

Content Area: AP Literature and Composition

Grade: 12

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Unit 1	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. 2. Setting and the details associated with it not only depict a time and a place, but also convey values associated with that setting. 3. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all 	<ul style="list-style-type: none"> • What are the functions of character, setting, plot, structure, narrator/speaker? • How would textual evidence support the functions of character, setting, plot, structure, narrator/speaker? • How would supporting textual evidence develop from verbal to written expression? 	<ul style="list-style-type: none"> • To demonstrate the ability to analyze the effects of literary elements especially the relationship among characters, the sources of conflict, and irony, the interactions between character and his/her environment. • To demonstrate depth and insight into critical reading, in recognizing the assumptions and implications in a text and in evaluating an author's ideas. • To demonstrate 	<ul style="list-style-type: none"> • Identify and describe what specific textual details reveal about a character, the character's perspective, and that character's motives. • Identify and describe specific textual details that convey or reveal a setting. • Identify and describe how plot orders events in a narrative. • Explain the function of a particular sequence of events in a plot. • Identify and describe the narrator or speaker in a text. • Identify and explain the function of point

	<p>structural choices made by a writer that contribute to the reader's interpretation of the text.</p> <p>4. A narrator's or speaker's perspective controls the details and emphases that affect the reader's experience and interpret a text.</p> <p>5. Readers establish and communicate their interpretation of literature through arguments supported by textual evidence.</p>		<p>the ability to reflect upon the meaning of a short work of fiction and to write effectively about its relationship to personal experience.</p> <ul style="list-style-type: none"> ● To be able to evaluate significance of purpose and effectiveness of product in a piece of short fiction. ● To write appropriately for different purposes, maintain consistent tone, and managing effectively the conventions of standard written English. 	<p>of view in a narrative.</p> <ul style="list-style-type: none"> ● Develop a paragraph that includes 1.) a claim that requires defense with evidence from the text and 2.) the evidence itself.
Unit 2: Longer Fiction or Drama 1	<ul style="list-style-type: none"> ● Characters in literature allow readers to study 	<p>1. What are the functions of character,</p>	<ul style="list-style-type: none"> ● To be able to trace the development of tragic drama from 	

	<p>and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p> <ul style="list-style-type: none"> • The setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text. • Readers establish and communicate their interpretations of literature through arguments 	<p>structure, figurative language, narrator/speaker?</p> <p>2. How would textual evidence support the functions of character, structure, figurative language, narrator/speaker?</p> <p>3. How would supporting textual evidence develop from verbal to written expression?</p>	<p>its inception to today.</p> <ul style="list-style-type: none"> • To be able to explain the change in nature of the tragic hero over the centuries. • To demonstrate the ability to recognize the uses of dramatic elements and their effect on a dramatic work. • To be able to discuss the important themes of a play and how each is developed. • To identify and analyze the elements of modern drama and its various subgenres. • To respond actively and imaginatively to a dramatic work. • To be able to form an analysis/literary paper comparing and contrasting the fate of protagonists. • To read novels representative of different structures and styles, and different historical periods. • To demonstrate the ability to understand 	
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	supported by textual evidence.		<p>and interpret a work which covers a wide-range of characters, times, places, conflicts, and themes.</p> <ul style="list-style-type: none"> • To analyze interactions among elements of fiction—plot, characterization, setting, theme, irony, point of view, symbol, and motif—with increasing depth and insight. • To identify allusions within a text and interpret the significance. • To compare and contrast techniques of fiction in works of complexity and length. <ul style="list-style-type: none"> • To demonstrate command of the elements of effective analysis 	
Unit 3: Poetry 1	1. Characters in literature allow readers to study and explore a range of values, beliefs,	4. What are the functions of character, structure, figurative	<ul style="list-style-type: none"> • To demonstrate the ability to read poetry with 	<ul style="list-style-type: none"> • Identify and describe what specific textual details reveal about a character, the character's

	<p>assumptions, biases, and cultural norms represented by those characters.</p> <ol style="list-style-type: none"> 1. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text. 2. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. 3. Readers establish and communicate their interpretation of literature through arguments supported by textual evidence. 	<p>language, narrator/speaker?</p> <ol style="list-style-type: none"> 5. How would textual evidence support the functions of character, structure, figurative language, narrator/speaker? 6. How would supporting textual evidence develop from verbal to written expression? 	<p>appreciation and understanding.</p> <ul style="list-style-type: none"> • To recognize the nature and variety of poetic terms. • To understand the elements of poetry, emphasizing how and why these elements are used and to what effect. • To demonstrate the ability to analyze poetic text, explicating the effects of language choices on 	<p>perspective, and that character's motives.</p> <ul style="list-style-type: none"> • Explain the function of structure in a text. • Explain the functions of contrasts within a text. • Explain the function of specific words and phrases within a text. • Explain the function of a simile • Explain the function of a metaphor <ul style="list-style-type: none"> • Develop a paragraph that includes 1.) a claim that requires defense with evidence from the text and 2.) the evidence itself.
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			<p>the meaning of the poem as a whole.</p> <ul style="list-style-type: none"> • To demonstrate the ability to distinguish between literal and figurative meanings. • To collect data from a poetic text and use it to support a personally developed thesis about the meaning of the poem. 	
Unit 4: Short Fiction 2	<ol style="list-style-type: none"> 1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. 	<ol style="list-style-type: none"> 1. What are the functions of character, setting, plot, structure, narrator/speaker? 2. How would textual evidence support the functions of character, setting, 	<ul style="list-style-type: none"> • To demonstrate the ability to analyze the effects of literary elements especially the relationship among characters, the sources of 	<ul style="list-style-type: none"> • Identify and describe what specific textual details reveal about a character, the character's perspective, and that character's motives. • Identify and describe specific

	<p>2. Setting and the details associated with it not only depict a time and a place, but also convey values associated with that setting.</p> <p>3. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text.</p> <p>4. A narrator's or speaker's perspective controls the details and emphases that affect how reader's experience and interpret a text.</p> <p>5. Readers establish and communicate their interpretation of</p>	<p>plot, structure, narrator/speaker?</p> <p>3. How would supporting textual evidence develop from verbal to written expression?</p>	<p>conflict, and irony, the interactions between character and his/her environment.</p> <ul style="list-style-type: none"> • To demonstrate depth and insight into critical reading, in recognizing the assumptions and implications in a text and in evaluating an author's ideas. • To demonstrate the ability to reflect upon the meaning of a short work of fiction and to write effectively about its relationship to personal experience. • To be able to evaluate significance of purpose and effectiveness of 	<p>textual details that convey or reveal a setting.</p> <ul style="list-style-type: none"> • Identify and describe how plot orders events in a narrative. • Explain the function of a particular sequence of events in a plot. • Identify and describe the narrator or speaker in a text. • Identify and explain the function of point of view in a narrative. • Develop a paragraph that includes 1.) a claim that requires defense with evidence from the text and 2.) the evidence itself.
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	<p>literature through arguments supported by textual evidence.</p>		<p>product in a piece of short fiction.</p> <ul style="list-style-type: none"> ● To write appropriately for different purposes, maintain consistent tone, and managing effectively the conventions of standard written English. 	
<p>Unit 5: Longer Fiction or Drama 2</p>	<ul style="list-style-type: none"> ● Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. ● The setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. 	<ol style="list-style-type: none"> 1. What are the functions of character, structure, figurative language, narrator/speaker? 2. How would textual evidence support the functions of character, structure, figurative language, narrator/speaker? 3. How would supporting textual evidence 	<ul style="list-style-type: none"> ● To be able to trace the development of tragic drama from its inception to today. ● To be able to explain the change in nature of the tragic hero over the centuries. ● To demonstrate the ability to recognize the uses of dramatic elements and their effect on a dramatic work. ● To be able to discuss the important themes of a play and how each is developed. 	

	<ul style="list-style-type: none"> • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<p>develop from verbal to written expression?</p>	<ul style="list-style-type: none"> • To identify and analyze the elements of modern drama and its various subgenres. • To respond actively and imaginatively to a dramatic work. • To be able to form an analysis/literary paper comparing and contrasting the fate of protagonists. • To read novels representative of different structures and styles, and different historical periods. • To demonstrate the ability to understand and interpret a work which covers a wide-range of characters, times, places, conflicts, and themes. • To analyze interactions among elements of fiction—plot, characterization, setting, theme, irony, point of view, symbol, and motif—with increasing depth and insight. • To identify allusions 	
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			<p>within a text and interpret the significance.</p> <ul style="list-style-type: none"> • To compare and contrast techniques of fiction in works of complexity and length. • To demonstrate command of the elements of effective analysis 	
Unit 6: Poetry 2	<ol style="list-style-type: none"> 1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. 2. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to 	<ol style="list-style-type: none"> 1. What are the functions of character, structure, figurative language, narrator/speaker? 2. How would textual evidence support the functions of character, structure, figurative language, narrator/speaker? 3. How would supporting textual evidence develop from verbal to written expression? 	<ul style="list-style-type: none"> • To demonstrate the ability to read poetry with appreciation and understanding. • To recognize the nature and variety of poetic terms. • To understand the elements of poetry, 	<ul style="list-style-type: none"> • Identify and describe what specific textual details reveal about a character, the character's perspective, and that character's motives. • Explain the function of structure in a text. • Explain the functions of contrasts within a text. • Explain the function of specific words and phrases within a text.

	<p>the reader's interpretation of the text.</p> <p>3. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p> <p>4. Readers establish and communicate their interpretation of literature through arguments supported by textual evidence.</p>		<p>emphasizing how and why these elements are used and to what effect.</p> <ul style="list-style-type: none"> • To demonstrate the ability to analyze poetic text, explicating the effects of language choices on the meaning of the poem as a whole. • To demonstrate the ability to distinguish between literal and figurative meanings. • To collect data from 	<ul style="list-style-type: none"> • Explain the function of a simile • Explain the function of a metaphor • Develop a paragraph that includes 1.) a claim that requires defense with evidence from the text and 2.) the evidence itself.
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			a poetic text and use it to support a personally developed thesis about the meaning of the poem.	