

AP Literature

Instructors:

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The Advanced Placement English Literature and Composition course engages highly capable and motivated students in college-level study of outstanding literature and in the study and practice of effective rhetorical devices and strategies. Based on their close readings, students articulate their experiences, interpretation, and evaluation of literature. From their critical analysis, they write to understand, to explain, and to evaluate. Papers and presentations take the form of extended research-supported explications and arguments. Students practice skillful use of diction, syntax, and mechanics throughout the course. Assessments are based on the AP Exam and are scored using college-level criteria.

In May, students are encouraged to take the Educational Testing Service AP English Literature and Composition Exam. The post-secondary school to which the student is accepted determines the number of college credits for English the student has earned.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences.

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Unit 1	Genre Study
Summary	Students will study and interpret a variety of genres of literature. They will assess what tools each author uses to be a “technician of their form.” They will also practice writing to understand, using informal or exploratory writing activities to discover what they think.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p> <p>STANDARD 2: READING INTERPRETATION C. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6) F. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)</p>
Unit 2	Personal Essay for College Admissions/Scholarship Application
Summary	Students will study the format of personal essays and practice writing these using a variety of sentence structures.
Performance	STANDARD 4: WRITING INFORMATIONAL AND NARRATIVE TEXTS:

Indicators Assessed in Unit	<p>C. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.3a)</p> <p>D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.3b)</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)</p>
Unit 3	Classical and Modern Tragedy
Summary	Students will read, analyze, and compare a classic tragedy with a modern tragedy.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION</p> <p>C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p> <p>Writing Informational and Narrative Texts</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)</p> <p>B. Develop 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. (W.2b)</p> <p>G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e)</p>
Unit 4	Introduction to Poetry
Summary	Students will analyze poetry with careful observation of textual details, considering elements such as figurative language, imagery, symbolism and tone. They will also study poetic form, and practice writing analytical compositions.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION</p> <p>C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p> <p>STANDARD 2: READING INTERPRETATION</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p> <p>STANDARD 4: WRITING INFORMATIONAL AND NARRATIVE TEXTS:</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)</p> <p>B. Develop 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. (W.2b)</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)</p>

	G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e)
Unit 5	<i>The Tragedy of Hamlet, Prince of Denmark</i>
Summary	Students will study this classic with attention to language and form, and analyzing the religious, scientific and cultural beliefs of the Elizabethan age. They will write a literary analysis paper.
Performance Indicators Assessed in Unit	<p>STANDARD 2: READING INTERPRETATION</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>STANDARD 3: WRITING ARGUMENTS</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p>
Unit 6	Short Fiction and Satire
Summary	Students will study short fiction and literary terms and techniques, especially voice and tone. They will write a timed prompt on irony and satire.
Performance Indicators Assessed in Unit	<p>STANDARD 2: READING INTERPRETATION</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p>
Unit 7	The Novel—<i>Heart of Darkness</i>--Conrad
Summary	Students will read Joseph Conrad's <i>Heart of Darkness</i> , with attention to the literary techniques of impressionistic writing, frame narrative, inference, and symbolism.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION</p> <p>C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p>
Unit 8	Metaphysical to Modern Poetry
Summary	Students will study how the collaborative nature of literature requires the reader to interact with the texts. They will write two short papers analyzing poems from the unit, and an interpretive essay based on careful analysis of textual details comparing the treatment of a socio-historical issue in two poems.
Performance Indicators Assessed in Unit	<p>STANDARD 1: READING COMPREHENSION</p> <p>C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p> <p>STANDARD 2: READING INTERPRETATION</p>

	F. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)
Unit 9	Modern Novel
Summary	Using the Reader’s Workshop format, students will read two novels, take an assessment on each, and write a formal literary paper which persuades the reader that each novel is making specific socio-historical commentary on an issue of social concern.
Performance Indicators Assessed in Unit	<p>STANDARD 2: READING INTERPRETATION</p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)</p> <p>STANDARD 3: WRITING ARGUMENTS</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p>
Unit 10	AP Practice Exam
Summary	Students will take an AP practice Exam
Performance Indicators Assessed in Unit	