guidelines for everything
- 5 pages minimum / 8 pages maximum (*not* including Works Cited and / or Works Consulted)
- At least THREE (3) different secondary sources
- At least ONE print (non-Internet) source
- This counts as your Senior Research Paper – REQUIRED for graduation
- A *hard copy* must be turned in to your teacher *on or before the due date*
- Submission to [www.turnitin.com](http://www.turnitin.com) is REQUIRED (by 11:59PM on due date)

## APPENDIX II: Intended Outcomes (AP English Literature)

### Reading Outcomes:

- 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 issues uncertain.
- 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.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (setting, organization, character development, etc.)
- 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.
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

### Writing Outcomes:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- 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.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Discussion & Class Participation Outcomes:

- Initiate and participate effectively in a range of collaborate discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse formats in order to make informed decisions and solve literary problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are address, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## APPENDIX III: **Literary Terms**

absolute  
allegory  
alliteration  
allusion  
anaphora  
antecedent  
antithesis  
aphorism  
apostrophe  
archetype  
assonance  
chiasmus  
conceit  
concrete details  
connotation  
denotation  
dialect  
dialogue  
diction  
didactic  
dilemma  
dissonance  
elegy  
ellipsis  
epiphany  
figurative language  
figure of speech  
flashback  
hubris  
hyperbole  
imagery  
inference

irony  
juxtaposition  
litotes  
metaphor  
metonymy  
mood  
motif  
motivation  
ode  
oxymoron  
paradox  
parallelism  
pathos  
pun  
Romantic  
satire  
scene  
setting  
simile  
sonnet  
structure  
style  
syllogism  
symbol  
synecdoche  
synesthesia  
syntax  
theme  
tone  
tragedy  
understatement  
vernacular

## DELAWARE VALLEY SCHOOL DISTRICT

### APPENDIX IV:

Supplemental Reading – As time permits, instructors will incorporate the reading and discussion of additional literature **after the AP Exam**. These instructors will choose the following approved list of literary works:

#### Short Stories:

“Fall of the House of Usher” – Edgar A. Poe  
“Paul’s Case” – Willa Cather  
“Young Goodman Brown” – Nathaniel Hawthorne  
“Green World” – Sherman Alexie

#### Poetry:

“Taking Off Emily Dickinson's Clothes” – Billy Collins  
“Nostalgia” – Billy Collins  
“The Art of Drowning” – Billy Collins  
“Candle Hat” – Billy Collins  
“Marginalia” – Billy Collins  
“Another Reason Why I Don’t Keep a Gun in the House” – Billy Collins  
“Mid-Term Break” – Seamus Heaney  
“Blackberry Picking” – Seamus Heaney  
“After Apple-Picking” – Robert Frost  
“Design” – Robert Frost  
“Once by the Pacific” – Robert Frost  
“The Tuft of Flowers” – Robert Frost  
“Hotel California” – Don Henley  
“Stairway to Heaven” – Robert Plant  
“Chimes of Freedom” – Bob Dylan  
“I, Too, Sing America” – Langston Hughes  
“The Negro Speaks of Rivers” – Langston Hughes  
“The Weary Blues” – Langston Hughes

#### Novels:

*All the Pretty Horses* – Cormac McCarthy  
*Portrait of the Artist as a Young Man* – James Joyce (if not read in Unit 4)  
*Wuthering Heights* – Emily Brontë  
*Great Expectations* – Charles Dickens (if not read in Unit 4)  
*The God of Small Things* – Arundhati Roy  
*The Bluest Eye* – Toni Morrison  
*Ethan Frome* – Edith Wharton (if not utilized previously in course)