

Mifflin County School District Planned Instruction

Title of Planned Instruction: AP English Literature

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 12

Prerequisites: Honors English 11 with a B average or better and teacher recommendation.

Course Description: The AP English Literature course involves the close reading and analysis of literature from a variety of genres and periods. Students will consider structure, style, and theme of the works as well as figurative language, tone, symbolism, and imagery. While a great deal of reading will be done, students should get to know a few works well. Additionally, students should study the history and society reflected in the works. AP English Literature does not have a standard reading list. Significant works of literature (primarily those written in the English language) will be dealt with.

Students' writing will basically revolve around the literature studied. The writing will focus on response and reaction papers, analysis and interpretation, and the recognition of social and cultural values inherent in the literature. The course will also include a study of the history of the language and the preparation of a research paper. Ultimately, the student is being prepared to take the AP English test.

Required Time: One Year

Course Credit: 1

Major Text(s) and Resources:

The Language of Literature, McDougal Littell, 1997

Supplemental Reading List

Othello (Shakespeare)

Hard Times (Dickens)

The Awakening (Chopin)

Death of a Salesman (Miller)

Names of District Subject Area Curriculum Writing Committee:

Helen E. Lodanosky

Natalie S. Love

Date of Board Approval: December 16, 2004

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Independently
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, select resources for a specific purpose.	Choose a source consistent with the assignment.	Teacher conference Peer conference
B. Examine informational materials for author's purpose.	Read and discuss related materials.	Essay response Discussion
C. During reading, apply acquired knowledge and use context clues to understand the meaning of new words.	Use these words to communicate an understanding of the material.	Test Student writing Discussion
D. Use comprehension strategies to extract essential ideas from text.	Summarize and/or respond to text.	Reading quiz Written response Oral explanation
E. Expand written and spoken vocabulary from acquired reading vocabulary.	<ul style="list-style-type: none"> ▪ Exhibit an awareness of denotation and connotation. ▪ Incorporate vocabulary in writing and speaking. 	Quiz Written response Test Discussion
F. Understand the meaning of and apply content vocabulary.	Recognize key literary terms.	Discussion Quiz Test Test essay Written response
G. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> • Support assertions about texts. • Compare and contrast texts. • Make extensions to related ideas, topics, or information. • Make inferences. 	Discussion Written response Group work Test Open-ended question

H. Read fluently with a high level of comprehension.	<ul style="list-style-type: none"> • Read aloud with accuracy. • Focus on word patterns. • Use appropriate reading techniques (rhythm, flow, meter, and pronunciation). • Read a variety of genres and texts. • Use textual details. • Make connections among observations. 	Teacher observation Written response Quiz Test
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Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Relate to history and culture. • Make decisions and draw conclusions using established criteria. • Evaluate the text organization and content. 	Quiz Study guides Open-ended question Discussion Written response
B. Use, understand, and evaluate a variety of media.	<ul style="list-style-type: none"> • Evaluate and select appropriate electronic media. • Use media to demonstrate understanding. 	Project

Strand: 1.3 Reading, Analyzing, and Interpreting Literature
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> ▪ Discuss, analyze, and critique works of literature. ▪ Recognize authorial 	Discussion Written response Test Character analysis

	<p>techniques.</p> <ul style="list-style-type: none"> ▪ Note the historic, social, and cultural impact. 	
B. Understand the author's use of literary elements.	<ul style="list-style-type: none"> ▪ Analyze characters, setting, plot, theme, point of view, tone, mood, and style. ▪ Recognize narrative voice. 	Discussion Quiz
C. Recognize the effect of author's use of literary devices.	<ul style="list-style-type: none"> • Identify and analyze sound techniques (e.g., rhyme, rhythm, meter, and alliteration). • Identify and analyze figurative language (e.g., personification, simile, allusion, metaphor, hyperbole, irony, and symbolism, apostrophe, paradox). • Recognize the dramatic satiation. 	Test Discussion

Strand: 1.4 Types of Writing
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Write a short story, poem, or play.	<p>Incorporate the following:</p> <ul style="list-style-type: none"> • varying organizational methods and characteristics • relevant illustrations • appropriate dialogue • conflict • literary elements • literary devices • detailed descriptions • tone 	Written response Project Graphic organizer
B. Write expository pieces.	<p>Utilize the following:</p> <ul style="list-style-type: none"> • a well developed topic • precise language and 	Essay test Written response

	specific detail <ul style="list-style-type: none"> • cause and effect • various models of development (e.g., definition, analogy) • primary and secondary sources • an awareness of one's audience • a complex central idea • clear transitions 	
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C. Write persuasive pieces.	<ul style="list-style-type: none"> • Develop a clearly stated position/opinion. • Include pertinent documented evidence. • Develop reader interest. • Address reader arguments and concerns. • Select the method of development to best advance the argument or position to the audience. • Incorporate precise language • Use varied sentence structure • Display coherence through repetition, transitions, and emphasis. • Achieve emphasis through parallelism and antithesis. 	<ul style="list-style-type: none"> • Written responses • Essay test • Written responses within a time frame • Open-ended responses
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D. Maintain a written record of personal information.	Write a personal resume including activities, course work, experience, honors, and interests.	Written response
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Strand: 1.5 Quality of Writing
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a distinct focus.	<ul style="list-style-type: none"> • Identify topic. • Maintain a single point of view. 	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
B. Write using well developed and appropriate content.	<ul style="list-style-type: none"> • Gather, verify, and synthesize information. • Utilize the most effective format for purpose and audience. • Write fully developed paragraphs specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric • Anchors of samples of good writing
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. • Use repetition, transitions, and emphasis. • Display a balance of generalization and specific details. 	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
D. Write with effective style.	<ul style="list-style-type: none"> • Vary sentence structure. • Use vocabulary appropriate to the purpose and audience. • Establish and maintain voice. 	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
E. Revise writing to improve first draft.	Improve the following: <ul style="list-style-type: none"> • style • word choice • sentence variety • paragraph development • clarity of meaning 	PSSA rubric Peer conferencing Writing sample Teacher-made rubric

	<ul style="list-style-type: none"> organization in the context of purpose, audience, and genre 	
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F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> Spell words correctly. Use proper grammar and standard usage. Vary sentence formations. Use appropriate mechanics. 	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
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G. Present and/or defend written work when appropriate.	Prepare a presentation.	Rubric Checklist Research paper
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Strand: 1.6 Speaking and Listening
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> Ask clarifying questions. Evaluate the relevancy of information, ideas, and opinions. Take notes. 	Class discussion Notebook Test Written response

B. Listen to selections of literature (fiction and/or non-fiction).	<ul style="list-style-type: none"> Relate to previous knowledge. Make predictions. Summarize and reflect on content. Identify and define new words and concepts. Analyze and synthesize the selections, relating them to other selections heard or read. 	Quiz Presentation Writing response
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C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> Adjust presentation according to audience and purpose. Use effective verbal communication skills to 	Rubric Peer assessment Teacher observation
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	<p>create the desired impression or effect on the audience.</p> <ul style="list-style-type: none"> • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	
D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant information, ideas, and opinions. • Listen to and acknowledge the contributions of others. • Paraphrase and summarize as needed. 	Teacher observation
E. Participate in discussions and presentations.	<ul style="list-style-type: none"> • Initiate conversation. • Present oral readings for a specific purpose. • Conduct interviews. • Engage in informal debate on a particular topic. • Critically evaluate group discussion. 	Teacher observation Peer assessment Checklist
F. Use media for learning purposes.	<ul style="list-style-type: none"> • Use various forms of media to obtain information for a particular intent. • Recognize the impact of media on public opinion. • Utilize a variety of media to design and develop effective presentations for a specific purpose 	Presentation

Strand: 1.7 Characteristics and Functions of the English Language
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Recognize the influence of historical events on the English language.	Identify the historical events and their impact on the language.	Quiz Time line
B. Recognize language variations and their effect on societal groups.	<ul style="list-style-type: none"> • Discuss various dialects. • Discuss the impact of the language on literature. 	Class discussion
C. Demonstrate an understanding of the role and influence of the English language within and across countries.	<ul style="list-style-type: none"> • Identify changes in language usage. • Identify the differences between British and American English. 	Discussion

Strand: 1.8 Research
Grade/Course: AP English

Grade Level Objectives	Performance Indicators	Assessment
A. Recognize an appropriate topic for research.	Select, limit, and refine a topic for research.	Teacher observation Discussion
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Use a variety of reliable primary and secondary resources to research topic. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research. 	Note cards Teacher observation
C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. 	Research paper (required) Note cards Rubric Outline Teacher conference

	<ul style="list-style-type: none"> • Anticipate readers' problems or misunderstandings. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. • Write a paper displaying unity, clarity, and effective style. • Show evidence of revising and editions. 	
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<p>District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities</p>

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| <ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Flexible groups • Cooperative groups • Peer revising and editing • Writing workshop • Teacher and peer conferencing • Games • Projects • Creative activities • Class discussion • Modeling process • Direction instruction • Self-reflection • Oral presentations • Thematic units • Individual instruction • Contract grading • Role playing • Dramatizations • Independent study • Research • Literature Circles • Graphic organizers • Read alouds • Independent reading • Guest speakers • Guided reading |
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- Review
- Student-guided lessons
- Debate
- Interviews

Supplemental Literature:

The Story and Its Writer, Sixth Edition, Ann Charters

The Norton Anthology of Poetry

A Room with a View, Forster

Sense and Sensibility, Austen

The Beautiful and the Damned, Fitzgerald

The Fountainhead, Rand

Othello/King Lear, Shakespeare

A Streetcar Named Desire, Williams

Hedda Gabler/A Doll's House, Ibsen

The Cherry Orchard, Chekov

1984, Orwell

Annie John, Kincaid