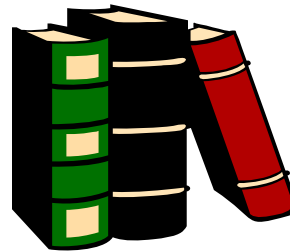


# Duval County Public Schools

## Advanced Placement Literature and Composition Pacing Guide 2006-2007



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Pacing Guide AP Literature and Composition: Quarter One

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Analysis of summer reading assignment	<p>Interpret and analyze text elements and structures.</p> <p>Evaluate alternative social and cultural perspectives represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Reflect critically on student's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text.</p> <p>Understand how authors use rhetorical and literary elements to support their development of a theme.</p> <p>Use evidence from a text to select and defend one thematic concern as the most significant.</p> <p>Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven).</p> <p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p>	<p>Independent reading.</p> <p>Released AP prompt/open-ended question; Generic AP essay rubric; Samples of scored student AP essays.</p>	<p>Questions on summer reading</p>

	Introduction and application of AP essay scoring rubric	Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.		Baseline AP essay
3-5	Introduction to tragedy	<p>Interpret and analyze text elements and structures.</p> <p>Evaluate alternative social and cultural perspectives represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Reflect critically on one's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text.</p> <p>Understand how authors use rhetorical and literary elements to support their development of a theme.</p> <p>Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven).</p> <p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated</p>	<p>Selected literary text from "Representative Authors" in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 47-48)</p>	Application of the elements of tragedy to text

	College application essays	<p>with an implied reference. Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect. Adopt and develop a voice appropriate for academic writing addressed to a specific reader with known interests and expectations (AP essay rubric). Use evidence from a text to select and defend one thematic concern as the most significant.</p> <p>Adopt and develop a voice appropriate for academic writing addressed to a specific reader with known interests and expectations. Adopt and develop a voice appropriate for a letter of application to a college, communicating the student’s personality while using formal language and tone. Generate and apply criteria to evaluate how well the writer or others achieve a distinctive voice appropriate for audience, purpose, genre and topic.</p>	Sample college application essay prompts	<p>Reading quizzes</p> <p>AP essay on text read</p> <p>Revised college application essay</p>
7-8	Introduction to poetry	<p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Evaluate how well the elements of a text create an overall experience. Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text.</p>	Selected poetry written by authors “Representative Authors” list	

	<p>Application of AP essay-scoring rubric</p>	<p>Understand how authors use literary elements to support their development of a theme.</p> <p>Use evidence from a text to select and defend one thematic concern as the most significant.</p> <p>Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven).</p> <p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p> <p>Understand the process of revising an interpretation of a text; correcting and revising understanding; repeatedly evaluating whether an interpretation holds up.</p> <p>Understand that a reader's personal situation (age, gender, values, assumptions, group affiliations, history) shape as and influences the reader's response to and interpretation of texts.</p> <p>Infer an author's attitude or opinion from the connotations of words or expressions used.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses.</p> <p>Evaluate the quality of a literary text (e.g., in terms of achieved effect, coherent use of elements and devices to achieve effect, use of language).</p> <p>Make connections within or across texts to form inferences, draw conclusions, and construct an understanding of what the text means.</p> <p>Support evaluations of quality (good, bad, better, worse, etc.) by setting relevant criteria and comparing against those criteria.</p> <p>Reflect critically on one's response to themes, opinions, or claims made by a text.</p> <p>Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Adopt and develop a voice appropriate for academic writing addressed to a specific reader with known interests and</p>	<p>Released AP essays</p>
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9	Take quarter exam and analyze answers	<p>expectations (AP essay rubric). Integrate short quotations smoothly into sentences to make and support a point.</p> <p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p> <p>Understand the process of revising an interpretation of a text; correcting and revising understanding; repeatedly evaluating whether an interpretation holds up.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses.</p> <p>Make connections within or across texts to form inferences, draw conclusions, and construct an understanding of what the text means.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p>	Released AP Part I exam	Released AP Part I exam. NOTE: Use Curve of at least as much as ETS does (20 points).
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Pacing Guide AP Literature and Composition: Quarter Two

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-8	<p>Study of poetry</p> <p>Analysis of essay rubric applied to poetry questions</p> <p>Test-taking techniques for AP part one questions</p>	<p>Interpret and analyze text elements and structures. Evaluate alternative social and cultural perspectives represented in text. Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text. Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience. Reflect critically on one’s response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.. Evaluate how well the elements of a text create an overall experience. Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text. Understand how authors use rhetorical and literary elements to support their development of a theme. Use evidence from a text to select and defend one thematic concern as the most significant. Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven). Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference. Write a critical response to literature which analyzes and evaluates effectiveness of literary elements in achieving an</p>	<p>Released AP poetry essay questions Generic AP essay rubric</p> <p>Selected poetry from “Representative Authors” in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 47-48)</p> <p>Literary terms specific to poetry (found in any poetry text)</p> <p>Selected AP Part I objective questions on poetry</p>	<p>Timed, on demand AP essay on poetry selection</p> <p>Application of literary terms to specific poems</p>

	<p>Continued practice writing AP prompts and evaluating sample student essays from AP</p>	<p>inferred purpose or effect.  Mimic the style of two or more poets by writing two poems on a similar subject.  Understand words and expressions when they are used for meanings other than their primary meaning.  Use strategies to produce and organize a written or oral research report (e.g., synthesize information from a variety of sources; paraphrase ideas, and connect them to other sources and related topics; identify disagreements and inconsistencies in information; identify and respond to multiple perspectives).  Make connections within or across texts to form references, draw conclusions and construct an understanding of what the text means.  Write a critical response to literature in which the student infers an intended audience.  Adopt and develop a voice appropriate for academic writing addressed to a specific reader with known interests and expectations (AP essay rubric).  Integrate short quotations smoothly into sentences to make and support a point.</p>	<p>Sample poems on the same subject by authors with different styles, viewpoints, contrasting use of detail</p> <p>Released AP essays on poetry</p>	<p>Two or more original poems modeled on different styles of different authors</p> <p>Group presentation on a selected poet: typical techniques, repeated themes, analysis of one or more poems by poet</p> <p>On demand, timed released AP essay on poetry</p>
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9	Take quarter exam and analyze answers	<p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p> <p>Understand the process of revising an interpretation of a text; correcting and revising understanding; repeatedly evaluating whether an interpretation holds up.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses.</p> <p>Make connections within or across texts to form inferences, draw conclusions, and construct an understanding of what the text means.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p>	Released AP part I exam	Released AP part I exam NOTE: Curve Score at least as much as ETS does—approximately 20 points
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Pacing Guide AP Literature and Composition: Quarter Three

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-8	<p>Study of three to four major works (plays/novels)</p> <p>Intense analysis of generic AP essay rubric</p> <p>Continued practice writing AP prompts and evaluating sample student essays from AP</p>	<p>Interpret and analyze text elements and structures.</p> <p>Evaluate alternative social and cultural perspectives represented in text.</p> <p>Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p> <p>Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience.</p> <p>Reflect critically on one's response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument.</p> <p>Evaluate how well the elements of a text create an overall experience.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text.</p> <p>Understand how authors use rhetorical and literary elements to support their development of a theme.</p> <p>Use evidence from a text to select and defend one thematic concern as the most significant.</p> <p>Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven).</p> <p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p> <p>Write a critical response to literature which analyzes and</p>	<p>Selected novels/plays from "Representative Authors" in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 47-48)</p> <p>Literary terms specific to drama</p> <p>Selected AP Part I objective questions on prose/drama</p>	<p>Frequent reading quizzes</p> <p>Timed, on demand AP essay on each work studied</p> <p>Application of literary terms to specific texts</p>

		<p>evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Evaluate alternative perspectives represented in texts based on a variety of criteria (e.g., their appeal, coherence, consistency, consequences, persuasiveness, practicality, moral and ethical implications).</p> <p>Understand that literary traditions from different social, cultural, and historical contexts will differ (e.g., compare and contrast Victorian and Romantic literature; compare and contrast English, Spanish, and Native American perspectives on the exploration and settlement of North America).</p> <p>Understand how an author uses social, cultural, and historical references (e.g. references to folk heroes, symbols, political movements, famous authors or works of literature) in a literary text to elicit a particular response (e.g., pleasure, repugnance, fear).</p> <p>Evaluate whether an author’s language choices (e.g., formal or informal language, diction, voice, use of irony, details, syntax, rhetorical and literary elements, organizational design, genre) are appropriate in light of the intended audience.</p> <p>Understand how language conventions, stylistic devices, plot structures, or content references that do not fit typical genre features may reflect the author’s and/or narrator’s social and cultural knowledge and assumptions.</p> <p>Reflect on and evaluate why authors include or exclude information, characters, or scenes when composing a text and evaluate how such choices affect meaning.</p> <p>Select and control figurative language (insightful use of metaphor, personification, representation of part for whole, paradox, oxymoron) to achieve an intended effect.</p> <p>Identify the connotations introduced by the implied references or associations, and be able to explain how the figurative language achieves the intended effect.</p> <p>Use a controlling idea or thesis to organize multipage texts reflecting logical progression of paragraphs in an essay supporting an interpretation of a literary text.</p>	<p>Released AP essay questions Generic AP essay rubric</p>	<p>On demand, timed AP essay for each work studied</p>
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9	Take quarter exam and analyze answers	<p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference.</p> <p>Understand the process of revising an interpretation of a text; correcting and revising understanding; repeatedly evaluating whether an interpretation holds up.</p> <p>Understand that an author crafts the elements of a text to invite a series of specific reader responses.</p> <p>Make connections within or across texts to form inferences, draw conclusions, and construct an understanding of what the text means.</p> <p>Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format.</p>	Released AP part I exam	Released AP part I exam. NOTE: Curve Score at least as much as ETS does—approximately 20 points
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Pacing Guide AP Literature and Composition: Quarter Four

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-8	<p>Study of one to two major works (plays/novels)</p> <p>Intense analysis of generic AP essay rubric and previous AP open-ended questions and their application to major works studied</p> <p>Review of poetry discussed</p> <p>Review of test-taking techniques</p>	<p>Interpret and analyze text elements and structures. Evaluate alternative social and cultural perspectives represented in text. Evaluate personal assumptions, values and beliefs about a topic in light of new information learned from text. Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Evaluate the quality of a literary text in terms of achieved effect, coherent use of elements and devices to achieve the effect, use of language, plausibility of characters and plot, and pleasure of the reading experience. Reflect critically on one’s response to themes, opinions, claims or arguments presented in texts, and support responses in a well-developed argument. Evaluate how well the elements of a text create an overall experience. Understand that an author crafts the elements of a text to invite a series of specific reader responses that together form an overall experience of a text. Understand how authors use rhetorical and literary elements to support their development of a theme. Use evidence from a text to select and defend one thematic concern as the most significant. Understand the use of genre-specific archetypal characters and plot structures in literature (e.g., quests, initiations, heroes, scapegoats, helpers, tricksters, father figures, mother earth figures, descents into the underworld, ascents to heaven). Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference. Write a critical response to literature which analyzes and</p>	<p>Selected novels/plays from “Representative Authors” in the College Board <u>English Course Description</u> book (May, 2007, May 2008, pages 47-48)</p> <p>Literary terms specific to drama</p> <p>Selected AP Part I objective questions on prose/drama</p> <p>Released AP essay questions</p> <p>Generic AP essay rubric</p>	<p>Frequent reading quizzes</p> <p>Timed, on demand AP essay on each work studied</p> <p>Application of literary terms to specific texts</p>

		<p>evaluates effectiveness of literary elements in achieving an inferred purpose or effect.</p> <p>Evaluate alternative perspectives represented in texts based on a variety of criteria (e.g., their appeal, coherence, consistency, consequences, persuasiveness, practicality, moral and ethical implications).</p> <p>Understand that literary traditions from different social, cultural, and historical contexts will differ (e.g., compare and contrast Victorian and Romantic literature; compare and contrast English, Spanish, and Native American perspectives on the exploration and settlement of North America).</p> <p>Understand how an author uses social, cultural, and historical references (e.g. references to folk heroes, symbols, political movements, famous authors or works of literature) in a literary text to elicit a particular response such as pleasure, repugnance, fear.</p> <p>Evaluate whether an author's language choices (e.g., formal or informal language, diction, voice, use of irony, details, syntax, rhetorical and literary elements, organizational design, genre) are appropriate in light of the intended audience.</p> <p>Understand how language conventions, stylistic devices, plot structures, or content references that do not fit typical genre features may reflect the author's and/or narrator's social and cultural knowledge and assumptions.</p> <p>Reflect on and evaluate why authors include or exclude information, characters, or scenes when composing a work and evaluate how such choices affect meaning.</p> <p>Use a controlling idea or thesis to organize multipage texts reflecting logical progression of paragraphs in an essay supporting an interpretation of a literary text.</p> <p>Select and control figurative language (insightful use of metaphor, personification, representation of part for whole, paradox, oxymoron) to achieve an intended effect.</p> <p>Identify the connotations introduced by the implied references or associations, and be able to explain how the figurative language achieves the intended effect.</p>		
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9	<p>TAKE FINAL EXAM: PART I: AP objective exam and analyze answers</p> <p>PART II: Analysis and revision of previously written AP essay</p>	<p>Understand that figurative language achieves its effect by bringing to mind the connotations and implications associated with an implied reference. Understand the process of revising an interpretation of a text; correcting and revising understanding; repeatedly evaluating whether an interpretation holds up. Understand that an author crafts the elements of a text to invite a series of specific reader responses. Make connections within or across texts to form inferences, draw conclusions, and construct an understanding of what the text means. Draw on personal knowledge of a topic to form inferences and connections and recognize implicit ideas in text that address unfamiliar or unusual situations or are in an unfamiliar style or format. Independently apply criteria to evaluate how well stylistic conventions (e.g., word choice, signaled oppositions and transitions, details, imagery, use of varied syntax) support coherence and meet the generic AP essay rubric.</p>	<p>Released AP part I exam</p> <p>Released AP essay questions</p> <p>Generic AP essay rubric</p>	<p>Released AP part I exam. NOTE: Curve Score at least as much as ETS does—approximately 20 points.</p> <p>Analysis and revision of a previously written AP essay to a score at least two higher on the AP rubric than the grade originally given.</p>
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