

Course Title:	AP English Literature and Composition (Sem 2) (FVS)	
Common Core State Standards, AP College Board Standards		
Unit 5 Big Idea:	Family Dynamics in Literature	
Essential Questions	<div>1. What is enjambment?</div> <div>2. What is the form and pattern of a villanelle?</div> <div>3. What are the elements of a novel?</div> <div>4. How can point of view create meaning in a text?</div> <div>5. How does an author use language to create literary realism?</div>	
Standards	Assignment	Description
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.7 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.7 CC.RI.9-10.8 CC.W.9-10.2(b) CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	5.01 – A Family’s Good Fortune: “Good Times”	Students will be able to analyze how literary elements of a poem affect meaning. Students will also be able to understand and recognize enjambment and the universal themes present in poetry. Students read Louise Clifton’s “good times” poem then compare it to modern day songs.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL. 9-10.5 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	5.02 – An American Neighborhood: “Queens, 1963”	Students will be able to analyze and identify literary elements, specifically tone, voice, diction, and imagery in a poem. Students will also identify the cultural critique in Alvarez’s “Queens, 1963”.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8	5.03 – A Daughter’s Rage: “Daddy”	Students will demonstrate a deep understanding of the elements of poetry through a written analysis. Students will evaluate how an author’s relationships with others inform his or her art.

<p>CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>		
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>5.04 – A Son’s Plea: “Do Not Go Gentle into That Good Night”</p>	<p>Students will be able to examine the form and pattern of a villanelle, explain how form influences function or meaning and to practice approaching a free response poetry prompt. Students read “Do Not Go Gentle into That Good Night” and answer analysis questions. Students also write an essay explaining how the structure of the poem influences its meaning.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.3 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.7 CC.RI.9-10.8 CC.W.9-10.2(b) CC.W.9-10.7 CC.W.9-10.8 CC.SL.9-10.5 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6</p>	<p>5.05 – Potluck Presentation</p>	<p>Students will create a project that will demonstrate deep understanding of thematic elements of the novel they chose. The project will require students to use appropriate study and research skills and tools and to synthesize information from multiple sources to draw conclusions. Students will determine a theme, decide on two poems, a short story, a musical arrangement, and enrichment activity that all relate to the theme.</p>
<p>CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.5 CC.RI.9-10.8</p>	<p>5.06 – Reconstructed Heritage: “Everyday Use”</p>	<p>Students will examine the subtleties of a text and explain how these unlock meaning. Students will contextualize a piece of prose in historical situations. Students will be able to discuss the issues raised in the text. Students will read Alice Walker’s short story, “Everyday Use” and evaluate her social commentary on the superficiality of choosing to recognize only one part of the dual heritage that is both African and American.</p>

<p> CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.8 CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.1(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>		
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>5.07 – A Community’s Inhumanity: “The Lottery”</p>	<p>Students will explore and analyze how point of view creates meaning in a text. Students will be able to explain the universality of a text. Students will be able to evaluate satire and the author’s reason for using it. Students will read Shirley Jackson’s short story, “The Lottery” and take a quiz over its meaning.</p>
	<p>5.08 Multiple Choice</p>	<p>Students answer practice test questions, check their answer, and then complete a self-assessment of their test-taking process.</p>
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2(b) CC.W.9-10.6 CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) </p>	<p>5.09 – A Family’s Journey: <i>The Grapes of Wrath</i></p>	<p>Students will be able to identify literary techniques such as characterization and theme. Students will evaluate a literary depiction of family life and write a personal reaction to a literary work. Students will read and evaluate <i>The Grapes of Wrath</i>, responding using the Reader Response Journal.</p>

CC.L.9-10.6		
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.7 CC.RL.9-10.10 CC.RI.9-10.7 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	5.10 - A Family's Journey: <i>The Grapes of Wrath</i> continued	Students will be able to make connections between literary work and contemporary music. Students will be able to analyze and make connections among primary sources related to a historical event. Students will be able to analyze the author's use of language to create literary realism. Students will research social issues and make connections. They will demonstrate their knowledge in a project and essay.
Unit 6 Big Idea	Tragedies	
Essential Questions	<ol style="list-style-type: none"> 1. How would you describe the organization of the Greek play? 2. What is tragedy? 3. What is the "block comparison" method of essay organization? 4. What makes a literary piece "a work of merit"? 5. What is stichomythia? 6. What is soliloquy? 7. How would you explain stream of consciousness? 	
Standards	Assignment	Description
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-12(c) CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.01 – A King's Enigma: <i>Oedipus The King</i>	Students will be able to explain the organization of the Greek play and how its structure elicits meaning. Students will be able to examine the ideas present in a piece of work designated as a tragedy. Students will read <i>Oedipus The King</i> , create a visual representation of the present action and a visual representation of the actions preceding the play. Students will also answer discussion questions.

CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.9 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.8 CC.W.9-10.9(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.02 – The Equivocal Nature of Time: “The Book of Sand”	Students will be able to analyze the elements of a short story and explain how an author uses contrast to create meaning. Students will be able to write an effective essay arguing a literary interpretation by comparing and contrasting textual evidence. Students read “The Book of Sand”, complete a chart comparison of the story, and then write a comparison essay.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.03 – The Equivocal Nature of an Enemy: “A Poison Tree”	Students will be able to analyze a poet’s use of literary devices to create meaning. Students will read William Blake’s “A Poison Tree” and complete an analysis of the poem.
CC.RL.9-10.3 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.4 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.4(c)	6.04 – Potluck Presentation	Students will be able to select and use appropriate study and research tools and skills, according to the type of information necessary to complete a research project. Students will be able to create a set of clear instructions communicating specific information for an event. Students will create a guest list of authors from the literary works in the course that they would like to invite to their party. Students will create an invitation that persuades the guests to attend. The invitation will include a map and written directions to the event.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(b) CC.W.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c)	6.05 – The Equivocal Nature of a Teen: “Paul’s Case”	Students will be able to analyze the use of characterization, point of view, setting, symbolism, and connotation/denotation in a piece of prose. Students will read Willa Cather’s “Paul’s Case” and complete a characterization activity.

CC.L.9-10.4(d) CC.L.9-10.5(b) CC.L.9-10.6		
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.06 – The Equivocal Nature of a Wife: “A Jury of Her Peers”	Students will be able to identify elements that make a literary piece a work of merit. Students will be able to evaluate an author’s purpose in writing and evaluate the significance of purpose in a piece of literature. Students will read Glaspell’s “A Jury of Her Peers” and focus on the author’s use of irony, characterization, and setting to advance purpose and create meaning in her story.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.9 CC.RL.9-10.10 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.6 CC.W.9-10.9(a) CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.1(c) CC.SL.9-10.1(d) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.07 – A Prince’s Enigma: <i>Hamlet</i>	Students will be able to make predictions about the setting and plot of <i>Hamlet</i> . Students will evaluate the role of language and imagery of sickness, disease, and rottenness in the play.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f)	6.08 – A Prince’s Enigma: <i>Hamlet</i> continued	Students will be able to identify and discuss language patterns and their use to present conflict between characters in Shakespeare’s <i>Hamlet</i> . Students will be able to compare modern parental advice with the parental advice in <i>Hamlet</i> .

CC.W.9-10.4 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(e) CC.W.9-10.2(f) CC.W.9-10.3(a) CC.W.9-10.4 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.09 – A Prince’s Enigma: <i>Hamlet</i> continued	Students will be able to explain the purpose of a character’s use of language and to compare the language of madness between characters. Students will be able to demonstrate literary knowledge by writing a business letter.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(b) CC.SL.9-10.4 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.10 – A Prince’s Enigma: <i>Hamlet</i> continued	Students will be able to explore language and making meaning through oral communication. Students will be able to practice use of tone, inflection, volume, eye contact, and body movement as communication. Students will choose a soliloquy from <i>Hamlet</i> and prepare to read it to their instructor during the oral assessment.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4	6.11 – The Equivocal Nature of a Lover: “The	Students will be able to identify and explain the stream of consciousness technique. Students will be able to examine a poem of literary modernism and explore the

CC.RL.9-10.9 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	Love Song of J. Alfred Prufrock”	use of extensive allusions. Students will read Eliot’s “The Love Song of J. Alfred Prufrock” and identify the indecisiveness plaguing modern man as well as the literary devices Eliot uses to create meaning, tone, and mood in the poem.
	6.12 – Multiple Choice	Students will practice the types of questions that will appear on the AP Exam. Students will be able to complete a self-assessment of the test-taking process.
	6.13 – Open-ended Essay Practice	Students will be able to practice a type of question that will appear on the AP Exam by writing an essay about one of the major works read in the module – <i>Oedipus the King</i> or <i>Hamlet</i> .
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL. 9-10.5 CC.RL.9-10.7 CC.RL.9-10.10 CC.RI.9-10.7 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.9(a) CC.W.9-10.10 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	6.14 – <i>Hamlet</i> Project	Students will be able to evaluate how great literature is universal. Students will be able to make literary and artistic connections among outside sources and <i>Hamlet</i> and present these connections in a creative response.
CC.L.9-10.4(c)	6.15 – Call Your Editor: Oral Component	Students will call their instructors to read their rendition of one of the soliloquies from <i>Hamlet</i> .
Unit 7 Big Idea	Women in Literature	
Essential Questions	1. How do you analyze symbolism in a literary work? 2. What are anaphora and apostrophe? 3. What is an ode?	
Standards	Assignment	Description

CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	7.01 – An Artist’s View: “Aunt Jennifer’s Tigers”	Students will be able to analyze and understand symbolism in poetry. Students will be able to contemplate the role of women in modern society. Students will be able to write critically and carefully about symbolism.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.7 CC.RL.9-10.10 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2(b) CC.W.9-10.2(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.6 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(d) CC.L.9-10.6	7.02 – Barbie’s View: “Barbie Doll”	Students will be able to critically examine messages about beauty, especially those sent to women in modern society. Students will be able to analyze poetry and look at ironic elements. Students will read Marge Piercy’s “Barbie Doll” poem and evaluate its meaning in a larger context of the message about beauty, women, and expectations of roles.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(d) CC.L.9-10.6	7.03 – A Woman’s View: “Woman Work”	Students will be able to examine critically a poet’s use of anaphora, diction, colloquial language, and apostrophe. Students will be able to evaluate the point of view of poems and to analyze the patterns of rhyme and rhyme scheme within a poem.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.3(a)	7.04 – A View of a Rite of Passage: “Quinceañera”	Students will be able to understand the concept of rites of passage in cultures. Students will be able to identify and analyze connotation, similes, and tone in poetry.

<p> CC.W.9-10.3(b) CC.W.9-10.3(d) CC.SL.9-10.4 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(b) CC.L.9-10.6 </p>		
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>7.05 – A View of Autumn: “To Autumn”</p>	<p>Students will be able to identify and recognize an ode. Students will be able to critically examine imagery in a poem and the meaning and purpose imagery creates. Students will read John Keats’ poem, “To Autumn” and explain in an essay how the author uses imagery, apostrophe, and personification to create an ode to a particular object.</p>
<p> CC.RL.9-10.2 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.W.9-10.10 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>7.06 – Potluck Preparation</p>	<p>Students will be able to use details, illustration, and visual aids to complete a research project. Students will be able to select and use appropriate study and research skills and tools according to the type of information necessary to complete a research project. Students will be able to synthesize information from multiple sources to draw conclusions. Students will be able to select and use a variety of electronic media to complete a research project.</p>
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.3 CC.RL. 9-10.5 CC.RL.9-10.10 </p>	<p>7.07 – A View of madness: “The Yellow Wallpaper”</p>	<p>Students will be able to read critically and respond thoughtfully to the short story, “The Yellow Wallpaper.” Students will be able to discuss and explain the author’s delivery of plot, point of view, characterization, setting, tone, and mood in the story.</p>

<p> CC.RI.9-10.1 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>		
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL. 9-10.5 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.1(a) CC.W.9-10.1(b) CC.W.9-10.1(c) CC.W.9-10.1(d) CC.W.9-10.1(e) CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.4 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>7.08 – An Introspective View: <i>The Awakening</i></p>	<p>Students will learn about Kate Chopin, the author of <i>The Awakening</i>, as well as learn about the realism, regionalism, and local color of the setting of the novel. Students will read a scholarly review about the novel and then write their own review of <i>The Awakening</i>.</p>
	<p>7.09 – Multiple Choice Practice</p>	<p>Students will be able to practice sound approaches to the multiple choice section of the AP Exam. Students will complete a self-assessment of the types of questions they answered.</p>

	7.10 – Open-ended Essay Practice	Students will be able to gain an understanding of addressing an open-ended essay question like those that will appear on the AP Exam. Students will be able to experience preparing and writing an essay (by hand) within a specific time allotment.
CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(f) CC.W.9-10.3(a) CC.W.9-10.3(b) CC.W.9-10.3(d) CC.W.9-10.4 CC.W.9-10.6 CC.SL.9-10.5 CC.L.9-10.4(c)	7.11 – Project	Students will be able to examine point of view and how it creates meaning in text. Students will be able to compare and contrast characters' points of view. Students will create a multi-media project comparing and contrasting the points of view of a character pair from <i>The Awakening</i> . Students may choose to rewrite a fairy tale altering the point of view instead of <i>The Awakening</i> project.
Unit 8 Big Idea	Satire and Irony	
Essential Questions	<ol style="list-style-type: none"> 1. What is a comedic device? 2. What kind of meaning does euphemism create in a poem? 3. What is anachronism? 4. How does the structure of an Italian sonnet differ from a Shakespearian sonnet? 5. How can annotation be used in analyzing a literary work? 	
Standards	Assignment	Description
CC.RL.9-10.1 CC.RL.9-10.3 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.7 CC.RL.9-10.9 CC.RL.9-10.10 CC.W.9-10.2(b) CC.W.9-10.8 CC.W.9-10.9(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	8.01 – A Satire of Manners: <i>The Importance of Being Earnest</i>	Students will be able to identify various types of comedic devices. Students will be able to explain the use of satire within the play, <i>The Importance of Being Earnest</i> . Students will evaluate the film, audio, or text version of <i>The Importance of Being Earnest</i> to examine the values and beliefs of Victorian society.
CC.RL.9-10.3 CC.RL.9-10.5 CC.RL.9-10.10	8.02 – Open-ended Essay Practice	Students will be able to gain an understanding of addressing an open-ended essay question, like those that will appear on the AP Exam.

CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.5 CC.L.9-10.4(c)		<p>Students will be able to experience preparing for and writing an essay within a specific time allotment.</p> <p>Students will be able to experience handwriting an essay response, like the one the AP Exam will require.</p>
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.5(a) CC.L.9-10.6	8.03 – The Irony of Education: “The History Teacher”	<p>Students will be able to explain the use of understatement, euphemism, iron, and anachronism in poetry. Students will read and analyze Billy Collins’ poem, “The History Teacher.”</p>
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.10 CC.W.9-10.2(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	8.04 – The Irony of Wealth: “Richard Cory”	<p>Students will be able to explore diction in a poem and how it creates tone and meaning. Students will evaluate irony in a poem. Students will explain how the point of view of a speaker creates tone. Students will read the poem, “Richard Cory”, and explain how irony adds meaning to the poem.</p>
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	8.05 – The Irony of Tyranny: “Ozymandias”	<p>Students will be able to explain the subtleties syntax can create in a poem.</p> <p>Students will be able to evaluate the use of irony in a poem to create meaning.</p> <p>Students will be able to identify and explain the structure of an Italian sonnet and how it functions to support meaning.</p> <p>Students will read Shelley’s poem, “Ozymandias” and analyze the syntax of the poem.</p>
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4	8.06 – Appetizers	<p>Students will be able to utilize a systematic approach to analyzing a piece of poetry and will use annotation as a strategy for analyzing poetry.</p>

<p> CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.5 CC.RI.9-10.8 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>		
<p> CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.8 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.L.9-10.1(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>8.07 – The Irony of Revenge: “The Cask of Amontillado”</p>	<p>Students will be able to evaluate the setting of a short story and its significance to the plot. Students will be able to identify and explain irony and how it contributes to the tone and plot of a story.</p> <p>Students will read “The Cask of Amontillado”, analyze the use of irony in the story, and write a two paragraph response identifying the tone of the story or the setting’s function in the story.</p>
<p> CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.8 CC.W.9-10.9(b) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6 </p>	<p>8.08 – An Economic Satire: “A Modest Proposal”</p>	<p>Students will be able to read and analyze satire and irony in a text.</p> <p>Students will read Swift’s “A Modest Proposal” and identify and explain three instances of satire.</p>

CC.SL.9-10.1(a) CC.SL.9-10.1(b) CC.SL.9-10.1(c) CC.SL.9-10.1(d) CC.L.9-10.4(c)	8.09 – Module Eight Oral Component	Students will call their instructors to discuss their progress in the course thus far.
	8.10 – Multiple Choice Practice	Students will be able to practice sound approaches to the multiple choice section of the AP exam.
Unit 9 Big Idea	Creating Effective Presentations	
Essential Questions	1. What would you expect a well-developed rubric to include? 2. What would a well-developed literary prompt include? 3. How can one expose the universality of a literary work of merit?	
Standards	Assignment	Description
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.4 CC.RL. 9-10.5 CC.RL.9-10.10 CC.RI.9-10.1 CC.RI.9-10.2 CC.RI.9-10.4 CC.RI.9-10.7 CC.RI.9-10.8 CC.W.9-10.7 CC.W.9-10.8 CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6	9.01 – Salad is Served!	Students will be able to produce an objective test and answer key highlighting literary devices present in an approved short story of choice.
CC.RL.9-10.1 CC.RL.9-10.2 CC.RL.9-10.3 CC.RL.9-10.4 CC.RL. 9-10.5 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10	9.02 – What’s for Dinner?	Students will be able to examine a work for significance in meaning and purpose. Students will be able to create an original prompt for a chosen novel or play, modeled after previous AP Exam prompts Students will be able to construct an original rubric for an essay prompt.

CC.L.9-10.3(a) CC.L.9-10.4(a) CC.L.9-10.4(c) CC.L.9-10.4(d) CC.L.9-10.6		
CC.RL.9-10.3 CC.RL.9-10.4 CC.RL.9-10.5 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(f) CC.L.1(a) CC.L.9-10.4(c)	9.03 – Dinner is Served!	Students will be able to outline a response to a student-created literary prompt.
CC.RL.9-10.2 CC.RL.9-10.7 CC.RL.9-10.10 CC.W.9-10.2(a) CC.W.9-10.2(b) CC.W.9-10.2(c) CC.W.9-10.2(d) CC.W.9-10.2(f) CC.W.9-10.4 CC.W.9-10.8 CC.L.9-10.1(b) CC.L.9-10.3(a) CC.L.9-10.4(c) CC.L.9-10.6	9.04 – What’s for Dessert?	Students will be able to connect themes in literature to contemporary life.
CC.RL.9-10.7 CC.RL.9-10.10 CC.W.9-10.2(b) CC.W.9-10.3(a) CC.W.9-10.3(b) CC.W.9-12.3(c) CC.W.9-10.3(d) CC.W.9-10.3(e) CC.W.9-10.4 CC.W.9-10.5 CC.W.9-10.8 CC.W.9-10.10 CC.SL.9-10.4 CC.SL.9-10.5 CC.L.9-10.4(c)	9.05 – Dinner Conversation	Students will be able to explain the universality of literature of great merit. Students will be able to examine how works of art and writing complement each other. Students will be able to evaluate how great literature connects to real world situations.

Unit 10 Big Idea	Preparing for the AP Exam	
	10.01 –Tying Up Loose Ends	Students will review all course assignments. Students will be able to engage in self-assessments of assignments, noting where they should continue to focus for studying
	10.02 – Segment Exam Study Guide	For the segment exam, students should review how to answer a variety of questions such as poems with multiple choice answers, prose with multiple choice answers, reflections on multiple choice questions, literary terms, poems with a free-response and prose with a free-response.
	10.03 – AP Exam: Final Reminders	Students review key objectives from the course as well as important things to remember before taking the AP Exam.
	10.04 – Segment Two Exam	Segment Two Exam