

Duval County Public Schools

Advanced Placement Literature and Composition 2007-2008



Ed Pratt-Dannals, Superintendent



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AP English Literature and Composition Yearly Learning Schedule

	st 1 Nine Weeks	nd 2 Nine Weeks	rd 3 Nine Weeks	th 4 Nine Weeks
Essential Concepts/Skills	<p>Fiction and/or Drama Poetry College Portfolio (essay, application, resumé, letters of recommendation, calendar, college information, etc.)</p> <p>Research Skills AP Exam Preparation</p>	<p>Fiction and/or Drama Poetry Research Skills AP Exam Preparation</p>	<p>Fiction and/or Drama Poetry Research Skills AP Exam Preparation</p>	<p>Fiction and/or Drama Poetry AP Exam Preparation and Review Senior Exam Preparation and Review</p>
Teaching Materials/Resources	<p>Primary Text: Perrine’s Literature: Structure, Sound, and Sense;</p> <p>Supplemental Texts: Voice Lessons</p> <p>5 Steps to a 5: AP English Literature AP English Multiple Choice and Free Response Questions (D & S Marketing) Princeton Review’s: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing AP from A to Z Applied Practice How to Read Literature Like a Professor</p>	<p>Primary Text: Perrine’s Literature: Structure, Sound, and Sense;</p> <p>Supplemental Texts: Voice Lessons</p> <p>5 Steps to a 5: AP English Literature AP English Multiple Choice and Free Response Questions (D & S Marketing) Princeton Review’s: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing AP from A to Z</p>	<p>Primary Text: Perrine’s Literature: Structure, Sound, and Sense;</p> <p>Supplemental Texts: Voice Lessons</p> <p>5 Steps to a 5: AP English Literature AP English Multiple Choice and Free Response Questions (D & S Marketing) Princeton Review’s: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing AP from A to Z</p>	<p>Primary Text: Perrine’s Literature: Structure, Sound, and Sense;</p> <p>Supplemental Texts: Voice Lessons</p> <p>5 Steps to a 5: AP English Literature AP English Multiple Choice and Free Response Questions (D & S Marketing) Princeton Review’s: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing AP from A to Z Applied Practice How to Read Literature Like</p>

	Perrine's Literature – Teacher's Guide Everything's an Argument Socratic Seminars in the Block	Applied Practice How to Read Literature Like a Professor Perrine's Literature – Teacher's Guide Everything's an Argument Socratic Seminars in the Block	Applied Practice How to Read Literature Like a Professor Perrine's Literature – Teacher's Guide Everything's an Argument Socratic Seminars in the Block	a Professor Perrine's Literature – Teacher's Guide Everything's an Argument Socratic Seminars in the Block
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AP English Literature and Composition Yearly Learning Schedule

	st 1 Nine Weeks	nd 2 Nine Weeks	rd 3 Nine Weeks	th 4 Nine Weeks
Teaching Materials/Resources	Supplemental Fiction Titles: Heart of Darkness, The Awakening, Metamorphosis, Frankenstein, The Stranger, Invisible Man, Lord of the Flies, Pride & Prejudice, The Things They Carried, Ceremony, Passing Supplemental Drama: A Doll's House; Shakespearean Tragedy: Hamlet, Othello, Macbeth; Shakespearean Comedy: Twelfth Night, Midsummer Night's Dream, As You Like It; Death of a Salesman; Importance of Being Ernest Supplemental Poetry:	Supplemental Fiction Titles: Heart of Darkness, The Awakening, Metamorphosis, Frankenstein, The Stranger, Invisible Man, Lord of the Flies, Pride & Prejudice, The Things They Carried, Ceremony, Passing Supplemental Drama: A Doll's House; Shakespearean Tragedy: Hamlet, Othello, Macbeth; Shakespearean Comedy: Twelfth Night, Midsummer Night's Dream, As You Like It; Death of a Salesman; Importance of Being Ernest Supplemental Poetry:	Supplemental Fiction Titles: Heart of Darkness, The Awakening, Metamorphosis, Frankenstein, The Stranger, Invisible Man, Lord of the Flies, Pride & Prejudice, The Things They Carried, Ceremony, Passing Supplemental Drama: A Doll's House; Shakespearean Tragedy: Hamlet, Othello, Macbeth; Shakespearean Comedy: Twelfth Night, Midsummer Night's Dream, As You Like It; Death of a Salesman; Importance of Being Ernest Supplemental Poetry:	Supplemental Fiction Titles: Heart of Darkness, The Awakening, Metamorphosis, Frankenstein, The Stranger, Invisible Man, Lord of the Flies, Pride & Prejudice, The Things They Carried, Ceremony, Passing Supplemental Drama: A Doll's House; Shakespearean Tragedy: Hamlet, Othello, Macbeth; Shakespearean Comedy: Twelfth Night, Midsummer Night's Dream, As You Like It; Death of a Salesman; Importance of Being Ernest Supplemental Poetry:

	William Blake, John Donne, Emily Dickinson, T.S. Eliot, Philip Larkin, Robert Frost, Margaret Atwood, Richard Wilbur, William Shakespeare, John Keats, Theodore Roethke, William Yeats, Anne Sexton, Seamus Heaney, D.H. Lawrence, Gerard Manley Hopkins, Elizabeth Bishop, Adrienne Rich, Derrick Wolcott, Leslie Silko, Paul Lawrence Dunbar, Gwendolyn Brooks, Nikki Giovanni, Archibald MacLeish apcentral.collegeboard.com	William Blake, John Donne, Emily Dickinson, T.S. Eliot, Philip Larkin, Robert Frost, Margaret Atwood, Richard Wilbur, William Shakespeare, John Keats, Theodore Roethke, William Yeats, Anne Sexton, Seamus Heaney, D.H. Lawrence, Gerard Manley Hopkins, Elizabeth Bishop, Adrienne Rich, Derrick Wolcott, Leslie Silko, Paul Lawrence Dunbar, Gwendolyn Brooks, Nikki Giovanni, Archibald MacLeish apcentral.collegeboard.com	William Blake, John Donne, Emily Dickinson, T.S. Eliot, Philip Larkin, Robert Frost, Margaret Atwood, Richard Wilbur, William Shakespeare, John Keats, Theodore Roethke, William Yeats, Anne Sexton, Seamus Heaney, D.H. Lawrence, Gerard Manley Hopkins, Elizabeth Bishop, Adrienne Rich, Derrick Wolcott, Leslie Silko, Paul Lawrence Dunbar, Gwendolyn Brooks, Nikki Giovanni, Archibald MacLeish apcentral.collegeboard.com	William Blake, John Donne, Emily Dickinson, T.S. Eliot, Philip Larkin, Robert Frost, Margaret Atwood, Richard Wilbur, William Shakespeare, John Keats, Theodore Roethke, William Yeats, Anne Sexton, Seamus Heaney, D.H. Lawrence, Gerard Manley Hopkins, Elizabeth Bishop, Adrienne Rich, Derrick Wolcott, Leslie Silko, Paul Lawrence Dunbar, Gwendolyn Brooks, Nikki Giovanni, Archibald MacLeish apcentral.collegeboard.com
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Writing Component	AP Exam Timed Writing AP Exam Timed Multiple Choice Research Proposal/ Abstract for Critical Analysis of Literary Work College Applications College Essays Reflective Responses to Literature	AP Exam Timed Writing AP Exam Timed Multiple Choice Draft - Critical Analysis of Literary Work Reflective Responses to Literature	AP Exam Timed Writing AP Exam Timed Multiple Choice Formal Draft - Critical Analysis of Literary Work Reflective Responses to Literature	AP Exam Timed Writing AP Exam Timed Multiple Choice Formal Essays Reflective Responses to Literature

Suggested Major Projects/Activities	College Portfolio Research Process for Critical Analysis of Literary Work	Draft - Critical Analysis of Literary Work Alternative Performance Assessment	Critical Analysis of Literary Work	Alternative Performance Assessment
Assessment Tools	AP Exam Timed Multiple Choice AP Exam Timed Writing Class Work/ Homework Unit Exams College Portfolio Quarter Exam	AP Exam Timed Multiple Choice AP Exam Timed Writing Class Work/ Homework Unit Exam Quarter/Semester Exam	AP Exam Timed Multiple Choice AP Exam Timed Writing Class Work/ Homework Critical Analysis Paper Unit Exam Quarter Exam	AP Exam Timed Multiple Choice AP Exam Timed Writing Class Work/ Homework Final/Semester Exam End of Course Exam
Alternative Performance Assessments	Socratic Seminar	Socratic Seminar Multimedia Project	Socratic Seminar	Socratic Seminar Multimedia Project

Lesson #	Essential Skill/Concept	Daily Learning Objective	Instructional Materials www.collegeboard.apcentral.org	Assessment Exemplar
1 (2 days)	<p>AP Exam Preparation: Administer diagnostic writing assessment 1 using former AP prompt</p> <p>AP Exam Preparation: Administer diagnostic multiple choice 1</p>	<p>Students will demonstrate the extent of their ability to analyze and respond to literature.</p>	<p>AP prompt (CD)–question 2 or 3</p> <p>Practice AP multiple choice (see supplemental materials list)</p>	<p>Student writing sample scored using AP rubric/scoring guide.</p> <p>Multiple choice scoring similar to the exam (50%=A)</p>
2 (1 day)	<p>Fiction/Short Story: Analyze the elements of plot based on selected text such as: structure (flashback, <i>in medias res</i>, episodic...)</p> <p>conflict (man, nature, society, self) suspense (mystery and dilemma) endings (surprise, happy, unhappy, and indeterminate) audience/ purpose/symbol/irony/setting</p> <p>Analyze the elements of character based on selected text such as: direct or indirect dramatic flat and round stock static and developing motivation</p>	<p>Students will use close reading skills to analyze elements of plot, elements of character, elements of theme, and rhetorical strategies in a short story (stories) and show how they impact author’s purpose.</p> <p>During independent reading, students will use close reading skills to analyze</p>	<p><i>Perrine’s Literature: Structure, Sound, and Sense</i> or other supplemental materials.</p> <p>Graphic Organizer based on short story (CD)</p> <p>“Sample Questions for Close Reading” (CD)</p>	<p>Complete graphic organizer tying elements of plot, elements of character, elements of theme, and rhetorical strategies to the author’s purpose in both guided and independent reading</p>

	<p>Analyze the elements of theme: statement generalization unifying concept a view of life Analyze the rhetorical strategies and techniques based on selected text such as: tone syntax imagery organization narrative techniques diction</p>	<p>elements of plot, elements of character, elements of theme, and rhetorical strategies in a full-length work and show how they impact author's purpose.</p>		
<p>3 (1 day)</p>	<p>AP Exam Preparation: Discussion of diagnostic writing Discussion of AP multiple choice</p>	<p>Students will become familiar with AP test format and content. Students will set quarter goals for writing and critical reading.</p>	<p>Scored Essay, Rubric, & Prompt Practice AP multiple choice (see supplemental materials list) Student Data & Writing Logs (CD)</p>	<p>Completion of data and writing logs including quarter goals</p>
<p>4 (1 day)</p>	<p>College Portfolio Essay Application Student Profile/Re³sume³ Letters of recommendation Calendar College information</p>	<p>Students will compile and develop documents for college entrance.</p>	<p>College Portfolio Materials (CD)</p>	<p>Submission of brainstorm ideas for College Essay Submission of first draft of Student Profile form</p>

<p>5 (4-5 days)</p>	<p>Fiction: Analyze the elements of plot based on selected text such as: structure (flashback, <i>in medias res</i>, episodic...) conflict (man, nature, society, self, unknown) suspense (mystery and dilemma) endings (surprise, happy, unhappy, and indeterminate) audience/ purpose/symbol/irony/setting Analyze the elements of character based on selected text such as: direct or indirect dramatic flat and round stock static and developing motivation</p> <p>Analyze the elements of theme: statement generalization unifying concept a view of life</p> <p>Analyze the rhetorical strategies and techniques based on selected text such as: tone syntax imagery</p>	<p>Students will use close reading skills to analyze elements of plot, elements of character, elements of theme, and rhetorical strategies in a full-length work and show how they impact author's purpose. During independent reading, students will use close reading skills to analyze elements of plot, elements of character, elements of theme, and rhetorical strategies in a full-length work and show how they impact author's purpose.</p>	<p>"Titles from Free Response Questions" (CD) "Sample Questions for Close Reading" (CD) AP prompt related to full-length work (question 3)</p>	<p>Student timed writing sample scored using AP rubric/scoring guide.</p> <p>Completion of <i>Springboard</i> Reading, Writing, and/or Collaborative Strategies</p>
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	<p>organization narrative techniques diction AP Exam Preparation Multiple Choice 2 Writing Prompt 2</p>			
<p>6 (1 day)</p>	<p>AP Exam Preparation – Analysis of Student Writing</p>	<p>Students will analyze their progress in critical reading and writing skills.</p>	<p>Scored essay and prompt Student Data & Writing Logs (CD)</p>	<p>Completion of writing logs</p>
<p>7 (3 days)</p>	<p>Poetry Introduce the elements of poetry (such as): word choice, word order, and tone images figures of speech symbol, allegory, and irony sounds patterns of rhythm poetic forms</p> <p>AP Exam Preparation Multiple Choice 3</p> <p>Writing Prompt 3</p>	<p>Students will use close reading skills to analyze elements of poetry and show how they impact author’s purpose. During independent reading, students will use close reading skills to analyze elements of poetry and show how they impact author’s purpose.</p>	<p>“How to Explicate a Poem” (CD) Springboard Reading, Writing, and Collaborative Strategies (CD) Practice AP multiple choice (see supplemental materials list) AP Poetry Prompt (CD) – question 1</p>	<p>AP Multiple Choice Practice Student writing sample scored using AP rubric/scoring guide.</p> <p>Completion of Springboard Reading, Writing, and/or Collaborative Strategies</p>
<p>8 (1 day)</p>	<p>Research Skills Abstract of Critical Analysis</p>	<p>Students will become familiar with approaches to literary criticism. Students will understand the research process beginning with the construction of an abstract for individual critical analyses.</p>	<p>“Approaches to Literary Criticism” Abstract Template</p>	<p>Completion of abstract including choice of critical approach and applicable work</p>

<p>9 (1 day)</p>	<p>College Portfolio</p>	<p>Students will evaluate and plan revisions of first drafts of college essays Students will assess progress on College Portfolio.</p>	<p>College Portfolio Materials (CD) First Draft of College Essay</p>	<p>Peer Evaluation of and Revision Plan for College Essay Assessment of portfolio progress</p>
<p>10 (4 days)</p>	<p>Fiction (2nd work): Analyze the elements of plot based on selected text such as: structure (flashback, <i>in medias res</i>, episodic...) conflict (man, nature, society, self, unknown) suspense (mystery and dilemma) endings (surprise, happy, unhappy, and indeterminate) audience/ purpose/symbol/irony/setting Analyze the elements of character based on selected text such as: direct or indirect dramatic flat and round stock static and developing motivation analyze the elements of theme: statement generalization</p>	<p>Students will use close reading skills to analyze elements of plot, elements of character, elements of theme, and rhetorical strategies in a full-length work and show how they impact author's purpose. During independent reading, Students will use close reading skills to analyze elements of plot, elements of character, elements of theme, and rhetorical strategies in a full-length work and show how they impact author's purpose.</p>	<p>List of suggested works (CD) "Sample Questions for Close Reading" (CD) AP prompt related to full-length work - question 3 (CD) Practice AP multiple choice (see supplemental materials list)</p>	<p>Student timed writing sample scored using AP rubric/scoring guide AP Multiple Choice Completion of <i>Springboard</i> Reading, Writing, and/or Collaborative Strategies</p>

	<p>unifying concept a view of life</p> <p>Analyze the rhetorical strategies and techniques based on selected text such as: tone syntax imagery organization narrative techniques</p> <p>diction AP Exam Preparation Multiple Choice 4</p> <p>Writing Prompt 4</p>			
<p>11 (1-2 days)</p>	<p>AP Exam Preparation/ Quarter Exam College Portfolio</p>	<p>Student will demonstrate the extent of their ability to analyze and respond to literature emphasizing how rhetorical strategies impact author's purpose.</p> <p>Students will assess progress toward quarter goals and set second quarter goals.</p> <p>Students will submit completed college portfolio.</p>	<p>Quarter Exam Writing and Data Logs College Portfolio</p>	<p>Score on quarter exam Assessment of College Portfolio</p> <p>Teacher Review of Student Logs and Goals</p>

Lesson #	Essential Skill/Concept	Daily Learning Objective	Instructional Materials www.collegeboard.apcentral.org	Assessment Exemplar
1 (4-5 days)	Poetry Analyze selected elements of poetry and how they contribute to meaning: shifts in meaning word choice, word order, and tone images figures of speech allegory, and irony symbol, sounds rhythm patterns of rhythm AP Exam Preparation	Students will use close reading skills to analyze shifts in poetry and show the impact author's purpose. During independent reading, students will use close reading skills to analyze shifts in poetry and show the impact on author's purpose.	"How to Explicate a Poem" (CD) <i>Springboard Reading, Writing, and Collaborative Strategies</i> (CD) Practice AP multiple choice (see supplemental materials list)	AP Multiple Choice Practice Completion of <i>Springboard Reading, Writing, and/or Collaborative Strategies</i>
2 (1 day)	Multiple Choice 1 ce AP Exam Practi	In response to a former AP prose prompt, students will use close reading skills to analyze the impact of point	Former AP Prose Prompt (CD)	Student writing analyzing impact of point of view, symbol, irony, emotion, humor, and/or non-realism on author's purpose (scored using AP rubric/scoring guide)

		of view, symbol, irony, emotion, humor, and/or non-urpose.		
3 (2-3 days)	Research Skills /Summarizing Paraphrasing Note-taking Plagiarizing Locate, validate, and differentiate resources	realism on author's p Students will locate, validate, and differentiate resources; distinguish between paraphrase and summary; and take notes	Individual primary and secondary resources available in school media center, public library, and on the internet "Annotated Bibliography Template"	Annotated Bibliography
4 (1 day)	AP Exam Preparation Analysis of Student Writing 1 A	without plagiarizing. Students will analyze their progress in critical reading and writing skills and revise their essay as diagnosed.	(CD) t Scored essay and prompt Scored Multiple Choice Student Data & Writing Logs (CD)	Completion of writing and data logs Teacher/Student checkpoint of quarter goals Revision of essay

<p>5 (5-6 days)</p>	<p>Fiction: 3rd Full-Length Work ze the elements of point of Third-person, limited, or omniscient First-person</p> <p>Objective/dramatic Analyze elements of symbol: the el Objects</p> <p>Actions Analyze elements of irony: the Verbal Dramatic</p> <p>Situational Analyze the elements of humor: ded Observation of life/uninten</p> <p>Distortion of life/intended the elements of non- /Poewrs Strange world Occult forces Suspended or superseded laws of nature</p>	<p>In selected work, students will use close reading and writing skills to analyze the impact of point of view, symbol, irony, non-realism, and/or humor on author's purpose.</p>	<p><i>Perrine's Literature: Structure, Sound, and Sense</i> or other supplemental materials Sample AP Multiple Choice "Sample Questions for Close Reading" (CD) "Titles from Free Response Questions" AP Writing Prompt – free response related to selected work (CD)</p>	<p>Completion of <i>Springboard</i> Reading, Writing, and/or Collaborative Strategies including Socratic Seminar that analyze the use of point of view, symbol, irony, humor, and/or non-realism as they impact author's purpose. AP Multiple Choice Practice Student writing that analyzes the impact of point of view, symbol, irony, humor, and/or non-realism on author's purpose (scored using AP rubric/scoring guide)</p>
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	AP Exam Preparation Writing Prompt 2 (free response literary work) related to selected			
6 (6s) day	<p>Multiple Choice 2 Drama/Tragedy</p> <p>4th Full-Length Work Analyzethe following elements:</p> <p>Characteristics of a Greek tragedy</p> <p>Characteristics of a Shakespearean Tragedy s of a Tragic Hero</p> <p>Characteristic AP Exam Preparation Writing Prompt 2 (free response related to selected literary work)</p>	Students will use close reading and writing skills to analyze the impact of characteristics of tragedy on author's purpose.	<i>Perrine's Literature: Structure, Sound, and Sense</i> or other supplemental materials "Titles from Free Response Questions"	Socratic Seminar roject Multimedia P Performance Student writing that analyzes the impact of the elements of a tragedy on author's purpose (scored using AP rubric/scoring guide)
Class notes <i>Perrine's Literature: Structure, Sound, and Sense</i> or other upplemental materials s	7 (1 day)		Students will review concepts sand skills from 1st & 2 quarters.	
	Preparation/			

8 (1 day)	AP Exam Quarter Exam	<p>Student will demonstrate the extent of their ability to analyze and respond to literature emphasizing how rhetorical strategies impact author's purpose. Students will assess progress toward quarter goals and set third quarter goals.</p>	<p>Quarter Exam Writing and Data Logs (CD)</p>	<p>Score on quarter exam Teacher Review of Student Logs and Goals</p>
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Lesson #	Essential Skill/Concept	Daily Learning Objective	Instructional Materials www.collegeboard.apcentral.org	Assessment Exemplar
1 (1 day)	<p>Fiction/Satire Analyze selected elements of satire and how they contribute to meaning: Parody/Farce Irony/Sarcasm/Wit Exaggeration/Understatement Tone Horatian/Juvenalian Target and Purpose Double Entendre</p>	<p>Students will use close reading skills to analyze the impact of techniques of satire on author's critical purpose. Students will apply techniques of satire to write an emulation of a satirical work.</p>	<p><i>Perrine's Literature: Structure, Sound, and Sense</i> or other supplemental materials <i>English Literature, Close Reading and Analytical Writing</i> (supplemental materials)</p>	<p>Alternative assessment - apply techniques of satire in a satirical emulation Completion of <i>Springboard</i> Reading, Writing, and/or Collaborative Strategies which analyze the impact of techniques of satire on author's critical purpose. Completi</p>

2 (2 days)	AP Exam Preparation Writing Prompt 1,2, and 3 Multiple choice 1	Students will demonstrate their critical reading and writing skills as well as testing stamina by completing a full length AP exam.	Former AP Test in its entirety or full length practice test (see supplemental materials)	n of a full-length AP exam
3 (1-2 day)	Research Skills Note-taking Planning Drafting	Students will use critical thinking skills to produce research notes and a plan for the first draft of their critical analyses.	Individual primary and secondary resources available in school media center, public library, and on the internet	Teacher-student conferences to assess progress of critical analysis
4 (2 days)	AP Exam Preparation Analysis of multiple choice 1 Analysis of one essay	Students will analyze their progress in critical reading and writing skills.	Scored Multiple Choice Scored essay Student Data and Writing Logs (CD)	Completion of data and writing logs Teacher/Student checkpoint of quarter goals
5 (6-7 days)	Fiction/Drama 5th Full-Length Work Analyze the elements of point of view: Third-person, limited or omniscient First-person Objective/dramatic	In selected work, students will use close reading and writing skills to analyze the impact of point of view, symbol, irony, non-	<i>Perrine's Literature: Structure, Sound, and Sense</i> or other supplemental materials Sample AP Multiple Choice (supplemental materials) "Sample Questions for Close Reading" (CD)	Completion of <i>Springboard</i> Reading, Writing, and/or Collaborative Strategies including Socratic Seminar that

	<p>Analyze the elements of symbol: Objects Actions</p> <p>Analyze the elements of irony: Verbal Dramatic Situational</p> <p>Analyze the elements of humor: Observation of life/unintended Distortion of life/intended</p> <p>Analyze the elements of non-realism: Strange world/Powers Occult forces Suspended or superseded laws of nature</p> <p>AP Exam Preparation Multiple Choice 2</p>	<p>realism, and/or humor on author's purpose.</p>		<p>analyze the use of point of view, symbol, irony, humor, and/or non-realism as they impact author's purpose. AP Multiple Choice Practice</p>
<p>6 (2 days)</p>	<p>AP Exam Preparation Analysis of 2nd & 3rd essays</p>	<p>Students will analyze their progress in critical reading and writing skills. Students will select one essay for independent revision.</p>	<p>Scored essay Revision exercises Student Writing Logs (CD)</p>	<p>Completion of writing logs Teacher/Student checkpoint of quarter goals Revision of selected essay as homework Prediction of AP</p>

		Based on individual data, students will predict AP Exam score.		Exam Score
7 (1 day)	End of Quarter Review	Students will review concepts and skills from 3rd quarter.	Class notes <i>Perrine's Literature: Structure, Sound, and Sense</i> or other supplemental materials	Review for Quarter Exam
8 (1 day)	AP Exam Preparation/ Quarter Exam	Student will demonstrate the extent of their ability to analyze and respond to literature emphasizing how rhetorical strategies impact author's purpose. Students will assess progress toward third quarter goals and set fourth quarter goals.	Quarter Exam Writing and Data Logs (CD)	Score on quarter exam Teacher Review of Student Logs and Goals
9 (2 days)	Research Drafting	Students will demonstrate their critical reading, writing, and research skills by producing a first draft critical analysis.	Individual notes, MLA style sheet and bibliographical information for Critical Analysis	Teacher-student conferences to assess progress of critical analysis First draft Critical Analysis

Lesson #	Essential Skill/Concept	Daily Learning Objective	Instructional Materials www.collegeboard.apcentral.org	Assessment Exemplar
1 (2-3 days)	Poetry – Comparison/Contrast of Poems Analyze selected elements of poetry and how they contribute to meaning: shifts in meaning word choice, word order, and tone images figures of speech symbol, allegory, and irony sounds ythm patterns of rh poetic forms AP Exam Preparation	Students will use critical reading and writing skills to analyze and compare style, meaning, and effect in two poems.	“How to Explicate a Poem” (CD) <i>Springboard Reading, Writing, and Collaborative Strategies</i> (CD) Practice AP multiple choice (see supplemental materials list)	Group analysis of comparative poetry prompts
2 (2 days)	Multiple Choice AP Exam Preparation – Multiple h Coice Prep Poetry Multiple Choice	Students will demonstrate proficiency in critical reading skills required for success on the multiple choice section of the AP	AP Poetry & Prose Multiple Choice (CD) Student Data Logs (CD)	AP Poetry & Prose Multiple Choice scores Teacher/Student checkpoint of quarter goals
3 (2 days)	AP Exam Preparation	exam Students	Former AP Test in its entirety or	Completion of a full-

	Writing Prompt 1, 2, and 3	will demonstrate their critical reading and writing skills as well as testing stamina by completing a full-length AP	full length practice test (see supplemental materials)	length AP exam
4 (3 days)	AP Exam Preparation Analysis of multiple choice 2	exam. Students will analyze their progress in critical reading and writing skills and assess weaknesses.	Multiple Choice Scored Multi Scored essay Student Data and Writing Logs (CD)	Completion of data and writing logs Teacher/Student checkpoint of quarter goals and student weaknesses
5 (1 day)	AP Exam Preparation	Students will review major works studied and create a study guide/graphic organizer.	Sample Graphic Organizer such as "Major Works Data Sheet"	Student-generated Graphic Organizer indicating understanding of major stylistic and thematic elements which
6 (1 day)	AP Exam Preparation	Students will design a tool kit of test-taking strategies	Graphic Organizer	illustrate author's purpose Completion of <i>Springboard</i> Reading, Writing, and/or

7 (4 days)	Research Peer Editing and Rev Teacher Conference Submission of Final Draft	for use on the AP exam. Students will demonstrate their critical reading, writing, and research skills by editing, revising, and producing a final critical	Peer Editing Forms Final Critical Analysis Checklist/Rubric	Collaborative Strategies Teacher- student conferences to assess revision of critical analysis Final draft Critical Analysis Presentation of Abstract to class
8 (2 days)	Final Exam and Review	analysis. Students will demonstrate their critical reading and writing skills through review for and completion of Final	Previously administered AP practice exams	Final Exam
9 (2 days)	Fiction/Drama/Poetry	Exam. Students will select a genre and alternative assessment to demonstrate mastery of genre characteristics.	Rubric for Alternative Performance Assessment	Student-chosen alternative performance assessments such as: live performance, sound track, short film, multimedia presentation, newspaper, song, webquest, parody, mock trial, talk show, etc.

10 (1 day)			Students will complete exit survey assessing achievement of their goals, the course content, rigor, and extent of college preparation in critical ng.	
11 (2days)	Senior Activities	reading and writi Senior Activities	Senior Activities	Senior Activities

AP English Literature and Composition Goals/Standards Matrix Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u>		
AP English Literature and Composition Student Objectives	Florida State Standards	Essential Concepts/Skills
<ul style="list-style-type: none"> • Read and critically analyze imaginative literature 		Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
LA.1112.2.1.1 - analyze and compare historically and culturally significant works of literature, identifying		
LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);	LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;	LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

	Genre Study	
- social and historical values reflected in a work, themes	- figurative language, imagery, symbolism, and tone	- speaker and point of view
	<p style="text-align: center;">AP English Literature and Composition Goals/Standards Matrix</p> <p style="text-align: center;">Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u></p> <p style="text-align: center;">AP English Literature and Composition Student Objectives Florida State Standards Essential Concepts/Skills</p> <p style="text-align: center;">-Continued-</p> <ul style="list-style-type: none"> • Read and critically analyze imaginative literature <p style="text-align: center;">-Continued-</p> <p>LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and</p>	

	<p>flashback);</p> <p>LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;</p> <p>LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p>LA.1112.2.1.9 - describe changes in the English language over time, and support these descriptions with examples from literary texts;</p> <p>and</p> <p>LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p>-Continued- Genre Study</p>	
	- structure, style, diction, syntax	- social and historical values reflected in a work, themes
- speaker and point of view		AP English Literature and

		<p>Composition Goals/Standards Matrix</p> <p>Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u></p>
AP English Literature and Composition Student Objectives		
Essential Concepts/Skills		<ul style="list-style-type: none"> • Understand the way writers use language to provide meaning and pleasure
The student will:	<p>LA.1112.2.1.7- analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;</p>	
	<ul style="list-style-type: none"> • Structure • Syntax • Diction 	<ul style="list-style-type: none"> • Denotation/Connotation <ul style="list-style-type: none"> • Satire • Irony/Sarcasm

	<ul style="list-style-type: none"> • Figures of Speech • Paradox 	
AP English Literature and Composition Goals/Standards Matrix Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u>		
Florida State Standards	Essential Concepts/Skills	
Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	<p>The student will:</p> <p>LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;</p> <p>LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;</p> <p>LA.1112.2.1.7 - analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;</p> <p>LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors’ styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <ul style="list-style-type: none"> • Figurative language <ul style="list-style-type: none"> • Imagery • Symbolism • Tone 	AP English Literature and Composition Goals/Standards Matrix Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u>

	<ul style="list-style-type: none"> • Social/historical perspectives • Structure/Style (diction, syntax) <ul style="list-style-type: none"> • Motif • Poetry elements (rhythm, sound, structure, verse) • Drama (theme, structure, character, dialogue, plot, soliloquy, aside) 	
AP English Literature and Composition Student Objectives State Standards		
	<ul style="list-style-type: none"> • Study representative works from various genres and periods (British/American literature-16th century-20th century) but know a few works extremely well. 	Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<ul style="list-style-type: none"> • Novel 	<ul style="list-style-type: none"> • Short story <ul style="list-style-type: none"> • Poetry • Essay • Understand a work's complexity, absorb richness of meaning, and analyze how meaning is embodied in literary form. <p>Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</p> <p>The student will:</p> <p>LA.1112.2.1.1 - analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;</p> <p>LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and</p>	

	contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);	
<p>Write to . . .</p> <ul style="list-style-type: none"> • Evaluate-analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values 		
<ul style="list-style-type: none"> • Explain/Analyze - expository, analytical essays that draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text 		AP English Literature and Composition Goals/Standards Matrix
	AP English Literature and Composition Student Objectives State Standards Essential Concepts/Skills	<ul style="list-style-type: none"> • Consider the social and historical values a work reflects and embodies.

The student will:

the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;

- **structure, style, diction, syntax**

Fiction

- short story
- novel
- satire

Drama

- tragedy/tragic hero
- comedy

Poetry Suggestions

- ballad
- sonnet
- lyric
- epic

- **figurative language, imagery, symbolism, and tone**

Fiction

- short story
- novel
- satire

Drama

- tragedy/tragic hero
- comedy

Poetry Suggestions

- ballad
- sonnet
- lyric
- epic

Florida State Standards

Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

AP English Literature and Composition Student Objectives

- Consider a work’s structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.

Essential Concepts/Skills

- Drama

- **Understand** - informal, exploratory writing activities (e.g., annotation, free-writing, reading journal, and response/reaction papers)

Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well.

Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

The student will:

<p>LA.1112.2.1.1 - analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;</p>	<p>LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);</p>	<p>LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;</p>		
		<ul style="list-style-type: none"> • Philosophical • Moral/Ethical • Aesthetic • Sociological/Historical 	<ul style="list-style-type: none"> • Psychological • Gender/Feminism <p>AP English Literature and Composition Goals/Standards</p>	<p>Students read works from several genres and periods—from the sixteenth to</p>

			Matrix	<p>the twenty-first century— but, more importantly, <u>they get to know a few works well.</u></p> <p>AP English Literature and Composition Student Objectives</p>
<p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers’ accomplishments and deepen appreciation of literary artistry. <p>Creative Standard: The student develops and demonstrates creative writing.</p> <p>The student will:</p> <p>LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and</p> <p>LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and</p>	<ul style="list-style-type: none"> • Explain/Analyze - expository, analytical essays that draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text <p>AP English Literature and Composition Goals/Standards Matrix</p> <p>Students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, <u>they get to know a few works well.</u></p> <p>AP English Literature and Composition</p>	<ul style="list-style-type: none"> • Wide-ranging Vocabulary (denotation) <ul style="list-style-type: none"> • Connotation (idioms) • Descriptive and Figurative Language <ul style="list-style-type: none"> • Mythological, Historical, and Literary Allusions • Irony (dramatic, situational, verbal) • Syntax (sentence structure) <ul style="list-style-type: none"> • Tone • Voice 		<p>AP</p> <p>E</p> <p>n</p> <p>g</p> <p>l</p> <p>i</p> <p>s</p> <p>h</p> <p>L</p> <p>i</p> <p>t</p> <p>e</p> <p>r</p> <p>a</p> <p>t</p> <p>u</p> <p>r</p> <p>e</p>

<p>appropriate format.</p> <p>Informative Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.</p> <p>LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> <p>Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p> <p>The student will:</p> <p>LA.1112.4.3.1 - write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and</p> <p>LA.1112.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image</p>	<p>Student Objectives</p> <p>State Standards</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Become aware through speaking, listening, reading and chiefly writing of the resources of language: connotation/denotation, figurative language, irony, syntax, and tone. <p>Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.</p> <p>LA.1112.1.6.6 - distinguish denotative and connotative meanings of words;</p> <p>Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</p> <p>The student will:</p> <p>LA.1112.2.1.7- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun,</p>			<p>a n d C o m p o s i t i o n Y e a r l y L e a r n i n g S c h e d</p>
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<p>association, transfer).</p> <p>Write to . . .</p> <ul style="list-style-type: none"> • Evaluate-analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values • Understand - informal, exploratory writing activities (e.g., annotation, free-writing, reading journal, and response/reaction papers) 	<p>alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;</p>			<p>u l e</p> <p>1st Nine Weeks</p> <p>2</p> <p>3</p>
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State Standards
th
4 Nine Weeks
Essential Concepts/Skills

		Fiction and/or Drama Poetry	College Portfolio (essay, application, resume ³ , letters of recommendation, calendar, college information, etc.) Research Skills	AP Exam Preparation Fiction and/or Drama
<p>Research Skills AP Exam Preparation</p> <p>Fiction and/or Drama Poetry Research Skills AP Exam Preparation Fiction and/or Drama Poetry</p> <p>AP Exam Preparation and Review Senior Exam Preparation and Review</p> <p>Teaching Materials/Resources</p>	Primary Text:	<p>Perrine’s Literature: Structure, Sound, and Sense; Supplemental Texts: Voice Lessons 5 Steps to a 5 AP English Literature AP Literature and Composition</p>	<p>AP English Multiple Choice and Free Response Cracking the AP English Literature Exam English Literature and Composition Close Reading and Analytical Writing AP from A to Z</p>	<p>Applied Practice How to Read Literature Like a Professor Perrine’s Literature – Teacher’s Guide Everything’s an Argument Socratic Seminars in the Block</p>
<p>Perrine’s Literature: Structure, Sound, and Sense; Supplemental Texts:</p>	<p>Voice Lessons 5 Steps to a 5 AP English Multiple Choice and Free Response</p>	<p>Applied Practice Primary Text: Perrine’s Literature: Structure, Sound, and Sense;</p>	<p>5 Steps to a 5 AP English Multiple Choice and Free Response Questions (D & S Marketing)</p>	<p>Applied Practice Primary Text: Perrine’s Literature: Structure, Sound,</p>

	<p>Questions (D & S Marketing) Princeton Review's: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing A to Z</p>	<p>Supplemental Texts: Voice Lessons</p>	<p>Princeton Review's: Cracking the AP Literature & Composition Exam Close Reading and Analytical Writing A to Z</p>	<p>and Sense; Supplemental Texts: Voice Lessons</p>
<p>AP English Multiple Choice and Free Response Questions (D & S Marketing) Princeton Review's: Cracking the AP Literature & Composition Exam</p>	<p>Close Reading and Analytical Writing A to Z</p>	<p>Applied Practice</p>	<p>AP English Literature and Composition Yearly Learning Schedule</p>	<p>2007-2008</p>

Poetry

Primary Text:

5 Steps to a 5

1st Nine Weeks

Supplemental Fiction Titles: Heart of Darkness, The Awakening, Metamorphosis, Frankenstein, The Stranger, Invisible Man, Lord of the Flies, Pride & Prejudice, The Things They Carried, Ceremony, Passing
Supplemental Drama: A Doll's House; Shakespearean Tragedy: Hamlet, Othello, Macbeth; Shakespearean Comedy: Twelfth Night, Midsummer Night's Dream, As You Like It; Death of a Salesman; Importance of Being Ernest
Supplemental Poetry: William Blake, John Donne, Emily Dickinson, T.S. Eliot, Philip Larkin, Robert Frost, Margaret Atwood, Richard Wilbur, William Shakespeare, John Keats, Theodore Roethke, William Yeats, Anne Sexton, Seamus Heaney, D.H. Lawrence, Gerard Manley Hopkins, Elizabeth Bishop, Adrienne Rich, Derrick Wolcott, Leslie Silko, Paul Lawrence Dunbar, Gwendolyn Brooks, Nikki Giovanni, Archibald MacLeish

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Writing Component

AP Exam Timed Writing
AP Exam Timed Multiple Choice
Research Proposal/ Abstract for Critical Analysis of Literary Work
College Applications
College Essays
Reflective Responses to Literature
AP Exam Timed Writing
AP Exam Timed Multiple Choice
Draft - Critical Analysis of Literary Work
Reflective Responses to Literature

AP Exam Timed Writing
AP Exam Timed Multiple Choice
Formal Draft - Critical Analysis of Literary Work
Reflective Responses to Literature

AP Exam Timed Writing
AP Exam Timed Multiple Choice
Formal Essays
Reflective Responses to Literature

Suggested Major Projects/Activities

College Portfolio
Research Process for Critical Analysis of Literary Work
Draft - Critical Analysis of Literary Work
Alternative Performance Assessment
Critical Analysis of Literary Work

Alternative Performance Assessment

Assessment Tools

AP Exam Timed Multiple Choice
AP Exam Timed Writing
Class Work/ Homework
Unit Exams
College Portfolio
Quarter Exam
AP Exam Timed Multiple Choice
AP Exam Timed Writing
Class Work/ Homework
Unit Exam
Quarter/Semester Exam

AP Exam Timed Multiple Choice
AP Exam Timed Writing
Class Work/ Homework
Critical Analysis Paper
Unit Exam
Quarter Exam

AP Exam Timed Multiple Choice
AP Exam Timed Writing
Class Work/ Homework
Final/Semester Exam
End of Course Exam

Alternative Performance Assessments

Socratic Seminar
Multi-Media Project