

Common Core Standards Curriculum Map - AP English Literature and Composition
 QUARTER 1

Unit 1: Literary Terms Boot Camp / Summer Reading (15-20 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS for this unit:</p> <ul style="list-style-type: none"> • RL.11-12.4 • RL.11-12.5 • RL.11-12.6 • W.11-12.2 • W.11-12.9 • SL.11-12.1 • L.11-12.3 • L.11-12.5 <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> • SC1 • SC2 • SC3 • SC6 <p>Content to be learned:</p> <ul style="list-style-type: none"> • Defining, understanding, and application of various literary terms in fiction • Applying close reading strategies and techniques • Analyzing 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 a point of view requires distinguishing what is directly stated in a text from what is really meant • Writing a timed, focused analysis on a fictional text • Writing an informal reader's response to a fictional text 	<ul style="list-style-type: none"> • How does an author's use of literary terms enhance the reading and analysis of a fictional text? • How does an author's choices regarding structure contribute to overall meaning of a fictional text? • What is the most effective way to compose a focused analysis in a limited time frame? • What is the most effective way to express a personal response to a text? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Effective analysis of basic literary terms such as metaphor, simile, personification, diction, syntax, mood and tone • Determine the meaning of author's language; analyze cumulative impact of word choice • Write informative/explanatory text to make important connections; develop topic with well-chosen facts <p>Current Learning:</p> <ul style="list-style-type: none"> • Demonstrate effective analysis of figurative language and word relationships (such as irony, voice, allusion, allegory) • Analyze how an author's choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact • Determine the meaning of author's language; analyze impact of word choice on meaning and tone 	<ul style="list-style-type: none"> • Close reading of literary excerpts (I) • Completion of notes assignment for summer reading (I) (FA) • Analysis of author's voice/word choice in summer reading text (I, FA) • Identification/analysis of central ideas/themes/evidence in samples and in summer reading text (I, FA) • Freewriting of AP Q3 prompts (FA) • Formal completion of AP Q3 prompts (SA) • Informal response paper (SA)

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| | | <ul style="list-style-type: none">● Practice of close reading strategies (annotation, analysis of diction, syntax, etc.)● Write informative/explanatory text to express complex ideas using appropriate structure, organization, language, and formal style | |
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Resources:

- *A Prayer for Owen Meany* by John Irving
- *The Art of Fiction* by Donald Lodge
- *How to Read Literature Like a Professor* by Thomas Foster
- various excerpts from fiction texts, including from *What Maisie Knew*, *Catcher in the Rye*, *Jane Eyre*, *The Handmaid's Tale*, *The Shining*
- Released AP Exam Q3 essay prompts

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 QUARTER 1

Unit 2: Critical Literary Analysis / Research Writing (15-20 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS for this unit:</p> <ul style="list-style-type: none"> ● RL.11-12.1 ● RL.11-12.2 ● RL.11-12.3 ● W.11-12.1 ● W.11-12.2 ● W.11-12.8 ● W.11-12.9 ● L.11-12.1 ● L.11-12.2 ● L.11-12.3 <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> ● SC1 ● SC3 ● SC6 ● SC9 ● SC15 <p>Content to be learned:</p> <ul style="list-style-type: none"> ● Selecting and citing strong and thorough textual evidence for a literary analysis ● Determining two or more themes or central ideas of a text and analyzing their development over the course of a text. ● Read and select relevant evidence from professional critical analysis articles 	<ul style="list-style-type: none"> ● Which evidence from a text best serves as support for an analytical reading of that text? ● How does an author develop themes / central ideas over the course of a text? ● What are the most effective techniques for selecting and applying relevant researched articles for formal analysis? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Analyze how an author’s choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact ● Write informative/explanatory text to make important connections; develop topic with well-chosen facts ● Conventions of standard grammar, usage, and punctuation <p>Current Learning:</p> <ul style="list-style-type: none"> ● Write argument/opinion text to make important connections; develop topic with well-chosen facts ● Research and evaluate the usefulness of critical articles ● Cite strong and thorough textual evidence, determining where text leaves matters uncertain ● Analyze author’s series of events and development of individuals, 	<ul style="list-style-type: none"> ● Close reading analysis of literary excerpts (I) ● Scaffolded analysis of author’s language/syntax (I) ● Formal completion of AP Q3 prompts (SA) ● Walkthrough of using JSTOR and other article databases for research (I) ● Group reading and evaluation of literary analysis articles (FA) ● Student-Teacher Conferences for paper topics (I), (FA) ● Formal analysis of Joseph Conrad text (SA)

<ul style="list-style-type: none"> ● Researching and evaluating critical literary articles ● Writing a formal critical analysis 		<p>ideas, and events</p> <ul style="list-style-type: none"> ● Conventions of standard grammar, usage, and punctuation 	
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Resources:

- “The Secret Sharer” and *Heart of Darkness* by Joseph Conrad
- *Things Fall Apart* by Chinua Achebe
- *Apocalypse Now* dir. by Francis Ford Coppola
- “Secrets of ‘The Secret Sharer’ Bared” by Bruce Harkness
- “Conrad’s ‘The Secret Sharer’: The Complexities of the Doubling Relationship” by Joan Steiner
- “The Ultimate Meaning of *Heart of Darkness*” by Florence Ridley
- “Freud, Conrad, and *Heart of Darkness*” by John Tessitore
- “Marlow’s Descent into Hell” by Lillian Feder
- “An Image of Africa: Racism in Conrad’s *Heart of Darkness*” by Chinua Achebe

Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 2

Unit 3: Analyzing and Evaluating Literary Text (20-25 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS for this unit:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.1 • RL.11-12.3 • RL.11-12.4 • RL.11-12.5 • RL.11-12.10 • W.11-12.1 • W.11-12.2 • W.11-12.8 • W.11-12.9 • L.11-12.1 • L.11-12.2 • L.11-12.3 <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> • SC1 • SC2 • SC4 • SC5 • SC7 • SC9 • SC10 <p>Content to be learned:</p> <ul style="list-style-type: none"> • Applying close reading strategies and techniques 	<ul style="list-style-type: none"> • What evidence can be used to support analysis of what the text says explicitly and what the reader infers? • What effect does social / historical context have on an author's choices within the content of a text? • How do various styles of writing serve different purposes for analysis? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence, determining where text leaves matters uncertain • Analyze author's series of events and development of individuals, ideas, and events • Write argument/opinion text to make important connections; develop topic with well-chosen facts • Write informative/explanatory text to express complex ideas using appropriate structure, organization, language, and formal style <p>Current Learning:</p> <ul style="list-style-type: none"> • Analyze how author's choices concerning text structure contribute to its overall impact • Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, 	<ul style="list-style-type: none"> • Analysis of author's voice/word choice (I, FA) • Close reading / annotation of literary excerpts (I, FA) • Close reading / annotation of novels (I, FA) • Analysis of central ideas / themes / evidence in samples (I, FA) • Formal completion of AP Q3 prompts (SA) • Informal response paper (SA) • Socratic Seminar ("Memento Mori") (SA) • Formal critical analysis of social / historical context of a novel

<ul style="list-style-type: none"> ● Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. ● Determining two or more themes or central ideas of a text and analyzing their development over the course of a text. ● Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant ● Writing a timed, focused analysis on a fictional text ● Writing an informal reader's response to a fictional text ● Writing a formal critical analysis 		<p>irony, or understatement).</p>	
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Resources:

- *The Art of Fiction* by Donald Lodge
- *How to Read Literature Like a Professor* by Thomas Foster
- *Dracula* by Bram Stoker
- *Frankenstein* by Mary Shelley
- *Jane Eyre* by Charlotte Bronte
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- *One Flew Over the Cuckoo's Nest* dir. by Milos Forman
- *Emma* by Jane Austen
- *Brave New World* by Aldous Huxley
- *The Handmaid's Tale* by Margaret Atwood
- *The Invisible Man* by Ralph Ellison
- *The Kite Runner* by Khaled Hosseini

- *Woman Warrior* by Maxine Hong Kingston
- *The Metamorphosis* by Franz Kafka
- *Never Let Me Go* by Kazuo Ishiguro
- *Atonement* by Ian McEwan
- “Memento Mori” by Jonathan Nolan
- *Memento* dir. by Christopher Nolan
- various novels for self-selected reading outside of class (approved by teacher)

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QUARTER 2

Unit 4: Poetry Analysis (15 - 20 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RL.11-12.5 • RI.11-12.7 • RI.11-12.10 • W.11-12.2 • W.11-12.9 • L.11-12.3 • L.11-12.5 • L.11-12.6 <p>AP Standards in this unit:</p> <ul style="list-style-type: none"> • SC1 • SC2 • SC3 • SC5 • SC7 <p>Content to be learned:</p> <ul style="list-style-type: none"> • Defining, understanding, and application of various types of poetry and poetic terms • Applying close reading strategies and techniques • Analyzing how an author's choices concerning how to structure specific parts of a poem contribute to its overall structure and meaning 	<ul style="list-style-type: none"> • What evidence can be used to support analysis of what a poem says explicitly and what the reader infers? • How do the distinguishing characteristics of various types of poems dictate purpose? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence, determining where text leaves matters uncertain • Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) • Write informative/explanatory text to express complex ideas using appropriate structure, organization, language, and formal style <p>Current Learning:</p> <ul style="list-style-type: none"> • Understanding and analysis of types of poetry and poetic terms • Analyze how an author's choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact • Cite strong and thorough textual evidence, determining where text leaves matters uncertain 	<ul style="list-style-type: none"> • Poetic / Literary Terms Matching Game (I), (FA) • individual annotation of various poems (I) (FA) • Group / Whole Class annotation and analysis of various poems (I), (FA) • Practice of AP multiple-choice sections (poetry) (I), (FA) • Practice of AP Q2 responses (poetry) (I), (FA) • Graded AP MC section (poetry) (SA) • Graded AP Q2 response (poetry) (SA)

Resources:

- “anyone lived in a pretty how town” e.e.cummings
- “Elegy” Elise Partridge
- “Dover Beach” Matthew Arnold
- “Dover Bitch” Anthony Hecht
- “Capacity” John Updike
- selected sonnets by William Shakespeare
- “The Dream” by John Donne
- “Diving into the Wreck” Adrienne Rich
- “Poet to Patron” Langston Hughes
- various additional poems selected by teacher

Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 3

Unit 1: Greek Drama (10-15 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> ● RL.11-12.1 ● RL.11-12.3 ● RL.11-12.4 ● RI.11-12.5 ● RL.11-12.5 ● RL.11-12.7 ● W.11-12.2 ● SL.11-12.1 ● SL.11-12.2 <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> ● SC1 ● SC2 ● SC3 ● SC4 ● SC5 ● SC6 ● SC11 ● SC12 ● SC13 ● SC14 ● SC15 <p>Content to be learned:</p> <ul style="list-style-type: none"> ● Understanding of the tenets and history of Greek drama, it's impact on the literary world as a whole, and the archetypes (story and character) that exist therein 	<ul style="list-style-type: none"> ● What are the characteristics that define the tragic hero? How do the plays studied implement and/or modify these concepts to suit the specific characters and situations of the text? ● How does an author develop themes within a text to produce a complex, engaging story? ● How does the use of a Chorus and choral movements impact the events of the play and its presentation to an audience? ● How do the limitations of the time period impact the nature of how the play is structured? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i> ● Analyze author's series of events and development of individuals, ideas, and events ● Analyze how author's choices concerning text structure contribute to its overall impact ● Draw evidence from literary texts to support analysis <p>Current Learning:</p> <ul style="list-style-type: none"> ● 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. ● Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing. ● Understand how dramatic works are produced and presented from the story to the stage 	<ul style="list-style-type: none"> ● Analysis of themes / motifs (I, FA) ● Close reading / annotation of play ● Reading aloud (whole group) of drama (I, FA) ● Pairs reading of drama (I,FA) ● Reading of multiple versions of one play including film/TV adaptations (I, FA) ● Identification/analysis of central ideas/themes/evidence in texts (I, FA) ● Practice Q3 AP Prompt (FA) ● Formal response to play (SA)

<ul style="list-style-type: none"> • How the Chorus and choral movements of a Greek drama impact the presentation of the story and the understanding of the characters. • Application of close reading strategies • How the structure of a Greek drama is built around the physical limitations of the time period - ie. venue, audience, sets, cast, and use of masks, etc... 			
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Resources:

The Bedford Compact Introduction to Drama By Lee A. Jacobus

- *Oedipus Rex* by Sophocles
- *Lysistrata* by Aristophanes

Medea by Euripides

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QUARTER 3

Unit 2: Elizabethan Drama (20-25 days)

<i>Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS Standards for this unit:</p> <ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RL.11-12.6 • RL.11-12.7 • W.11-12.2 • W.11-12.5 • W.11-12.7 • W.11-12.8 • W.11-12.9 • SL.11-12.1 • SL.11-12.2 • L.11-12.5 • L.11-12.6 <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> • SC1 • SC2 • SC3 • SC4 • SC5 • SC6 • SC7 • SC8 • SC9 • SC11 • SC12 • SC13 • SC14 • SC15 	<ul style="list-style-type: none"> • How does an author develop themes within a text to produce a complex, engaging story? • How does time period affect the context, content, and theme of a story? • How does an author's word choice / use of figurative language affect the mood / tone of a text? • How can a base understanding of a text inform our understanding and analysis of an adaptation / interpretation of that text? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i> • Analyze author's series of events and development of individuals, ideas, and events • Analyze how author's choices concerning text structure contribute to its overall impact • Draw evidence from literary texts to support analysis <p>Current Learning:</p> <ul style="list-style-type: none"> • Determine two or more themes or central ideas of a text and analyze their development over the course of the text • Determine the meaning of words and phrases as they are used in the text • Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 	<ul style="list-style-type: none"> • Analysis of themes / motifs (I, FA) • Close reading / annotation of play • Blended/flipped lesson presented to students in assigned groups. Requires regular posting to a class message board. (I, FA) • Reading aloud (whole group) of drama (I, FA) • Pairs reading of drama (I,FA) • Reading of multiple versions of one play including film/TV adaptations (I, FA) • Identification/analysis of central ideas/themes/evidence in texts (I, FA) • Practice Q3 AP Prompt (FA) • Socratic Seminar (SA) • Formal response to play (SA) • Formal critical analysis of themes / motifs / author choices in drama (SA)

<p>Content to be learned:</p> <ul style="list-style-type: none"> • Understanding of Shakespearean history, language, production, and form. • Write an analytical, argumentative essay that presents a thesis driven argument focusing on a motif or theme of the text and includes references to one or more peer reviewed scholarly articles • Establish two or more motifs within a Shakespearean play and trace their development throughout the text • View multiple productions of the play, evaluating how each version interprets the source text. • Work in assigned groups to read, interpret, and analyze the play including the history, plot, characters, and resolution 		<ul style="list-style-type: none"> • Analyze multiple interpretations of a Shakespearean play, evaluating how each version interprets the source text. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • <i>Hamlet</i> by William Shakespeare • various film clips of <i>Hamlet</i> performances (Mel Gibson, David Tennant, Kenneth Branagh, Laurence Olivier) • <i>Rosencrantz and Guildenstern are Dead</i> by Tom Stoppard • <i>Rosencrantz and Guildenstern are Dead</i> dir. by Tom Stoppard • <i>Much Ado About Nothing</i> by William Shakespeare • <i>Much Ado About Nothing</i> prod. by Windham
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Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 3

Unit 3a: AP Exam Prep (5-10 days)

<p style="text-align: center;"><i>Common Core Standards and Content to Be Learned</i></p>	<p style="text-align: center;"><i>Essential Questions</i></p>	<p style="text-align: center;"><i>Prior Learning and Current Learning</i></p>	<p style="text-align: center;"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> ● RL.11-12.1 ● RL.11-12.4 ● RL.11-12.6 ● W.11-12.2 ● W.11-12.4 ● W.11-12.9 ● L.11-12.5 ● L.11-12.6 <p>AP Standards for this Unit</p> <ul style="list-style-type: none"> ● SC1 ● SC2 ● SC5 ● SC11 ● SC12 <p>Content to be learned:</p> <ul style="list-style-type: none"> ● Exploration of the general structure of the AP Literature and Composition exam ● Practice writing sample prompts modeled after (and utilizing released items from) the AP Literature and Composition exam - essay questions 1, 2, & 3 ● Review of literary terms that could be present on the AP Lit and Comp exam multiple choice component 	<ul style="list-style-type: none"> ● How is the Ap Literature and Composition exam structured? ● What strategies can we implement in order to maximize the use of time during the AP Exam? ● What are examples of effectively written essays from past AP exams? ● What is an effective way to approach prewriting, drafting, and finalizing short essay prompt answers? ● What are the most commonly referred to literary terms which appear on the AP exam? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Understanding of literary terminology including how these components are implemented in classic and modern literary works ● Analysis of short literary pieces including (but not limited to) poetry, short fiction, and excerpts from longer works (novels/novellas) ● Analysis of longer literary pieces (novels & plays) including a written answer to an on demand prompt ● Draw evidence from literary texts to support analysis <p>Current Learning:</p> <ul style="list-style-type: none"> ● Review of literary terminology and application (ongoing) ● Understanding of the structure of the AP Exam and how to effectively navigate through it ● Analysis of multiple choice questions, on demand short readings, and longer sustained 	<ul style="list-style-type: none"> ● Practice questions from released items - multiple choice (I, FA) ● Close reading / annotation of short readings (I, FA) ● Identification/analysis of central ideas/themes/evidence in texts (I, FA) ● Q1, 2, & 3 responses to various readings - chosen and provided (FA) ● Review of literary terminology

<ul style="list-style-type: none"> Review of close reading analytic strategies for poetry and excerpts 		writing pieces	
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<p>Resources:</p> <ul style="list-style-type: none"> Released items from past AP Literature and Composition Exams Sample Q1, Q2, & Q3 prompts Previously instructed texts <i>Cracking the AP English Literature & Composition Exam, 2017 Edition</i> by Prentice Hall Press <i>The Art of Fiction</i> by Donald Lodge <i>How to Read Literature Like a Professor</i> by Thomas Foster

Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 3

Unit 3b: Nineteenth Century Drama (5-10 days)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning and Current Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> RL.11-12.2 RL.11-12.4 	<ul style="list-style-type: none"> How does an author develop themes within a text to produce a complex, engaging story? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i> Analyze author's series of events 	<ul style="list-style-type: none"> Notes assignment - exploration of character, theme, & motifs (I, FA) Close reading / annotation of drama (I, FA)

<ul style="list-style-type: none"> ● RL.11-12.6 ● RL.11-12.7 ● RL.11-12.9 ● RL.11-12.10 ● L.11-12.4 ● L.11-12.5 ● SL.11-12.1ad <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> ● SC1 ● SC2 ● SC3 ● SC4 ● SC5 ● SC6 ● SC7 ● SC8 ● SC11 ● SC12 ● SC13 ● SC14 ● SC15 <p>Content to be learned:</p> <ul style="list-style-type: none"> ● Determine two or more themes or central ideas of a work of drama and analyze their development over the course of the text ● 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 ● Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● Analyze multiple interpretations of a work of drama (e.g., recorded or live production of a 	<ul style="list-style-type: none"> ● How does point of view affect the reader's understanding of the story? ● How does time period affect the context, content, and theme of a story? ● How does an author's word choice / use of figurative language affect the mood / tone of a text? ● How can a base understanding of a text inform our understanding and analysis of an adaptation / interpretation of that text? ● How do choices made by directors / producers / creations of various adaptations of a text change the focus or overall impact of the content? 	<p><i>and development of individuals, ideas, and events</i></p> <ul style="list-style-type: none"> ● Analyze how author's choices concerning text structure contribute to its overall impact ● Draw evidence from literary texts to support analysis ● Determine the meaning of words and phrases as they are used in the text <p>Current Learning:</p> <ul style="list-style-type: none"> ● Determine two or more themes or central ideas of a text and analyze their development over the course of the text ● Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● Analyze multiple interpretations of a drama evaluating how each version interprets the source text. 	<ul style="list-style-type: none"> ● Independent reading of drama (I,FA) ● Reading of multiple versions of dramatic work - film/TV adaptations (I, FA) ● Identification/analysis of central ideas/themes/evidence in texts (I, FA) ● Q3 Practice Prompt (FA) ● Formal response to drama (SA)
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play or recorded novel or poetry), evaluating how each version interprets the source text.			
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Resources:

The Bedford Compact Introduction to Drama By Lee A. Jacobus

- *The Importance of Being Earnest* by Oscar Wilde
- *A Doll's House* Henrik Ibsen

Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 4

Unit 1: Twentieth Century Drama (10-15 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>CCSS for this unit:</p> <ul style="list-style-type: none"> ● RL.11-12.1 ● RL.11-12.2 ● RL.11-12.3 ● RL.11-12.7 ● RL.11-12.9 ● RL.11-12.10 ● W.11-12.1 ● W.11-12.4 ● W.11-12.8 ● W.11-12.9 ● L.11-12.1 ● L.11-12.2 ● SL.11-12.1ad <p>AP Standards for this unit:</p> <ul style="list-style-type: none"> ● SC1 ● SC2 ● SC3 ● SC4 ● SC5 ● SC6 ● SC8 ● SC9 ● SC11 ● SC12 ● SC13 ● SC14 	<ul style="list-style-type: none"> ● How does an author develop themes within a text to produce a complex, engaging story? ● How does time period affect the context, content, and theme of a play? ● How does a playwright's style and rhetorical choices contribute to the work's artistry and quality as a whole? ● How can a base understanding of a text inform our understanding and analysis of an adaptation / interpretation of that text? ● How do choices made by directors / producers / creations of various adaptations of a text change the focus or overall impact of the content? 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i> ● Analyze play's series of events and development of individuals, ideas, and events ● Analyze how author's choices concerning style and rhetoric contribute to a play's artistry and quality as a whole ● Draw evidence from literary texts to support analysis <p>Current Learning:</p> <ul style="list-style-type: none"> ● Determine two or more themes or central ideas of a text and analyze their development over the course of the text ● Analyze multiple interpretations of a dramatic work, evaluating how each version interprets the source text. 	<ul style="list-style-type: none"> ● Analysis of themes / motifs (I, FA) ● Close reading / annotation of drama (I, FA) ● Reading aloud (whole group) of drama (I, FA) ● Pairs reading of drama (I,FA) ● Identification/analysis of central ideas/themes/evidence in texts (The Rant) (I, FA) ● AP Q3 Practice (FA) ● Production of scenes - on stage or through multimedia (SA) ● Formal response to drama (SA) ● Formal critical analysis of themes / motifs / author choices in drama (SA)

<ul style="list-style-type: none"> • SC15 <p>Content to be learned:</p> <ul style="list-style-type: none"> • Understand the context under which 20th Century dramatic works were written, produced, and performed • Read multiple dramatic works from the 20th Century and understand how two or more texts from the same period treat similar themes or topics • Write an analytical, argumentative essay that presents the position of whether and/or how the playwright's style and rhetorical choices contribute to the work's artistry and quality as a whole • Analyze multiple interpretations of a dramatic work (e.g., recorded or live production of a play), evaluating how each version interprets the source text 			
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<p>Resources:</p> <p><i>The Bedford Compact Introduction to Drama</i> By Lee A. Jacobus</p> <ul style="list-style-type: none"> • <i>MASTER HAROLD...and the boys</i> by Athol Fugard • <i>Fences</i> by August Wilson • <i>Six Characters in Search of an Author</i> by Luigi Pirandello <p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> <p><i>Death of a Salesman</i> by Arthur Miller</p>

Common Core Standards Curriculum Map - AP English Literature and Composition
QUARTER 4

Unit 2: Senior Project Presentation (25-30 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning and Current Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> ● SL.11-12.4 ● SL.11-12.5 ● SL.11-12.6 ● L.11-12.6 	<ul style="list-style-type: none"> ● How can students prepare to present their ideas clearly and persuasively? ● How does a presenter determine which digital media is appropriate to support a specific style of presentation? ● How can students plan to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate? ● How can students orally present their ideas clearly and persuasively in an organized speech? ● How can digital media be used to enhance, and not detract from, a formal presentation? ● How can students 	<p><u>Prior Learning:</u></p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p><u>Current Learning:</u></p> <ul style="list-style-type: none"> ● Evaluate a 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 addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal 	<ul style="list-style-type: none"> ● How to effectively present data and findings from Senior Project experience - review of project and presentation expectations (I) ● Use of digital media (Powerpoint, Prezi, Keynote, etc) (I) ● In-class presentation - English Final Exam (SA) ● Peer Review of Practice Presentation with feedback (FA) ● Formal Presentation - P/F PBGR

	incorporate and demonstrate a command of formal English when appropriate?	and informal tasks.	
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Resources:

NPHS Senior Project Handbook