			<b>AP Literature and Composition /Grade 12</b>  <b>Unit 1 of 9</b>
<b>Course/Subject: AP Literature and Composition</b>	<b>Grade: 12</b>		<b>Suggested Timeline: 2 weeks</b>

<b>Grade Level Summary</b>	<p>Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.</p>
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1: Short Fiction I</b></li> <li>● Unit 2: Poetry I</li> <li>● Unit 3: Longer Fiction or Drama I</li> <li>● Unit 4: Short Fiction II</li> <li>● Unit 5: Poetry II</li> <li>● Unit 6: Longer Fiction or Drama II</li> <li>● Unit 7: Short Fiction III</li> <li>● Unit 8: Poetry III</li> <li>● Unit 9: Longer Fiction or Drama III</li> </ul>

<b>Unit Title</b>	Short Fiction I
<b>Unit Summary</b>	<p>As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will refine an understanding that character, setting plot, and narrator are fundamental to interpreting fiction. Unit 1 develops students' knowledge of these fundamentals to establish a foundation for the skills and knowledge necessary for this course. Students engage in independent reading comprehension to conduct rich analysis of how one examines these literary elements impact the function of a text. Thus, students will utilize two primary texts including <i>Writing About Literature</i> and multiple short stories from <i>The Riverside Anthology</i>: "Dream Children" and "The Yellow Wallpaper".</p> <p>Specifically, students will begin to uncover how characters in literature create a platform for the exploration of values, beliefs, assumptions, biases and cultural norms represented in the text with connection to the literature's historical significance and contemporary society through selections of short fiction. Moreover, students will study a range of short fiction to identify the significance of setting beyond establishing time and place in a narrative guided by a narrator or speaker's perspective that controls structural development, thus affecting a reader's experience and reaction to a text that will lead to interpretation supported via textual evidence in written and verbal student response.</p> <p>Ultimately, students will showcase a culminating understanding of the introductory concepts within the AP course through comprehension and analysis of passages via written response and multiple</p>

choice quizzes, as well as a culminating formal essay of analysis developed through a recursive writing process with awareness of appropriate formal structure, MLA style, attention to grammatical conventions, and effective word choice.
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**Unit Essential Questions:**

1. How does structure define a work's pattern of development contribute to analysis, interpretation, and theme?
2. What are the structural devices of a literary work?
3. How do literary elements convey the meaning of the story as well as social attitudes or customs fundamental to analysis?
4. How do narrative techniques and symbolism convey the importance of setting and develop character?
5. How are setting and atmosphere presented through descriptions and expressive language to establish mood or become symbolic?
6. How does point of view affect the development of the plot and convey character?
7. How does a specific element characterize the protagonist, accentuate his/her predicament, and enhance the mood of the settings?
8. How are narrative techniques significant in the development of character?
9. How is information collected, documented, and outlined?
10. How does writing style improve by analyzing the effect of structure and revising written work?
11. How are quotations incorporated into analysis to prove the writer's assertions?
12. What is the process for writing analysis?

**Key Understandings:**

1. Refining writing technique occurs through a review of methods in the writing process.
2. Quotations must effectively support the essay's development from a thesis statement.
3. Familiarity with the format, time content requirements, and types of questions on the AP English Literature and Composition Exam will enhance success.
4. The basic elements of fiction incite written literary analysis as well as class discussion preparatory to the study of longer works.
5. Setting and details associated with it not only depict a time and place, but also convey values associated with that setting.
6. The arrangement of the parts and sections of a text, the relationship of the parts of 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 a text.
7. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
8. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Important Standards Addressed in the Unit:**

Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.B	Write with a sharp distinct focus identifying topic, task, and audience.

Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Setting solely identifies time and place in fiction</li> <li>Stories of fiction are detached from reality</li> <li>Narration solely drives the structural elements of short fiction</li> <li>A claim is a sufficient argument indicating an implied truth and collective acceptance.</li> </ul>	<ul style="list-style-type: none"> <li>Setting allows a reader to gain context of social values and perspective for analysis through time and place in fiction</li> <li>Stories of fiction may provide authentic representation of culture to live through the characters and shed superficial understanding of a text or culture.</li> <li>Narration impacts the perception of the audience through their understanding of characters and plot development</li> <li>A claim is a statement that requires defense with evidence from the text</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>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 a text.</li> <li>A narrator's or speaker's perspective controls details and emphases that affect how readers experience and interpret a text.</li> <li>Literary analysis requires writers to read a text closely to identify details that enable them to make and defend a claim about an aspect of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</li> <li>Identify and describe specific textual details that convey or reveal setting and point of view of a text.</li> <li>Identify and describe the narrator or speaker of a text</li> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Apply key concepts to analysis of print and web media.</li> <li>Synthesize understanding of key concepts via informative and persuasive text.</li> <li>Evaluate and cite credible information and literature to support a position.</li> <li>Develop written response that includes a claim requiring a defense and evidence from text.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing and speaking to suit a particular audience or purpose.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias.</li> <li>Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>

Academic Vocabulary:		
<ul style="list-style-type: none"> <li>active voice</li> <li>allusion</li> <li>analogy</li> </ul>	<ul style="list-style-type: none"> <li>evidence</li> <li>figurative language</li> <li>flashback</li> </ul>	<ul style="list-style-type: none"> <li>personification</li> <li>perspective</li> </ul>

<ul style="list-style-type: none"> <li>● analysis</li> <li>● antagonist</li> <li>● argument</li> <li>● authorial voice</li> <li>● character (flat, round, static, dynamic, stock)</li> <li>● characterization (indirect, direct)</li> <li>● commentary</li> <li>● conclusion</li> <li>● conflict (internal, external)</li> <li>● connotation</li> <li>● consistent tone</li> <li>● deductive reasoning</li> <li>● denotation</li> <li>● dialect</li> <li>● diction</li> <li>● ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>● foil</li> <li>● foreshadowing</li> <li>● generalization</li> <li>● genre</li> <li>● hyperbole</li> <li>● imagery</li> <li>● inductive reasoning</li> <li>● inference</li> <li>● irony (varied types)</li> <li>● juxtaposition</li> <li>● literary devices</li> <li>● metaphor</li> <li>● mood</li> <li>● motif</li> <li>● motivation</li> <li>● narrative technique</li> <li>● paraphrase</li> <li>● passive voice</li> </ul>	<ul style="list-style-type: none"> <li>● plot (exposition, inciting force, rising action, crisis, climax, resolution/ denouement)</li> <li>● point of view</li> <li>● prose</li> <li>● protagonist</li> <li>● revision</li> <li>● setting</li> <li>● simile</li> <li>● structure</li> <li>● symbol</li> <li>● syntax</li> <li>● synthesis</li> <li>● theme</li> <li>● thesis statement</li> <li>● tone</li> <li>● transition</li> <li>● voice</li> </ul>
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### Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Culminating Written Literary Analysis)
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### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse
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### Additional Resources:

#### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

#### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall


*Fast Track To A 5* Wadsworth Cengage Learning

#### Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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			<b>AP Literature and Composition /Grade 12</b>  <b>Unit 2 of 9</b>
<b>Course/Subject: AP Literature and Composition</b>	<b>Grade: 12</b>		<b>Suggested Timeline: 2 weeks</b>

<b>Grade Level Summary</b>	<p>Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.</p>
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>● Unit 1: Short Fiction I</li> <li>● <b>Unit 2: Poetry I</b></li> <li>● Unit 3: Longer Fiction or Drama I</li> <li>● Unit 4: Short Fiction II</li> <li>● Unit 5: Poetry II</li> <li>● Unit 6: Longer Fiction or Drama II</li> <li>● Unit 7: Short Fiction III</li> <li>● Unit 8: Poetry III</li> <li>● Unit 9: Longer Fiction or Drama III</li> </ul>

<b>Unit Title</b>	Poetry I
<b>Unit Summary</b>	<p>As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will read and annotate poetry to distinguish from prose by refining an understanding of structure moving from literal comprehension to figurative analysis. Specifically, students will explore these differences by studying multiple poems to better understand how the structures of poetry contribute to meaning and interpretations.</p> <p>Students will engage in reading and writing as well as text-based discussion of poetry that emphasizes description of character to refine skills and understandings from the previous prose unit. Additionally, students will explore other fundamentals associated with poetry such as word choices and the foundations of figurative language such as simile and metaphor via study of the sonnet forms including Shakespearean (Elizabethan), Petrarchan, and Spenserian.</p> <p>To assess learning, students will complete text annotation, informal written response to practice identification of important figurative devices and crafting claims with rationale based in textual evidence via timed written response and quizzes to showcase understanding of poetic structure and figurative devices. Ultimately, students will transfer knowledge to read and analyze a poem to showcase mastery through written argument identifying the poem's meaning as a whole through analysis of speaker, structure, and figurative elements including identification and interpretation of figurative language formal essay of analysis developed through a recursive writing process with awareness of appropriate formal structure, MLA style, attention to grammatical conventions, and</p>

effective word choice. Throughout the writing process, students will practice elements essential to the AP exam regarding comprehension and analysis of poetry essential for selecting best multiple choice responses and forming an appropriate thesis and cohesive commentary.

### Unit Essential Questions:

1. How are the form and structure of a poem determined?
2. What are the distinctions between poetry and other imaginative forms of literature?
3. What are the dimensions of experience that poetry involves?
4. How do form, sound devices, structure, style, and language both convey and enhance the meaning of a poem?
5. What are the major contributions of figurative language?
6. What are the elements that contribute to the tone of a poem?
7. How do the rhythms of a poem reinforce its emotional or intellectual meanings?
8. What are the devices by which sound reinforces intellectual and emotional meaning in a poem?
9. What questions can be asked to effectively evaluate and assess a poem's merit?
10. How is analysis of poetic devices expressed in writing?
11. How are words chosen in order to convey the intent of the writer?
12. How is each major point developed while maintaining a consistent tone through appropriate word choice and word placement?

### Key Understandings:

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 the reader's interpretation of a text.
3. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
4. Readers establish and communicate their interpretations through arguments supported by textual evidence.
5. Philosophy and culture are essential components reflected in literature.
6. A poem that is a source of appreciation may express ideas with which a reader may disagree.

### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard - CC.1.4.11-12.A	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

### Important Standards Addressed in the Unit:

Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Standard - CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Characters or a persona reveal perspectives through the basic elements of direct characterization evident in literal language within a text's structure.</li> <li>• The author's intention, the genre and the internal logic of a work of literature can be disregarded prior to engaging in literary analysis.</li> <li>• Metaphors only reveal a similarity between two startlingly different things or ideas.</li> <li>• Metaphors, although figurative language, typically have universal associations.</li> <li>• A reader or audience's associations and prior knowledge of experiences are insignificant to understanding comparisons within a text.</li> <li>• Contrast is evident in a text mainly through imagery and visible, concrete aspects of a narrative.</li> <li>• An effective written analysis will provide a claim and personal explanation or rationale of one's opinion or argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters or a persona reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.</li> <li>• A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.</li> <li>• A metaphor implies similarities between two concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.</li> <li>• Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</li> <li>• Comparisons between objects or concepts draw on the experiences and associations the readers already have with those objects and concepts.</li> <li>• Contrast can be introduced through focus, tone, point of view, character, narrator, or speaker perspective as well as other devices such as imagery.</li> <li>• In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Line and stanza breaks contribute to the development and relationship of ideas in a poem, and the arrangement of contributes to the relationship of ideas in the poem</li> <li>• Contrasts are the result of shifts or juxtapositions that can be signaled by a word, structural convention, or punctuation for emphasis.</li> <li>• An antecedent is a word, phrase or clause that precedes its referent. Referents are ambiguous if they can refer to more than one antecedent which affects interpretation.</li> <li>• Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.</li> <li>• A simile uses the words "like" or "as" to liken two objects or concepts to each other, and these</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</li> <li>• Explain the function of structure in a text.</li> <li>• Explain the function of contrasts within a text.</li> <li>• Explain the function of specific words and phrases in a text.</li> <li>• Identify and explain the function of a simile.</li> <li>• Identify and explain the function of a metaphor.</li> <li>• Identify an antecedent is a word, phrase or clause that precedes its referent. Referents may be ambiguous if they can refer to more than one antecedent which affects interpretation.</li> <li>• Evaluate how comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias</li> <li>• Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations</li> </ul>

include a main subject and comparison subject. • In literary, analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.	• Use literary analysis to read a text closely in order to identify details that, in combination enable a writer to make and defend a claim about an aspect of the text.	with moral, social, and aesthetic concepts and concerns
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### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• accent</li> <li>• alliteration</li> <li>• allusion</li> <li>• analogy</li> <li>• analysis</li> <li>• anapest</li> <li>• approximate rhyme</li> <li>• argument</li> <li>• assonance</li> <li>• authorial voice</li> <li>• breve</li> <li>• cacophony</li> <li>• caesura</li> <li>• characterization</li> <li>• colloquialism</li> <li>• commentary</li> <li>• conclusion</li> <li>• conflict</li> <li>• connotation</li> <li>• consistent tone</li> <li>• consonance</li> <li>• couplet</li> <li>• dactyl</li> <li>• denotation</li> <li>• diction</li> <li>• ellipsis</li> <li>• end rhyme</li> <li>• end-stopped line</li> <li>• enjambment</li> <li>• epistrophe</li> <li>• euphony</li> <li>• evidence</li> <li>• figurative language</li> <li>• foot</li> </ul>	<ul style="list-style-type: none"> <li>• foreshadowing</li> <li>• form (i.e. open, closed)</li> <li>• formal structure</li> <li>• genre</li> <li>• heroic couplet</li> <li>• hyperbole</li> <li>• iamb</li> <li>• imagery (visual, auditory, kinesthetic, olfactory, gustatory)</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• internal rhyme</li> <li>• irony (varied types)</li> <li>• juxtaposition</li> <li>• literary devices</li> <li>• lyric poetry</li> <li>• metaphor</li> <li>• meter</li> <li>• mood</li> <li>• octave</li> <li>• onomatopoeia</li> <li>• oxymoron</li> <li>• palindrome</li> <li>• panegyric</li> <li>• paradox</li> <li>• parallelism</li> <li>• paraphrase</li> <li>• persona</li> <li>• personification</li> <li>• Petrarchan sonnet</li> <li>• plot</li> <li>• point of view</li> <li>• proofreading</li> <li>• prose</li> </ul>	<ul style="list-style-type: none"> <li>• quatrain</li> <li>• revision</li> <li>• rhyme (Feminine, masculine, etc.)</li> <li>• rhyme scheme</li> <li>• rhythm</li> <li>• satire</li> <li>• scansion</li> <li>• sestet</li> <li>• sestina</li> <li>• setting</li> <li>• Shakespearean sonnet</li> <li>• simile</li> <li>• slant rhyme</li> <li>• sonnet</li> <li>• speaker</li> <li>• Spenserian sonnet</li> <li>• Spenserian stanza</li> <li>• spondee</li> <li>• sprung rhythm</li> <li>• stanzaic form</li> <li>• structure</li> <li>• symbol</li> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• trochee</li> <li>• understatement</li> <li>• verse</li> <li>• voice</li> <li>• volta (turn)</li> </ul>
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### Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar/Discussion
- Student Responses/Portfolio (Written Literary Analysis)

### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments



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- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

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#### **Additional Resources:**

##### **Reference:**

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### **Primary Texts:**

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*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall


*Fast Track To A 5* Wadsworth Cengage Learning

##### **Supplemental Texts:**

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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			<b>AP Literature and Composition /Grade 12</b>  <b>Unit 3 of 9</b>
<b>Course/Subject: AP Literature and Composition</b>	<b>Grade: 12</b>		<b>Suggested Timeline: 6-7 weeks</b>

<b>Grade Level Summary</b>	<p>Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.</p>
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>● Unit 1: Short Fiction I</li> <li>● Unit 2: Poetry I</li> <li>● <b>Unit 3: Longer Fiction or Drama I</b></li> <li>● Unit 4: Short Fiction II</li> <li>● Unit 5: Poetry II</li> <li>● Unit 6: Longer Fiction or Drama II</li> <li>● Unit 7: Short Fiction III</li> <li>● Unit 8: Poetry III</li> <li>● Unit 9: Longer Fiction or Drama III</li> </ul>

<b>Unit Title</b>	Longer Fiction or Drama I
<b>Unit Summary</b>	<p>As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will focus their study of extended narratives via the analysis of novels and drama. Concepts established in previous units will provide students with opportunities to continue deep analysis of character development, conflicts, and plot structures as well as how these relate and contribute to the representations of values. Students will focus reading comprehension and analysis through learning tasks within the structure of a novel and drama that focus on a character's perspective that shifts over the course of a narrative, and in which the character's actions or inactions reveal the character's motives.</p> <p>Specifically, the texts from the curriculum's supplemental resources, including Orwell's <i>1984</i>, Shakespeare's <i>A Midsummer Night's Dream</i>, and Ibsen's <i>A Doll House</i> provide examples of conflicts between a character and external forces that impede as well as examples of internal conflict of personal values that incite complications and crisis within a character and events of the plot's structure. Students will consistently analyze a character through identification and commentary of multiple literary elements to demonstrate how characters' incompatible perspectives and motives contribute to conflict.</p> <p>As a result, students will be required to develop interpretations about these characters and circumstances through verbal and written expression including Socratic seminars, digital discussion forums, and written literary analysis essays and timed responses. Thus, students will continue to</p>

study effective elements of composition to refine the ability to identify and construct a defensible claim with supporting evidence via a clear thesis and organized lines of reasoning that showcase proficient awareness of grammatic conventions. Ultimately, students will continue preparation for the AP exam by studying the essential elements of literary argument by using longer works of fiction to interpret the meanings of the unit texts as a whole.
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**Unit Essential Questions:**

1. What categories and structural devices of a literary work are resources for analysis and thematic interpretation?
2. How do literary elements and narrative techniques convey the meaning of a novel or drama through setting and character development?
3. How are setting and atmosphere presented through descriptions and expressive language and symbolize dominant forces of a novel or drama?
4. What are the details of character development and how are they significant in judging behavior and portraying social attitudes?
5. How do point of view and structural elements affect the development of the plot and convey character?
6. How is a work's mystery enhanced by characterization, conflict, and structural elements?
7. How does a specific element characterize the protagonist's development, accentuate his/her predicament, and enhance the mood of the settings?
8. How does imagery reflect the protagonist's experiences?
9. What are the three unique qualities that drama possesses (in contrast to literature written to be read)?
10. How are major types and elements of comedy, satiric and romantic, defined in terms of their materials and their effects on audiences?
11. How are melodrama and farce related to the major genres of tragedy and comedy?
12. How do speeches convey the personality and nature of a character?
13. What are dramatic purpose, convention, and technique?
14. How are a variety of sentences structures used in an essay?
15. How do essays about literature utilize persuasive, descriptive, and expository techniques?
16. How is an argument presented in a paper to develop ideas into comprehensive statements?

**Key Understandings:**

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 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 structural choices made by a writer that contribute to the reader's interpretation of a text.
4. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
Standard - CC.1.4.11-12.C	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Important Standards Addressed in the Unit:	
Standard - CC.1.3.11-12.G	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
Standard - CC.1.4.11-12.G	Write arguments to support claims in an analysis of substantive topics.
Standard - CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>• A character's perspective must remain consistent to effectively develop the plot of a novel or drama.</li> <li>• A character's perspective is independent of a reader's perspective of the narration or perspective.</li> <li>• A character's actions must be used to determine motivation.</li> <li>• A dynamic character makes intentional decisions that directly affect the plot.</li> <li>• A character's change is reflected externally.</li> <li>• All characters must undergo change through the course of the plot to effectively develop a resolution.</li> <li>• A claim is a sufficient argument indicating an implied truth and collective acceptance. A writer or speaker's rationale may consist mainly of personal elaboration from prior knowledge or personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• A character's perspective may shift during the course of a narrative</li> <li>• Readers' understanding of a character's perspective may depend on their perspective of the narrator or speaker.</li> <li>• Readers can infer a character's motives from that character's actions or inactions</li> <li>• A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or resolution of the narrative.</li> <li>• Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.</li> <li>• Some characters remain unchanged or are largely unaffected by the events of the narrative.</li> <li>• A claim is a statement that requires defense with evidence from the text.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.</li> <li>• Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.</li> <li>• When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, the character's perspective, and that character's motives</li> <li>• Explain the function of a character changing or remaining unchanged.</li> <li>• Identify and describe specific textual details that convey or reveal a setting.</li> <li>• Explain the function of a significant event or related set of significant events in a plot.</li> <li>• Explain the function of conflict in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias.</li> <li>• Write conscientiously to develop and include succinct claims</li> </ul>

<p>character and may also reveal something innate about the compared character.</p> <ul style="list-style-type: none"> <li>• Identify and describe specific textual details that convey or reveal a setting.</li> <li>• Explain the function of a significant event or related set of significant events in a plot.</li> <li>• Explain the function of conflict in a text.</li> <li>• In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop writing that includes a claim that requires evidence from the text and the evidence itself.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition and communicate clearly.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> </ul>	<p>defended via evidence from a text or other resources adhering to sound research practices.</p> <ul style="list-style-type: none"> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• active voice</li> <li>• allegory</li> <li>• allusion</li> <li>• analogy</li> <li>• analysis</li> <li>• antagonist</li> <li>• argument</li> <li>• aside</li> <li>• authorial voice</li> <li>• blank verse</li> <li>• character (flat, round, static, dynamic, stock)</li> <li>• characterization (direct, indirect)</li> <li>• chorus</li> <li>• citation</li> <li>• claim</li> <li>• comedy</li> <li>• comic relief</li> <li>• commentary</li> <li>• concealment</li> <li>• conclusion</li> <li>• conflict (internal, external)</li> <li>• connotation</li> <li>• critical approaches (i.e. moral, historical, formalist feminist, archetypal...)</li> <li>• deductive reasoning</li> <li>• denotation</li> </ul>	<ul style="list-style-type: none"> <li>• epilogue</li> <li>• epistrophe</li> <li>• euphemism</li> <li>• evidence</li> <li>• fantasy</li> <li>• farce</li> <li>• figurative language (varied)</li> <li>• flashback</li> <li>• foil</li> <li>• foreshadowing</li> <li>• formal structure</li> <li>• generalization</li> <li>• genre</li> <li>• historical context</li> <li>• hyperbole</li> <li>• imagery</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• irony (varied: verbal, situational, dramatic, cosmic)</li> <li>• jargon</li> <li>• juxtaposition</li> <li>• literal language</li> <li>• literary devices</li> <li>• malapropism</li> <li>• masque</li> <li>• melodrama</li> <li>• metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• parody</li> <li>• passive voice</li> <li>• personification</li> <li>• perspective</li> <li>• play-within-a-play (metatheatre)</li> <li>• plot (exposition, inciting force, complication, rising action, crisis, climax, falling action, resolution, denouement)</li> <li>• point of view</li> <li>• prologue</li> <li>• proofreading</li> <li>• prose</li> <li>• protagonist</li> <li>• pun</li> <li>• revision</li> <li>• rhetorical pause</li> <li>• romantic comedy</li> <li>• satire</li> <li>• setting</li> <li>• simile</li> <li>• social, political, and aesthetic concerns</li> <li>• soliloquy</li> <li>• structure</li> <li>• style</li> <li>• symbol</li> <li>• synecdoche</li> </ul>
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<ul style="list-style-type: none"> <li>• deus ex machine</li> <li>• dialect</li> <li>• diction</li> <li>• double entendre</li> <li>• dramatic convention</li> <li>• dramatic exposition</li> <li>• dramaturgy</li> <li>• ellipses</li> </ul>	<ul style="list-style-type: none"> <li>• monologue</li> <li>• mood</li> <li>• motif</li> <li>• motivation</li> <li>• narrative technique</li> <li>• oxymoron</li> <li>• paradox</li> <li>• parallelism</li> <li>• paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• understatement</li> <li>• voice</li> </ul>
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#### Evidence: Assessments and Performance Task(s)

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis)
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#### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values.
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments.
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument.
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#### Additional Resources:

##### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

Supplemental Texts: *Heart of Darkness*, *The Secret Sharer*, *Daisy Miller*, *The Turn of the Screw*, *Pride and Prejudice*, *Madame Bovary*, *Jane Eyre*, *1984*, *Brave New World*, *Frankenstein*, *Ethan Frome*, *Wuthering Heights*, *Tess of D'Urbervilles*, *Anna Karenina*, *Obasan*, *Invisible Man*, *Billy Budd*, *An Enemy of the People*, *A Doll House*, *Hedda Gabler*, *The Awakening*, *Hamlet*, *Othello*, *King Lear*, *A Midsummer Night's Dream*, *Twelfth Night*, *Adventures in English Literature*, *England in Literature*, Prentice-Hall Literature

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# AP Literature and Composition /Grade 12

## Unit 4 of 9

**Course/Subject: AP Literature and Composition**

**Grade: 12**

**Suggested Timeline: 3 weeks**

### Grade Level Summary

Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.

### Grade Level Units

- Unit 1: Short Fiction I
- Unit 2: Poetry I
- Unit 3: Longer Fiction or Drama I
- **Unit 4: Short Fiction II**
- Unit 5: Poetry II
- Unit 6: Longer Fiction or Drama II
- Unit 7: Short Fiction III
- Unit 8: Poetry III
- Unit 9: Longer Fiction or Drama III

### Unit Title

Short Fiction II

### Unit Summary

As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will refine skills from the previous short fiction unit to uncover the nuances of character development through the characters' choices, perspectives, and relationships. While students should have a firm grasp of the fundamental elements of fiction students will be tasked with identifying and analyzing complications of literary conflicts in the assigned short stories from *The Riverside Anthology* and *Perrine's Literature: Structure, Sound, and Sense* including "Araby" and "The Rocking Horse Winner".

Specifically, students will read to identify and trace the impact various contrasts an author introduces affect their interpretations of the text and understanding of the meaning of the text as a whole. As a result, students will be required to showcase understanding of previously studied and newly identified literary elements such as tone and stream of consciousness that highlight these contrasts in a text to develop claims and commentary for interpretation of the texts' meanings as a whole with consideration to applicable historical and cultural context of the story's settings as well as the author's style through multiple short responses, passage-based multiple choice identification, and seminar discussion.

Students will be tasked with tracing characters' choices, perspectives, and relationships through each short text in the unit to gain mastery of identifying patterns that are integral in uncovering the complexity of a character, especially a character's inconsistencies, and how these convey thematic meaning. Through various types of writing assessments, students will practice explaining how

	these details impact their developing interpretations by providing claims, reasoning, and sound textual evidence through defensible thesis statements. Overall, students will discover how elements and parts of a text work together to affect one another; a skill essential for successful multiple choice completion on the AP English Literature and Composition exam. Students will showcase their knowledge of how a key unit concept impacts theme via a multimedia project shared with the class to present a topic that analyzes and traces a protagonist's choices, perspectives, and relationships in one of the selected stories.
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<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How is authorial voice as distinguished from the author himself?</li> <li>2. How is the standard of verisimilitude, probability, or plausibility a significant aspect of a literary work and consequently analysis?</li> <li>3. What are the details of character development and how are they significant in judging behavior and portraying social attitudes through characterization?</li> <li>4. How are ideas, feelings, and attitudes conveyed through a story's portrayal of a quest or self discovery?</li> <li>5. How is irony, as it conveys tone, exemplified through word choice, levels of reality, characterizations, and allusion?</li> <li>6. How does internal conflict or other structural elements relate to character development or theme?</li> <li>7. How does the work's tone both affect and reflect the theme?</li> <li>8. How does a specific element emphasize aspects of the protagonist's personality and development?</li> <li>9. How are inductive and deductive reasoning implemented in the process of analysis?</li> <li>10. How are a character's actions, thoughts and speeches cited as evidence for evaluation?</li> <li>11. How do techniques for quotations and paraphrases enhance the supporting development of analysis?</li> <li>12. How are sentence combining techniques applied when revising?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases and cultural norms represented by those characters.</li> <li>2. Setting and details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>3. The arrangement of 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 a text</li> <li>4. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

<b>Important Standards Addressed in the Unit:</b>	
Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.



Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
Standard - CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>• A character's significance is interpreted from the basic elements of direct characterization evident in literal language within a text's structure.</li> <li>• The role of protagonists and antagonists in a piece of literature only serves to develop the plot through resolution of a conflict.</li> <li>• A setting of a narrative only establishes the time and location or period of a piece.</li> <li>• Narrators are independent from characters in a piece of short prose.</li> <li>• Tone is identified through figurative and connotative language independent from character motivation or perspective.</li> <li>• A thesis statement presents a fact delineated by supporting topics.</li> <li>• Effective paragraphs are determined by the quantity of explanation.</li> <li>• Evidence to support claims is sufficient when several examples are present within a paragraph.</li> <li>• Coherence occurs through following the five paragraph structure that include distinct introduction, body, and conclusion paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• The significance of characters is often revealed through their agency and through nuanced descriptions. This may include characters' choices-in speech, action, and inaction-revealing what they value.</li> <li>• Protagonists and antagonists may represent contrasting values. Thus, conflicts among characters often arises from tensions generated by different value systems.</li> <li>• A setting may help establish the mood and atmosphere of a narrative. Accordingly, the environment a character inhabits provides information about that character.</li> <li>• Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.</li> <li>• The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.</li> <li>• A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</li> <li>• Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.</li> <li>• Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. The evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> <li>• Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective, or nature.</li> <li>• Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character's perspective and that character's motives.</li> <li>• Describe how textual details reveal nuances and complexities in characters' relationships with one another.</li> <li>• Explain the function of setting in a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered at school and</li> </ul>

<p>certain expectations for how the dramatic situations will progress and be resolved.</p> <ul style="list-style-type: none"> <li>• The differences highlighted by a contrast emphasize the particular traits aspects, or characteristics important for comparison of the thing being contrasted.</li> <li>• Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.</li> <li>• Narrative distance refers to the physical distances, chronological distance, relationships or emotional investment of the narrator to the events or characters of the narrators</li> <li>• Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.</li> <li>• The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.</li> <li>• Descriptive words such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.</li> <li>• A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary that is guided by a thesis statement that may preview the development or line of reasoning.</li> <li>• Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between a character and a setting.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of contrasts in a text (including contrasting characters).</li> <li>• Identifying and describe the narrator or speaker of a text and explain the point or view in a narrative.</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly.</li> <li>• Develop and support an interpretation of a text through a recursive process; an interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> <li>• Achieve coherence through appropriate arrangement and organization of reasons, evidence, ideas, or details is logical. Use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.</li> </ul>	<p>beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias</p> <ul style="list-style-type: none"> <li>• Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• active voice</li> <li>• allusion</li> <li>• analogy</li> </ul>	<ul style="list-style-type: none"> <li>• flashback</li> <li>• foil</li> <li>• foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>• personification</li> <li>• perspective</li> </ul>
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<ul style="list-style-type: none"> <li>• analysis</li> <li>• antagonist</li> <li>• argument</li> <li>• authorial voice</li> <li>• character (flat, round, static, dynamic, stock)</li> <li>• characterization (indirect, direct)</li> <li>• commentary</li> <li>• conclusion</li> <li>• conflict (internal, external)</li> <li>• connotation</li> <li>• consistent tone</li> <li>• deductive reasoning</li> <li>• denotation</li> <li>• dialect</li> <li>• diction</li> <li>• ellipsis</li> <li>• epiphany</li> <li>• evidence</li> <li>• figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• formal structure</li> <li>• generalization</li> <li>• genre</li> <li>• hyperbole</li> <li>• imagery</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• irony (varied types)</li> <li>• juxtaposition</li> <li>• literary devices</li> <li>• metaphor</li> <li>• mood</li> <li>• motif</li> <li>• motivation</li> <li>• narrative technique</li> <li>• paradox</li> <li>• paraphrase</li> <li>• passive voice</li> <li>• pattern</li> <li>• persona</li> </ul>	<ul style="list-style-type: none"> <li>• plot (exposition, inciting force, rising action, crisis, climax, resolution/ denouement)</li> <li>• point of view</li> <li>• proofreading</li> <li>• prose</li> <li>• prose</li> <li>• protagonist</li> <li>• revision</li> <li>• setting</li> <li>• simile</li> <li>• stream-of-consciousness</li> <li>• structure</li> <li>• symbol</li> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• voice</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis; Multimedia Project)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

##### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

##### Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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**AP Literature and  
Composition /Grade 12**

**Unit 4 of 9**

**Course/Subject: AP Literature  
and Composition**

**Grade: 12**

**Suggested Timeline:  
3 weeks**

<b>Grade Level Summary</b>	Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Short Fiction I</li> <li>• Unit 2: Poetry I</li> <li>• Unit 3: Longer Fiction or Drama I</li> <li>• <b>Unit 4: Short Fiction II</b></li> <li>• Unit 5: Poetry II</li> <li>• Unit 6: Longer Fiction or Drama II</li> <li>• Unit 7: Short Fiction III</li> <li>• Unit 8: Poetry III</li> <li>• Unit 9: Longer Fiction or Drama III</li> </ul>

<b>Unit Title</b>	Short Fiction II
<b>Unit Summary</b>	<p>As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will refine skills from the previous short fiction unit to uncover the nuances of character development through the characters' choices, perspectives, and relationships. While students should have a firm grasp of the fundamental elements of fiction students will be tasked with identifying and analyzing complications of literary conflicts in the assigned short stories from <i>The Riverside Anthology</i> and <i>Perrine's Literature: Structure, Sound, and Sense</i> including "Araby" and "The Rocking Horse Winner".</p> <p>Specifically, students will read to identify and trace the impact various contrasts an author introduces affect their interpretations of the text and understanding of the meaning of the text as a whole. As a result, students will be required to showcase understanding of previously studied and newly identified literary elements such as tone and stream of consciousness that highlight these contrasts in a text to develop claims and commentary for interpretation of the texts' meanings as a whole with consideration to applicable historical and cultural context of the story's settings as well as the author's style through multiple short responses, passage-based multiple choice identification, and seminar discussion.</p> <p>Students will be tasked with tracing characters' choices, perspectives, and relationships through each short text in the unit to gain mastery of identifying patterns that are integral in uncovering the complexity of a character, especially a character's inconsistencies, and how these convey thematic meaning. Through various types of writing assessments, students will practice explaining how</p>

	these details impact their developing interpretations by providing claims, reasoning, and sound textual evidence through defensible thesis statements. Overall, students will discover how elements and parts of a text work together to affect one another; a skill essential for successful multiple choice completion on the AP English Literature and Composition exam. Students will showcase their knowledge of how a key unit concept impacts theme via a multimedia project shared with the class to present a topic that analyzes and traces a protagonist's choices, perspectives, and relationships in one of the selected stories.
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<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How is authorial voice as distinguished from the author himself?</li> <li>2. How is the standard of verisimilitude, probability, or plausibility a significant aspect of a literary work and consequently analysis?</li> <li>3. What are the details of character development and how are they significant in judging behavior and portraying social attitudes through characterization?</li> <li>4. How are ideas, feelings, and attitudes conveyed through a story's portrayal of a quest or self discovery?</li> <li>5. How is irony, as it conveys tone, exemplified through word choice, levels of reality, characterizations, and allusion?</li> <li>6. How does internal conflict or other structural elements relate to character development or theme?</li> <li>7. How does the work's tone both affect and reflect the theme?</li> <li>8. How does a specific element emphasize aspects of the protagonist's personality and development?</li> <li>9. How are inductive and deductive reasoning implemented in the process of analysis?</li> <li>10. How are a character's actions, thoughts and speeches cited as evidence for evaluation?</li> <li>11. How do techniques for quotations and paraphrases enhance the supporting development of analysis?</li> <li>12. How are sentence combining techniques applied when revising?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases and cultural norms represented by those characters.</li> <li>2. Setting and details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>3. The arrangement of 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 a text</li> <li>4. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ol>
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

#### Important Standards Addressed in the Unit:

Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
Standard - CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>• A character's significance is interpreted from the basic elements of direct characterization evident in literal language within a text's structure.</li> <li>• The role of protagonists and antagonists in a piece of literature only serves to develop the plot through resolution of a conflict.</li> <li>• A setting of a narrative only establishes the time and location or period of a piece.</li> <li>• Narrators are independent from characters in a piece of short prose.</li> <li>• Tone is identified through figurative and connotative language independent from character motivation or perspective.</li> <li>• A thesis statement presents a fact delineated by supporting topics.</li> <li>• Effective paragraphs are determined by the quantity of explanation.</li> <li>• Evidence to support claims is sufficient when several examples are present within a paragraph.</li> <li>• Coherence occurs through following the five paragraph structure that include distinct introduction, body, and conclusion paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• The significance of characters is often revealed through their agency and through nuanced descriptions. This may include characters' choices-in speech, action, and inaction-revealing what they value.</li> <li>• Protagonists and antagonists may represent contrasting values. Thus, conflicts among characters often arises from tensions generated by different value systems.</li> <li>• A setting may help establish the mood and atmosphere of a narrative. Accordingly, the environment a character inhabits provides information about that character.</li> <li>• Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.</li> <li>• The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.</li> <li>• A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</li> <li>• Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.</li> <li>• Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. The evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> <li>• Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective, or nature.</li> <li>• Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character's perspective and that character's motives.</li> <li>• Describe how textual details reveal nuances and complexities in characters' relationships with one another.</li> <li>• Explain the function of setting in a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered at school and</li> </ul>

<p>certain expectations for how the dramatic situations will progress and be resolved.</p> <ul style="list-style-type: none"> <li>• The differences highlighted by a contrast emphasize the particular traits aspects, or characteristics important for comparison of the thing being contrasted.</li> <li>• Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.</li> <li>• Narrative distance refers to the physical distances, chronological distance, relationships or emotional investment of the narrator to the events or characters of the narrators</li> <li>• Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.</li> <li>• The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.</li> <li>• Descriptive words such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.</li> <li>• A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary that is guided by a thesis statement that may preview the development or line of reasoning.</li> <li>• Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between a character and a setting.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of contrasts in a text (including contrasting characters).</li> <li>• Identifying and describe the narrator or speaker of a text and explain the point or view in a narrative.</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly.</li> <li>• Develop and support an interpretation of a text through a recursive process; an interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> <li>• Achieve coherence through appropriate arrangement and organization of reasons, evidence, ideas, or details is logical. Use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.</li> </ul>	<p>beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias</p> <ul style="list-style-type: none"> <li>• Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• active voice</li> <li>• allusion</li> <li>• analogy</li> </ul>	<ul style="list-style-type: none"> <li>• flashback</li> <li>• foil</li> <li>• foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>• personification</li> <li>• perspective</li> </ul>
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<ul style="list-style-type: none"> <li>• analysis</li> <li>• antagonist</li> <li>• argument</li> <li>• authorial voice</li> <li>• character (flat, round, static, dynamic, stock)</li> <li>• characterization (indirect, direct)</li> <li>• commentary</li> <li>• conclusion</li> <li>• conflict (internal, external)</li> <li>• connotation</li> <li>• consistent tone</li> <li>• deductive reasoning</li> <li>• denotation</li> <li>• dialect</li> <li>• diction</li> <li>• ellipsis</li> <li>• epiphany</li> <li>• evidence</li> <li>• figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• formal structure</li> <li>• generalization</li> <li>• genre</li> <li>• hyperbole</li> <li>• imagery</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• irony (varied types)</li> <li>• juxtaposition</li> <li>• literary devices</li> <li>• metaphor</li> <li>• mood</li> <li>• motif</li> <li>• motivation</li> <li>• narrative technique</li> <li>• paradox</li> <li>• paraphrase</li> <li>• passive voice</li> <li>• pattern</li> <li>• persona</li> </ul>	<ul style="list-style-type: none"> <li>• plot (exposition, inciting force, rising action, crisis, climax, resolution/ denouement)</li> <li>• point of view</li> <li>• proofreading</li> <li>• prose</li> <li>• prose</li> <li>• protagonist</li> <li>• revision</li> <li>• setting</li> <li>• simile</li> <li>• stream-of-consciousness</li> <li>• structure</li> <li>• symbol</li> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• voice</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis; Multimedia Project)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

##### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning


##### Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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			<b>AP Literature and Composition /Grade 12</b>  <b>Unit 5 of 9</b>
<b>Course/Subject: AP Literature and Composition</b>	<b>Grade: 12</b>		<b>Suggested Timeline: 3 weeks</b>

<b>Grade Level Summary</b>	<p>Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transitioning, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.</p>
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>● Unit 1: Short Fiction I</li> <li>● Unit 2: Poetry I</li> <li>● Unit 3: Longer Fiction or Drama I</li> <li>● Unit 4: Short Fiction II</li> <li>● <b>Unit 5: Poetry II</b></li> <li>● Unit 6: Longer Fiction or Drama II</li> <li>● Unit 7: Short Fiction III</li> <li>● Unit 8: Poetry III</li> <li>● Unit 9: Longer Fiction or Drama III</li> </ul>

<b>Unit Title</b>	Poetry II
<b>Unit Summary</b>	<p>As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will refine practice regarding interpretation of poetry with emphasis on elements and techniques regarding word choice, imagery, and comparisons that reveal meanings and shape interpretations of texts. Specifically, students will expand understanding of the metaphor by examining the traits of compared objects in poetry and their significance in conveying meaning to the work as a whole via selections from <i>The Riverside Anthology of Literature</i> that emphasize and encourage the analysis of key unit concepts and devices. By introducing the concept of extended metaphor in poetry, students will showcase their understanding of recognizing related patterns through imagery in a poem or connected metaphors.</p> <p>Specifically, students will read to comprehend and analyze both closed and open poetic structures to engage in multiple opportunities to annotate text in order to recognize structural patterns and relationships between poetic structure and meaning. Students will engage in collaborative exercises to compare and contrast poetic interpretation via written analysis and Socratic seminar discussion to evaluate authors' purposes and meanings of the works as a whole. Through collaboration and</p>

	<p>analysis of textual evidence requiring mastery of literary devices and techniques prevalent in poetry, students will defend or counter an alternative interpretation of poetic texts.</p> <p>Students will showcase their understanding of unit concepts through written and verbal analysis tasks as well as assessments that require students to transact with text and construct original examples of devices and forms of poetry with awareness of effective use of literary devices, techniques, and poetic structure as well as completing a unit exam that is aligned to the multiple choice and poetry analysis response style questions found on the AP exam to assess mastery.</p>
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Unit Essential Questions:	Key Understandings:
<ol style="list-style-type: none"> <li>How do form, sound devices, structure, style, and language both convey and enhance the meaning of a poem?</li> <li>How does identifying the speaker and the occasion of the poem show its quality?</li> <li>What is the distinction between connotation and denotation as components of words and meaning?</li> <li>In what ways will the context determine which connotations and which denotations are relevant in a poem?</li> <li>How do levels of diction or word choice characterize the speaker or central idea in a poem?</li> <li>How does imagery convey emotion, suggest ideas, and evoke sense experience?</li> <li>What is the distinction between abstract statements and concrete, image-bearing statements?</li> <li>How are comparisons such as extended metaphors impactful to shaping a central idea or theme in a poem?</li> <li>How are allusions that reinforce ideas and those that intensify emotions exemplified?</li> <li>In what ways is a poem's tone a significant part of its total effect (meaning) impacted by word choice?</li> <li>How do poetic forms either fulfill or ironically counter a reader's expectations?</li> <li>How is analysis of poetic devices effectively expressed through the writing process?</li> <li>How are ideas developed and responses to the literary work expanded?</li> <li>How does material in the work or between works lead to conclusions?</li> <li>How are conclusions linked in a reasonable chain of fact and logic?</li> </ol>	<ol style="list-style-type: none"> <li>The arrangements of the parts and sections of a text, the relationships of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer to contribute to the reader's interpretation of a text.</li> <li>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> <li>Structures combine in texts to emphasize certain ideas and concepts</li> <li>A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.</li> <li>Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</li> <li>A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</li> <li>Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> </ol>

#### Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard - CC.1.4.11-12.A	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**Important Standards Addressed in the Unit:**

Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
Standard - CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"><li>Words with multiple meanings must adhere to a single definition or context to align to an effective interpretation of a poem for analysis.</li><li>Exaggeration in poetry occurs only through the figurative device, hyperbole that embellishes a concept to portray a single perspective.</li><li>An image is a singular element in a poem that can be interpreted through its physical or visible appearance.</li><li>An extended metaphor is an exaggerated universal or archetypal association between multiple startlingly different concepts or ideas.</li><li>A thesis statement provides a claim and is delineated by subtopics to support a claim.</li><li>Effective evidence is determined by the quantity of support for a stated claim.</li><li>A line of reasoning is developed in a thesis statement that outlines the specific topics or concepts that showcase the truth or accuracy of a claim.</li></ul>	<ul style="list-style-type: none"><li>Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.</li><li>Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.</li><li>An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.</li><li>Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</li><li>A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in an argument.</li><li>Evidence is effective when the writer uses commentary to explain a logical relationship between the evidence and the claim. The evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li><li>A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li></ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"><li>Closed forms of poetry include predictable patterns in the structures of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.</li><li>Open forms of poetry may not follow expected of predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.</li><li>Descriptive words, such as adjectives and adverbs, contribute to sensory imagery</li></ul>	<ul style="list-style-type: none"><li>Explain the function of structure in a text</li><li>Distinguish between the literal and figurative meanings of words and phrases.</li><li>Explain the function of specific words and phrases in a text</li><li>Identify and explain the function of an image or imagery</li><li>Identify and explain the function of a metaphor</li><li>Identify and explain the function of personification.</li><li>Identify and explain the function of an allusion</li></ul>	<ul style="list-style-type: none"><li>Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li><li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li><li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias</li></ul>

<p>and affect readers' interaction with a poem.</p> <ul style="list-style-type: none"> <li>• An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.</li> <li>• Personification is a type of comparison that assigns a human trait or quality to a non-human object, entity, or idea, thus characterizing that object, entity, or idea.</li> <li>• Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside of a text.</li> <li>• Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly</li> <li>• Compare not only to communicate literal meaning but also convey figurative meaning or transmit a perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Write conscientiously to use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• alliteration</li> <li>• allusion</li> <li>• analogy</li> <li>• analysis</li> <li>• anaphora</li> <li>• antithesis</li> <li>• aphorism</li> <li>• approximate rhyme</li> <li>• argument</li> <li>• assonance</li> <li>• authorial voice</li> <li>• ballad</li> <li>• ballad measure</li> <li>• breve</li> <li>• cacophony</li> <li>• caesura</li> <li>• characterization</li> <li>• commentary</li> <li>• conclusion</li> <li>• conflict</li> <li>• connotation</li> <li>• consistent tone</li> <li>• consonance</li> <li>• denotation</li> <li>• diction</li> <li>• ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• foreshadowing</li> <li>• form (i.e. open,closed)</li> <li>• formal structure</li> <li>• free verse</li> <li>• genre</li> <li>• hyperbole</li> <li>• imagery (visual, auditory, kinesthetic, olfactory, gustatory)</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• internal rhyme</li> <li>• irony (varied types)</li> <li>• juxtaposition</li> <li>• literary devices</li> <li>• metaphor (extended metaphor)</li> <li>• meter</li> <li>• metonymy</li> <li>• mock epic</li> <li>• mood</li> <li>• narrative poetry</li> <li>• ode</li> <li>• onomatopoeia</li> <li>• oxymoron</li> <li>• palindrome</li> <li>• panegyric</li> <li>• paradox</li> </ul>	<ul style="list-style-type: none"> <li>• proofreading</li> <li>• prose</li> <li>• prosody</li> <li>• refrain</li> <li>• revision</li> <li>• rondeau</li> <li>• rhyme (Feminine, masculine, etc.)</li> <li>• rhyme scheme</li> <li>• rhythm</li> <li>• rime riche</li> <li>• scansion</li> <li>• setting</li> <li>• simile</li> <li>• slant rhyme</li> <li>• speaker</li> <li>• spondee</li> <li>• sprung rhythm</li> <li>• stanzaic form</li> <li>• structure</li> <li>• symbol</li> <li>• synecdoche</li> <li>• synesthesia</li> <li>• syntax</li> <li>• tercet</li> <li>• theme</li> </ul>
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<ul style="list-style-type: none"> <li>• end-stopped line</li> <li>• enjambment</li> <li>• epic</li> <li>• epistrophe</li> <li>• euphemism</li> <li>• euphony</li> <li>• evidence</li> <li>• figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• parallelism</li> <li>• paraphrase</li> <li>• pastoral</li> <li>• pattern</li> <li>• persona</li> <li>• personification</li> <li>• plot</li> <li>• point of view</li> </ul>	<ul style="list-style-type: none"> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• understatement</li> <li>• verse</li> <li>• villanelle</li> <li>• voice</li> <li>• zeugma</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

##### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

##### Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

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**Created By: Michael Andreoli**

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# AP Literature and Composition /Grade 12

## Unit 6 of 9

**Course/Subject: AP Literature and Composition**

**Grade: 12**

**Suggested Timeline: 7-8 weeks**

### Grade Level Summary

Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.

### Grade Level Units

- Unit 1: Short Fiction I
- Unit 2: Poetry I
- Unit 3: Longer Fiction or Drama I
- Unit 4: Short Fiction II
- Unit 5: Poetry II
- **Unit 6: Longer Fiction or Drama II**
- Unit 7: Short Fiction III
- Unit 8: Poetry III
- Unit 9: Longer Fiction or Drama III

### Unit Title

Longer Fiction or Drama II

### Unit Summary

As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, this unit explores the significance of inconsistencies in longer narrative fiction including novel texts and drama listed as supplemental resources in the course description including Emily Bronte's *Wuthering Heights*, Jane Austen's *Pride and Prejudice*, and Shakespeare's *Hamlet*. Students will uncover how inconsistencies in texts are often crafted to develop characters, interrupt a plot's timeline or sequence, or establish unreliable narration that affect audience interpretation and understanding of the meanings of the works as a whole. Students will apply previously learned concepts and skills to longer texts where the depth of characters and plots are extended.

Students will explore the inconsistencies in gothic novels and Shakespearean drama through the study of symbolism and supporting elements and devices in literature to refine literary arguments as a culminating written response in MLA format. Additionally, students will review the structures of plot, and be tasked with identifying elements that disrupt chronology or add to the complexity of the text in order to explore how disruptions affect a reader's experience through the completion of a dialectical journal for a Gothic novel.

Furthermore, students will explore contrasts within the casts of characters for a given text via Socratic seminar. As a result, students will identify the common patterns and breaks in patterns

	<p>studied thus far to explain how these contrasts or inconsistencies in character and plot develop meaning in the texts via multiple choice and open-ended quizzes and group discussion. Moreover, students will explore narrator bias by critically considering the details a narrator provides (or does not provide) and considering how such bias invites complex interpretations. To identify mastery, students will develop and support multiple interpretations of one of the novels through assigned reading, discussion, and written analysis assignments.</p> <p>In culmination of learning in the unit as a whole, students will successfully complete a multiple choice analysis exam and written interpretation in MLA format supported via sound, cited textual evidence and coherent commentary to defend an argumentative thesis.</p>
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. What is authorial voice as distinguished from the author himself?</li> <li>2. How are literary elements, as well as the social attitudes and customs of the novel's or the story's time period, fundamental to analysis?</li> <li>3. How does the protagonist's situation exemplify the theme?</li> <li>4. How does internal conflict relate to the theme?</li> <li>5. How is the protagonist's predicament conveyed through symbolic images and motifs?</li> <li>6. How is the nature of the self examined by identifying values that influence decisions?</li> <li>7. What are the main points of Aristotle's definition of tragedy, and how do these characteristics arouse responses from the audience?</li> <li>8. How does a drama develop from problems arising from complex interactions between social forces and individual temperaments?</li> <li>9. How does a dramatic performance clarify speeches, thoughts, and actions?</li> <li>10. How do language and imagery contribute to mood in Shakespearean drama?</li> <li>11. What are the questions for analyzing and evaluating drama on an exam?</li> <li>12. How does figurative language allow for an interpretation of a drama?</li> <li>13. How are statements made by characters evaluated to establish perspective or inconsistencies that invite analysis?</li> <li>14. What do appearance, environment, dramatic statements, and thoughts reveal about a character or narration?</li> <li>15. What questions serve as a method for answering the open essay question on an exam?</li> </ol>	<ol style="list-style-type: none"> <li>7. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>8. 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 a text.</li> <li>9. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>10. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>11. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> <li>12. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> <li>13. A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, and understandings.</li> <li>14. A character or material object may create specific or archetypal symbolism which may represent social, cultural, or political values</li> <li>15. Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li> <li>16. Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</li> <li>17. Writers convey their ideas in a sentences through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance of equality between ideas or subordination to illustrate an imbalance or inequality.</li> </ol>

#### **Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Important Standards Addressed in the Unit:

Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
Standard - CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
Standard - CC.1.4.11-12.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Standard - CC.1.4.11-12.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>• A text's diction and quantity of detail to develop an elaborate plot determine the narrative's complexity.</li> <li>• A narrative structure chronologically develops a plot to present conflict, crisis, and resolution.</li> <li>• Only information included in the text conveys characters' or narrators' perspectives.</li> <li>• A narrator may be deemed reliable via the identification of the complexity of detail and vivid description of events within a narrative.</li> <li>• Symbols in a novel or drama are unique and specific to the plot. Thus, symbols are always independent of the context with a novel or drama's plot.</li> <li>• A thesis statement should delineate or outline the specific topics or concepts that will be supported by evidence and commentary.</li> <li>• Exemplary lines of reasoning in an argument are evident when an abundance of evidence is provided in a paragraph or argument as a whole.</li> <li>• Sufficient evidence is indicated by quantity. The more examples; the more accurate the claim.</li> <li>• There is only one best way to develop an interpretation which includes initially developing a line of reasoning, and then researching to identify a sufficient amount of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.</li> <li>• Some narrative structures interrupt chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness</li> <li>• Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.</li> <li>• Readers who detect bias in a narrator may find that narrator less reliable. Thus, the reliability of a narrator may influence a reader's understanding of a character's motives.</li> <li>• Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.</li> <li>• A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in an argument.</li> <li>• A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</li> <li>• Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> <li>• Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of</li> </ul>



reasoning and then identifying relevant evidence to support that line of reasoning.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• Different character, narrator, or speaker perspective often reveal different attitudes, and influence different interpretation of a text and the ideas in it.</li> <li>• Foil characters serve to illuminate, through contrast, the traits, attributes, or values of another character</li> <li>• Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.</li> <li>• Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense and building tension.</li> <li>• Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.</li> <li>• The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.</li> <li>• The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.</li> <li>• When a material object comes to represent, or stand for an idea or concept, it becomes a symbol. A symbol can represent different things depending on the experiences of a reader or the contexts of its use in a text.</li> <li>• When a character comes to represent, or stand for an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</li> <li>• Explain the function of contrasting characters.</li> <li>• Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of a particular sequence of events in a plot.</li> <li>• Explain the function of contrasts within a text.</li> <li>• Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</li> <li>• Explain how a narrator's reliability affects a narrative.</li> <li>• Identify and explain the function of a symbol.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Demonstrate control over the elements of composition to communicate clearly.</li> <li>• Identify how punctuation conveys relationships between and among parts of a sentence.</li> <li>• Infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias</li> <li>• Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>• Write and speak creatively and critically through effective word choice that clarifies an interpretation, argument, or hypothesis.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns</li> </ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• active voice</li><li>• allegory</li><li>• allusion</li><li>• analogy</li><li>• analysis</li><li>• antagonist</li><li>• argument</li><li>• aside</li><li>• authorial voice</li><li>• blank verse</li><li>• Byronism</li><li>• catharsis</li><li>• character (flat, round, static, dynamic, stock)</li><li>• characterization (direct, indirect)</li><li>• citation</li><li>• claim</li><li>• colloquialism</li><li>• commentary</li><li>• concealment</li><li>• conclusion</li><li>• conflict (internal, external)</li><li>• connotation</li><li>• critical approaches (i.e. moral, historical, formalist feminist, archetypal...)</li><li>• deductive reasoning</li><li>• denotation</li><li>• dialect</li><li>• diction</li><li>• double entendre</li><li>• dramatic convention</li><li>• dramatic exposition</li><li>• dramaturgy</li><li>• ellipses</li><li>• epiphany</li><li>• epistrophe</li></ul>	<ul style="list-style-type: none"><li>• evidence</li><li>• figurative language (varied)</li><li>• flashback</li><li>• foil</li><li>• foreshadowing</li><li>• formal structure</li><li>• generalization</li><li>• genre</li><li>• Gothic novel</li><li>• historical context</li><li>• hyperbole</li><li>• imagery</li><li>• inductive reasoning</li><li>• inference</li><li>• irony (varied: verbal, situational, dramatic, cosmic)</li><li>• juxtaposition</li><li>• literal language</li><li>• literary devices</li><li>• malapropism</li><li>• metaphor</li><li>• metonymy</li><li>• monologue</li><li>• mood</li><li>• motif</li><li>• motivation</li><li>• narrative technique</li><li>• oxymoron</li><li>• paradox</li><li>• parallelism</li><li>• paraphrase</li><li>• passive voice</li><li>• pattern</li><li>• personification</li><li>• perspective</li><li>• play-within-a-play (metatheatre)</li></ul>	<ul style="list-style-type: none"><li>• plot (exposition, inciting force, complication, rising action, crisis, climax, falling action, resolution, denouement)</li><li>• point of view</li><li>• prologue</li><li>• proofreading</li><li>• prose</li><li>• protagonist</li><li>• pun</li><li>• revision</li><li>• rhetorical pause</li><li>• satire</li><li>• setting</li><li>• simile</li><li>• social, political, and aesthetic concerns</li><li>• soliloquy</li><li>• structure</li><li>• style</li><li>• symbol</li><li>• synecdoche</li><li>• syntax</li><li>• synthesis</li><li>• theme</li><li>• thesis statement</li><li>• tone</li><li>• tragedy; tragic hero</li><li>• transition</li><li>• understatement</li><li>• voice</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis)
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**Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:****Reference:**

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

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Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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# AP Literature and Composition /Grade 12

## Unit 7 of 9

**Course/Subject: AP Literature and Composition**

**Grade: 12**

**Suggested Timeline: 3 weeks**

### Grade Level Summary

Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.

### Grade Level Units

- Unit 1: Short Fiction I
- Unit 2: Poetry I
- Unit 3: Longer Fiction or Drama I
- Unit 4: Short Fiction II
- Unit 5: Poetry II
- Unit 6: Longer Fiction or Drama II
- **Unit 7: Short Fiction III**
- Unit 8: Poetry III
- Unit 9: Longer Fiction or Drama III

### Unit Title

Short Fiction III

### Unit Summary

As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, this unit will build on students' understanding of patterns and complexities of texts to uncover how experiences, institutions, and social structures influence literature to comment and on the real world. To develop understanding of how character epiphany, setting changes, manipulation of plot, or contradictory information through narration help the audience develop thematic interpretations, students will be challenged to transfer their understanding of figurative devices and literary techniques from units analyzing poetry to interpretations of short narrative prose from *The Riverside Anthology* including "Rappaccini's Daughter", "Where Are You Going, Where Have You Been?" and "Roman Fever".

Students will trace how the complexity of narrative prose develops over the course of a text by emphasizing analysis of setting and character to explain how the changes in these elements and the values associated with them convey meaning. Subsequent to reading and analyzing short prose and assessment via multiple choice and short responses, students will develop a written literary argument to showcase a sound interpretation of the text in MLA format by using *Writing as a Literature* as a primary resource to guide the writing process.

Via discussion and written response, students will showcase independence in ability to identify patterns in a text to suggest a connection to experiences, institutions, or social structures and then explain the relationship between their evidence and the line of reasoning behind that interpretation.

	<p>Students should also recognize the need to revise their line of thinking as close analysis allows for reconsideration of support and the overarching line of reasoning.</p> <p>The final written argument will allow students to review and prepare for the AP Exam by recognizing that the highest performing essays on the exam typically recognize and account for these contradictions and complexities in the text being analyzed.</p>
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. How does the social context and nuances of elements within the text's structure develop an interpretation?</li> <li>2. How well does the work present or imitate reality through the development of plot and epiphany?</li> <li>3. What ironies develop from the characterizations and the levels of reality in the text?</li> <li>4. How are social, political, and aesthetic concerns and values reflected in the work?</li> <li>5. How do elements such as character and setting as well as devices such as imagery, allusion, and symbols contribute to epiphany and theme in the short fiction?</li> <li>6. How is the protagonist's circumstances enhanced through setting, symbolic images, or motifs?</li> <li>7. How do characters symbolize ideas and values?</li> <li>8. How are circumstances distinguished from character traits to develop thematic interpretation?</li> <li>9. How does writing style improve by analyzing the effect of structure and revising written work?</li> <li>10. How does figurative language contribute to interpretation of a short story?</li> <li>11. How are coordination, subordination, and parallel structure utilized to achieve emphasis and clear relationship of ideas?</li> </ol>	<ol style="list-style-type: none"> <li>1. Characters in literature allow readers to student and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>2. Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>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 a text.</li> <li>4. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>5. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>6. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> <li>7. By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.</li> <li>8. A thesis statement expresses and interpretation of a literary text and requires defense through the use of evidence and a line of reasoning.</li> <li>9. Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li> <li>10. Textual evidence may require revision to an interpretation if the evidence does not sufficiently support the initial interpretation</li> </ol>

<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
Standard - CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
Standard - CC.1.3.11-12.F	Evaluate how words and phrases shape meaning and tone in texts.

<b>Important Standards Addressed in the Unit:</b>	
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Standard - CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.E	Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
Standard - CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>● Change in a dynamic character occurs gradually through the course of the development of plot elements culminating in the resolution.</li> <li>● A character in a work of fiction is an individual who represents realistic human traits or supernatural elements dependent upon genre and role.</li> <li>● Narrative pacing represents the complexity of a plot and merely incites suspense or mystery to impact tone or mood.</li> <li>● Narration throughout a story must remain consistent aligned to a character's perspective or omniscient perspective.</li> <li>● A setting provides the context for the time and place of the essential plot to provide historical, social, or cultural context.</li> <li>● A thesis statement must be closed and identify a specified amount of topics to indicate accuracy or merit.</li> <li>● A line of reasoning is indicated through explicit textual evidence from the text aligned to the thesis statement of an argument or interpretation.</li> <li>● Sufficient evidence is judged by the amount of textual evidence present to support a claim.</li> </ul>	<ul style="list-style-type: none"> <li>● While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as epiphany; often directly related to the central conflict of the narrative.</li> <li>● A group or force can function as a character.</li> <li>● When a setting changes, it may suggest other movements, changes, or shifts in the narrative.</li> <li>● Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.</li> <li>● Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.</li> <li>● A setting may become symbolic when it is associated with abstractions such as emotions, ideologies, and beliefs. Over time, some settings have developed certain associations almost universally symbolizing other concepts.</li> <li>● A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</li> <li>● A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</li> <li>● Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• Often, the change in a character emerges directly from a conflict of values represented in the narrative. Changes in a character's circumstances may lead to changes in that character.</li> <li>• An epiphany may affect the plot by causing the character to act on his or her sudden realization.</li> <li>• When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.</li> <li>• Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.</li> <li>• The way characters interact with their surroundings provides insight about those characters and the settings they inhabit. The way characters behave in or describe their surroundings reveals their attitude and contributes to the development of interpretation.</li> <li>• The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group.</li> <li>• Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative including, arrangement of details, frequency of events, narrative structures, syntax, the tempo, or speed at which events occur, or shifts in tense and chronology of the narrative.</li> <li>• A motif is a unified pattern or recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.</li> <li>• The function of a simile relies on the selection of the objects being</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the function of a character changing or remaining unchanged.</li> <li>• Describe how textual details reveal nuances and complexities in characters' relationships with one another.</li> <li>• Explain the function of setting in a narrative.</li> <li>• Describe the relationship between a character and a setting.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Explain the function of a particular sequence of events in a plot.</li> <li>• Explain how a narrator's reliability affects a narrative.</li> <li>• Identify and explain the function of a symbol.</li> <li>• Identify and explain the function of an image or imagery.</li> <li>• Identify and explain the function of a simile.</li> <li>• Identify and explain the function of personification.</li> <li>• Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>• Develop sophisticated literary arguments that may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing and speaking to suit a particular audience or purpose.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias.</li> <li>• Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>

compared as well as the traits of the objects.		
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### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• active voice</li> <li>• allegory</li> <li>• allusion</li> <li>• analogy</li> <li>• analysis</li> <li>• antagonist</li> <li>• argument</li> <li>• authorial voice</li> <li>• character (flat, round, static, dynamic, stock)</li> <li>• characterization (indirect, direct)</li> <li>• colloquialism</li> <li>• commentary</li> <li>• conclusion</li> <li>• conflict (internal, external)</li> <li>• connotation</li> <li>• consistent tone</li> <li>• deductive reasoning</li> <li>• denotation</li> <li>• dialect</li> <li>• diction</li> <li>• ellipsis</li> <li>• evidence</li> <li>• figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• flashback</li> <li>• foil</li> <li>• foreshadowing</li> <li>• formal structure</li> <li>• generalization</li> <li>• genre</li> <li>• hyperbole</li> <li>• imagery</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• irony (varied types)</li> <li>• juxtaposition</li> <li>• literary devices</li> <li>• metaphor</li> <li>• mood</li> <li>• motif</li> <li>• motivation</li> <li>• narrative technique</li> <li>• parallelism</li> <li>• paraphrase</li> <li>• passive voice</li> <li>• persona</li> <li>• personification</li> <li>• perspective</li> </ul>	<ul style="list-style-type: none"> <li>• plot (exposition, inciting force, rising action, crisis, climax, resolution/ denouement)</li> <li>• point of view</li> <li>• procatalepsis</li> <li>• proofreading</li> <li>• prose</li> <li>• prose</li> <li>• protagonist</li> <li>• revision</li> <li>• satire</li> <li>• setting</li> <li>• simile</li> <li>• structure</li> <li>• symbol</li> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• voice</li> </ul>
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### Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar/Discussion
- Student Responses/Portfolio (Written Literary Analysis)

### Interdisciplinary Connections:

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

### Additional Resources:

#### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

#### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning



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Supplemental Texts: *Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

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**Created By: Michael Andreoli**

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# AP Literature and Composition /Grade 12

## Unit 8 of 9

**Course/Subject: AP Literature and Composition**

**Grade: 12**

**Suggested Timeline: 3 weeks**

### Grade Level Summary

Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.

### Grade Level Units

- Unit 1: Short Fiction I
- Unit 2: Poetry I
- Unit 3: Longer Fiction or Drama I
- Unit 4: Short Fiction II
- Unit 5: Poetry II
- Unit 6: Longer Fiction or Drama II
- Unit 7: Short Fiction III
- **Unit 8: Poetry III**
- Unit 9: Longer Fiction or Drama III

### Unit Title

Poetry III

### Unit Summary

As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, students will continue to develop skills analyzing and interpreting poetry with an emphasis on how the parts of a poem inform the interpretation of the meaning as a whole. The poems selected in this unit from *The Riverside Anthology of Literature and Adventures in English Literature* textbooks will emphasize ambiguities of language and unrealized expectations and the ironies they create. Students will annotate poetry and engage in multiple short writing and Socratic discussion activities to examine the structural contrasts and inconsistencies in multiple poems including those metaphysical in nature and adhering to a Carpe Diem tradition. Overall, students will recognize through their close analysis of multiple poems how juxtaposition, irony, and paradox in a poem may contribute to understanding the complexity of its meanings.

Specifically, students will build multiple skills through discussion, writing, and presentation tasks that require varied levels of independence and effective collaboration. Overall, students will develop proficiency analyzing metaphors (metaphysical conceit), contrasts, and complexities in a

	<p>text (and between texts) to engage in mastery of advanced literary skills including understanding conceits in poetry that will require students to identify, analyze, and interpret images, metaphors, and figurative language to trace tone and understanding develop thematic statements supported by textual evidence to articulate the central idea(s) and overall meaning(s) of each poem.</p> <p>Students will be tasked with focusing on the figurative meanings developed from figurative devices within a conceit contribute to their interpretations. Students will provide commentary in discussion and formal writing to express how other elements and techniques in each poem affect or are affected by irony and conceit.</p> <p>Ultimately, students will showcase their mastery via multiple choice passage quizzes, poetry Socratic seminar(s), and timed written analysis of applicable poetry.</p>
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### Unit Essential Questions:

1. How do form, sound devices, structure, style, and language both convey and enhance the meaning of a poem?
2. How are the philosophy and culture of the period reflected in its literature?
3. How does identifying the speaker and the occasion of the poem show its dramatic quality?
4. How do ambiguity and multiplicity of meanings contribute to the richness of poetic language?
5. How does the context of a poem determine the limits of its symbolic meanings?
6. How do the three principal forms of irony contribute to the meanings and effects of given poems?
7. How can a poem that expressing contradictory ideas with which the reader disagrees be a source of appreciation?
8. How is analysis of poetic devices effectively expressed in writing?
9. How are the meanings of words distinguished by their connotations?
10. How does figurative language contribute to interpretation?
11. How do parts of a poem, while seemingly contradictory, embody major ideas by interlocking?
12. What are the questions for analyzing and evaluating poetry to develop cohesive interpretation?

### Key Understandings:

1. The arrangements of the parts and sections of a text, the relationships of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer to contribute to the reader's interpretation of a 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 interpretations of literature through arguments supported by textual evidence.
4. Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.
5. A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.
6. A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence a line of reasoning, both of which are explained in an essay through commentary.
7. Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify or qualify a point.
8. A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. A line of reasoning is communicated through commentary that explains logical relationships between thesis and evidence.

### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression,

Standard - CC.1.4.11-12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
Standard - CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

### Important Standards Addressed in the Unit:

Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
Standard - CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
Standard - CC.1.4.11-12.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Standard - CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Ideas and images in a poem are represented on a single line or within a single stanza to create a cohesive message.</li> <li>Ambiguity is a result of a lack of a reader's or audience's ability to effectively identify, analyze, and interpret the figurative elements and techniques in a work of poetry.</li> <li>Tone is affected by the persona's diction to represent a clear, consistent attitude toward the topic of a poem.</li> <li>Sufficient evidence is judged by the amount of textual evidence present to support a claim.</li> <li>More sophisticated literary arguments are evident through the length of response and quantity of supporting evidence to defend each element of a thesis statement or interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and images in a poem may extend beyond a single line or stanza.</li> <li>Ambiguity allows for different readings and understanding so f a text by different readers.</li> <li>Multiple comparisons, representations, or associations may combine to affect one another in complex ways.</li> <li>Evidence is effective when the writer of an essay uses commentary to explain a logical relationship between the evidence and the claim. Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> <li>More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Punctuation is often crucial to the understanding of a text.</li> <li>When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.</li> <li>Juxtaposition may create or demonstrate an antithesis.</li> <li>Situational or verbal irony is created when events or statements in a text are</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of structure in a text.</li> <li>Explain the function of contrasts within a text.</li> <li>Explain the function of specific words and phrases in a text.</li> <li>Identify and explain the function of a symbol.</li> <li>Identify and explain the function of a metaphor (including conceit)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing and speaking to suit a particular audience or purpose</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections.</li> <li>Think critically about information and claims encountered at school and</li> </ul>

<p>inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.</p> <ul style="list-style-type: none"> <li>● Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction which may or may not be reconciled-can reveal a hidden or unexpected idea.</li> <li>● Often, conceits are used to make complex comparisons between the natural world an individual.</li> <li>● Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.</li> <li>● Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.</li> <li>● Developing and supporting an interpretation can emerge from analyzing evidence and then forming a line of reasoning or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support the line of reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain the function of an allusion.</li> <li>● Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>● Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>● Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>● Demonstrate control over the elements of composition to communicate clearly.</li> </ul>	<p>beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias.</p> <ul style="list-style-type: none"> <li>● Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>● Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>● Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>● alliteration</li> <li>● allusion</li> <li>● analogy</li> <li>● analysis</li> <li>● apostrophe</li> <li>● approximate rhyme</li> <li>● argument</li> <li>● assonance</li> <li>● authorial voice</li> <li>● breve</li> <li>● cacophony</li> <li>● caesura</li> <li>● carpe diem</li> <li>● characterization</li> <li>● commentary</li> <li>● comparison-contrast</li> <li>● conceit</li> <li>● conclusion</li> <li>● conflict</li> <li>● connotation</li> <li>● consistent tone</li> <li>● consonance</li> <li>● couplet</li> </ul>	<ul style="list-style-type: none"> <li>● figurative language</li> <li>● foreshadowing</li> <li>● form (i.e. open, closed)</li> <li>● formal structure</li> <li>● generalization</li> <li>● genre</li> <li>● hyperbole</li> <li>● imagery (visual, auditory, kinesthetic, olfactory, gustatory)</li> <li>● inductive reasoning</li> <li>● inference</li> <li>● internal rhyme</li> <li>● irony (varied types)</li> <li>● juxtaposition</li> <li>● literary conceit</li> <li>● literary devices</li> <li>● metaphor</li> <li>● metaphysical conceit</li> <li>● meter</li> <li>● mood</li> <li>● octave</li> <li>● onomatopoeia</li> <li>● oxymoron</li> </ul>	<ul style="list-style-type: none"> <li>● proofreading</li> <li>● quatrain</li> <li>● revision</li> <li>● rhyme (Feminine, masculine, etc.)</li> <li>● rhyme scheme</li> <li>● rhythm</li> <li>● satire</li> <li>● scansion</li> <li>● sestet</li> <li>● sestina</li> <li>● setting</li> <li>● simile</li> <li>● slant rhyme</li> <li>● sonnet</li> <li>● speaker</li> <li>● spondee</li> <li>● sprung rhythm</li> <li>● stanzaic form</li> <li>● structure</li> <li>● symbol</li> <li>● syntax</li> <li>● synthesis</li> </ul>
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<ul style="list-style-type: none"> <li>• denotation</li> <li>• diction</li> <li>• dramatic monologue</li> <li>• ellipsis</li> <li>• end-stopped line</li> <li>• enjambment</li> <li>• epistrophe</li> <li>• euphemism</li> <li>• euphony</li> <li>• evidence</li> </ul>	<ul style="list-style-type: none"> <li>• palindrome</li> <li>• panegyric</li> <li>• paradox</li> <li>• parallelism</li> <li>• paraphrase</li> <li>• persona</li> <li>• personification</li> <li>• Petrarchan sonnet</li> <li>• plot</li> <li>• point of view</li> </ul>	<ul style="list-style-type: none"> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• trochee</li> <li>• understatement</li> <li>• verse</li> <li>• voice</li> <li>• volta (turn)</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

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- Unit Quizzes; Passage Analysis Responses
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Written Literary Analysis)
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#### **Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

##### Reference:

Mui, S., & Tully, B. (2019). AP English Literature and Composition Course and Exam Description. Retrieved February 12, 2020, from <https://secure-media.collegeboard.org/apc/ap-english-literature-and-composition-course-and-exam-description.pdf>

##### Primary Texts:

*Perrine's Literature: Structure, Sound, and Sense* Wadsworth Cengage Learning

*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

##### Supplemental Texts:

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

**Created By: Michael Andreoli**

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# AP Literature and Composition /Grade 12

## Unit 9 of 9

**Course/Subject: AP Literature and Composition**

**Grade: 12**

**Suggested Timeline: 5-6 weeks**

### Grade Level Summary

Designed for students proficient in English, this course will provide an enriching experience in the study of literature and advanced composition, as it fulfills the curricular requirements of the AP English Course Description. The literature spans the sixteenth through the twentieth centuries, with an emphasis on written response to and class discussion of reading assignments including short prose, novels, drama, and poetry of literary merit completed at a rapid pace. The major works assigned may vary slightly from year to year, but the study of literary elements and the analytical writing process remains the same. Refining writing technique will be a primary focus through literary analyses (both argumentative and interpretive), which implement various critical approaches, and the study of composition, including varied sentence structure, mechanics, transition, and precise word choice. Throughout this process, students will perfect their writing skills through revision and submittal of drafts.

### Grade Level Units

- Unit 1: Short Fiction I
- Unit 2: Poetry I
- Unit 3: Longer Fiction or Drama I
- Unit 4: Short Fiction II
- Unit 5: Poetry II
- Unit 6: Longer Fiction or Drama II
- Unit 7: Short Fiction III
- Unit 8: Poetry III
- **Unit 9: Longer Fiction or Drama III**

### Unit Title

Longer Fiction or Drama III

### Unit Summary

As the unit reflects the overview, enduring understandings, essential knowledge, and skills of the approved curriculum framework, the culminating unit will provide students multiple learning opportunities to combine multiple skills and concepts practiced throughout the course to continue to explore how literature engages an audience through a range of experiences, institutions, and social structures. As students have previously studied, the ways a character changes and the reasons for the change reveal much about that character's traits and values, and in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them that incite nuanced relationships that contribute to the complexity of a work. Accordingly, students will apply these essential concepts to their study of novel and dramatic texts from the supplemental resources including Shakespeare's *Twelfth Night* and Huxley's *Brave New World*. Additionally, in the culmination of the course, students should recognize that these understandings call for nuanced literary analysis with awareness to varied genres, styles, and authors.

Specifically, students will use the novel and drama to refine understanding of these key unit concepts through Socratic seminar discussion, literary analysis of passages requiring short response,

	<p>and formal writing that demonstrates clear understanding of overarching thematic meaning or identification and impact of the foundational concept of the work as a whole in preparation and review of the AP English Literature and Composition exam multiple choice and open-ended free response questions and prompts.</p> <p>Students will continue to recognize patterns, cause-effect relationships, comparison, contrast, and examination of a part's function and its relationship to a whole to understanding relationships among literary elements and how they contribute to meaning through the use of other devices and techniques through learning tasks such as a character ekphrasis. As a result, students will note details to track a character's development through motives, perspectives, behaviors, conflicts, and relationships that seem inconsistent when compared to the character's response to a plot's resolution to lead to an understanding of the character's complexity and interpretation of the work as a whole.</p> <p>Ultimately, students will produce literary argument and interpretation that showcase their mastery of interpreting the meaning of a work as a whole. Students should showcase evidence and proficiency in their analysis by understanding the various parts of a text as well as the elements and devices that best contribute to forming a cohesive written, cited argument in MLA format to defend a position.</p>
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Unit Essential Questions:	Key Understandings:
<ol style="list-style-type: none"> <li>1. How are social, political, and aesthetic concerns and values reflected in the work?</li> <li>2. How do recalling and interpreting facts extend the meaning of the story or novel?</li> <li>3. How well does the work present or imitate reality?</li> <li>4. To what degree do the language and structure of the work enable it to stand as a work of art?</li> <li>5. How is irony, as it conveys tone, exemplified through word choice, levels of reality, characterizations, and allusion?</li> <li>6. How do imagery, allusions, and symbols contribute to the theme?</li> <li>7. What does a work's symbolism convey about perspective?</li> <li>8. How do characters, symbols and allusions convey values, philosophies, or archetypal concepts?</li> <li>9. How does the work's tone both affect and reflect the theme?</li> <li>10. How does a specific element emphasize aspects of the protagonist's personality and development?</li> <li>11. How do characters symbolize ideas and values?</li> <li>12. What realistic conventions may be reflected in physical appearances and in language, and what do they contribute to an audience's experience of a play?</li> <li>13. What are the questions for analyzing and evaluating drama on an exam?</li> <li>14. How does figurative language allow for an interpretation?</li> <li>15. How does writing style improve by analyzing the effect of structure and revising written work?</li> <li>16. How do quotations enhance the supporting development of analysis?</li> <li>17. How are coordination, subordination, and parallel structure utilized to achieve emphasis and clear relationship of ideas?</li> <li>18. How do essays about literature utilize persuasive, descriptive, and expository techniques?</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the function of a character changing or remaining unchanged.</li> <li>2. Explain how a character's own choices, actions, and speech reveal complexities in that character and explain the function of those complexities.</li> <li>3. Explain the function of a significant event or related set of significant events in a plot.</li> <li>4. Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</li> <li>5. Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>6. Develop commentary that establishes and examines relationships among textual evidence, the line of reasoning and the thesis.</li> <li>7. Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>8. A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</li> </ol>



19. How are ideas developed and responses to the literary work expanded?	
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### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Standard - CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
Standard - CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Standard - CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
Standard - CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Important Standards Addressed in the Unit:

Standard - CC.1.4.11-12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
Standard - CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
Standard - CC.1.4.11-12.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Standard - CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
Standard - CC.1.4.11-12.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>A reader's interpretation is affected by the events of a novel or drama's resolution to conflict(s).</li> <li>A novel or drama must show conflict and complications to thoroughly develop action of the plot toward an appropriate resolution.</li> <li>A plot must result in a resolution that presents the fates of all characters and circumstances essential to the central conflict of the narrative.</li> <li>A text should present a clear, consistent perspective to present the depth of a social, political, or cultural circumstance or value.</li> <li>An effective thesis statement clearly delineates or outlines the specific topics or concepts that support a claim.</li> <li>A sophisticated argument includes a plethora of textual evidence that implies support or accuracy of claims aligned to the writer's thesis statement.</li> <li>Evidence is determined effective when multiple examples can be identified and represented to</li> </ul>	<ul style="list-style-type: none"> <li>Readers' interpretations of a text are often affected by a character changing or not and the meaning conveyed by such changes or lack thereof.</li> <li>Sometimes things not actually shown in a narrative, such as an unseen character or preceding action, may be in conflict with or result in conflict for a character</li> <li>Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</li> <li>Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.</li> <li>A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</li> <li>More sophisticated literary arguments may explain the significance or relevance of an interpretation within a</li> </ul>

<p>support a topic sentence, claim, or argument as a whole.</p> <ul style="list-style-type: none"> <li>There is only one best way to develop an interpretation which includes initially developing a line of reasoning, and then researching to identify a sufficient amount of evidence.</li> </ul>	<p>broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p> <ul style="list-style-type: none"> <li>Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. Evidence is sufficient when its quantity and quality provide apt support of the line of reasoning.</li> <li>Developing and supporting an interpretation of a text is a recursive process: an interpretation can emerge from analyzing evidence when forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.</li> <li>A character's responses to the resolution of the narrative-in their words or in their actions-reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.</li> <li>Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character or speaker; and/or setting.</li> <li>Significant events often illustrate competing value systems that relate to a conflict present in the text.</li> <li>Events in a plot collide and accumulate to create a sense of anticipation and suspense.</li> <li>The resolution of the anticipation, suspense, or central conflicts of a plot may be</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of a character changing or remaining unchanged.</li> <li>Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>Explain the function of a significant event or related set of significant events in a plot.</li> <li>Explain the function of conflict in a text.</li> <li>Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</li> <li>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>Construct an effective line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing and speaking to suit a particular audience or purpose.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, effective commentary, and awareness of bias.</li> <li>Write conscientiously to develop and include succinct claims defended via evidence from a text or other resources adhering to sound research practices.</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Creatively analyze fiction and nonfiction to make associations with moral, social, and aesthetic concepts and concerns.</li> </ul>

<p>referred to as the moment of catharsis or emotional release.</p> <ul style="list-style-type: none"> <li>• A narrator or speaker may change over the course of a text as a result of actions and interactions. The changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or complexity.</li> </ul>	<p>statement and the claims/evidence within the body of an essay.</p>	
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### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• active voice</li> <li>• allegory</li> <li>• allusion</li> <li>• analogy</li> <li>• analysis</li> <li>• antagonist</li> <li>• argument</li> <li>• aside</li> <li>• authorial voice</li> <li>• blank verse</li> <li>• character (flat, round, static, dynamic, stock)</li> <li>• characterization (direct, indirect)</li> <li>• citation</li> <li>• claim</li> <li>• comedy</li> <li>• commentary</li> <li>• concealment</li> <li>• conclusion</li> <li>• conflict (internal, external)</li> <li>• connotation</li> <li>• critical approaches (i.e. moral, historical, formalist, feminist, archetypal...)</li> <li>• deductive reasoning</li> <li>• denotation</li> <li>• dialect</li> <li>• diction</li> <li>• double entendre</li> <li>• dramatic convention</li> <li>• dramatic exposition</li> <li>• dramaturgy</li> <li>• ellipses</li> <li>• epiphany</li> <li>• epistrophe</li> </ul>	<ul style="list-style-type: none"> <li>• evidence</li> <li>• farce</li> <li>• figurative language (varied)</li> <li>• flashback</li> <li>• foil</li> <li>• foreshadowing</li> <li>• formal structure</li> <li>• generalization</li> <li>• genre</li> <li>• historical context</li> <li>• hyperbole</li> <li>• imagery</li> <li>• inductive reasoning</li> <li>• inference</li> <li>• irony (varied: verbal, situational, dramatic, cosmic)</li> <li>• juxtaposition</li> <li>• literal language</li> <li>• literary devices</li> <li>• malapropism</li> <li>• melodrama</li> <li>• metaphor</li> <li>• metatheater</li> <li>• monologue</li> <li>• mood</li> <li>• motif</li> <li>• motivation</li> <li>• narrative technique</li> <li>• oxymoron</li> <li>• paradox</li> <li>• parallelism</li> <li>• paraphrase</li> <li>• passive voice</li> <li>• pattern</li> <li>• personification</li> </ul>	<ul style="list-style-type: none"> <li>• perspective</li> <li>• plot (exposition, inciting force, complication, rising action, crisis, climax, falling action, resolution, denouement)</li> <li>• point of view</li> <li>• procatalepsis</li> <li>• prologue</li> <li>• proofreading</li> <li>• prose</li> <li>• protagonist</li> <li>• pun</li> <li>• revision</li> <li>• romantic comedy</li> <li>• rhetorical pause</li> <li>• satire</li> <li>• satiric comedy</li> <li>• setting</li> <li>• simile</li> <li>• simile</li> <li>• social, political, and aesthetic concerns</li> <li>• soliloquy</li> <li>• structure</li> <li>• style</li> <li>• symbol</li> <li>• synecdoche</li> <li>• syntax</li> <li>• synthesis</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> <li>• transition</li> <li>• understatement</li> <li>• voice</li> </ul>
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### Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar/Discussion
- Student Responses/Portfolio (Written Literary Analysis)
- Presentations/Speeches (Ekphrasis)

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**Interdisciplinary Connections:**

- The historical and cultural lenses of texts apply to understanding the impact characterization, setting, and plot development as well as personal, independent reflection and development of values
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
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**Additional Resources:****Reference:**

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**Primary Texts:**

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*The Riverside Anthology of Literature* Houghton Mifflin

*Writing About Literature* Prentice Hall

*Fast Track To A 5* Wadsworth Cengage Learning

**Supplemental Texts:**

*Heart of Darkness, The Secret Sharer, Daisy Miller, The Turn of the Screw, Pride and Prejudice, Madame Bovary, Jane Eyre, 1984, Brave New World, Frankenstein, Ethan Frome, Wuthering Heights, Tess of D'Urbervilles, Anna Karenina, Obasan, Invisible Man, Billy Budd, An Enemy of the People, A Doll House, Hedda Gabler, The Awakening, Hamlet, Othello, King Lear, A Midsummer Night's Dream, Twelfth Night, Adventures in English Literature, England in Literature, Prentice-Hall Literature*

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