

General Overview

Curriculum Mapping

Course: AP Literature and Composition

Content Area: English

Grade: 12

Date Completed/Revised: 08/2013

Unit Title	Home and Family	Love	Conformity and Rebellion	Culture
Unit Dates	Quarter 1	Quarter 2	Quarter 3	Quarter 4
CCSS & Content Standards	<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-Literacy.RL.11-12.7 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.)</p> <p>CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

	complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	authors.) CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Essential Questions:	What insights do I discover about home and family life by reading classical and contemporary literature?	What universal qualities of love and human relationships are revealed in classical and contemporary literature?	How the attributes of conformity and rebellion connected to identity as are represented in classical and contemporary literature?	To what extent does one's culture shape identity? How is the friction between tradition and progress represented in classical and contemporary literature?
End-of-Unit Assessment:	Synthesis essay that incorporates both major texts and a minor text and focuses on one unifying feature in all the literature	Persuasive essay that incorporates both major and minor texts to create a unified argument.	Inquiry-based essay incorporating unit, independent texts, and research to develop an exploration about an important feature of the unit theme.	Narrative and/or creative piece incorporating features of magical realism and/or time manipulation.
Skills:	<ul style="list-style-type: none"> • Close reading strategies for literary analysis • Using critical lenses to evaluate text • Word choice under a microscope: symbol, motif, character development and interpretation 	<ul style="list-style-type: none"> • Close reading strategies for poetry analysis • Seminar leadership • Argument structure • Structures of time and timelessness; the structure of drama 	<ul style="list-style-type: none"> • Applying historical, cultural, sociological, and psychological contexts to literary analysis 	<ul style="list-style-type: none"> • Author techniques for the manipulation of time • Magical realism

	<ul style="list-style-type: none"> • Adaptations/adapted novels 			
Curriculum Resources (textbook chapters., novels, supplemental materials):	<i>King Lear</i> by Shakespeare <i>A Thousand Acres</i> by Jane Smiley “Family” by Marilynne Robinson "Babylon Revisited" by F. Scott Fitzgerald “Daddy” by Sylvia Plath “My Papa's Waltz” by Theodore Roethke	<i>The Handmaids Tale</i> by Margaret Atwood <i>A Streetcar Named Desire</i> by Tennessee Williams <i>Othello</i> by Shakespeare “Tales of Love and Marriage” by Joseph Campbell “Forgotten Dialect of the Heart” by Jack Gilbert “To Be in Love” by Gwendolyn Brooks “When You Are Old” by WB Yeats “Love’s Infiniteness” by John Donne	<i>Crime and Punishment</i> by Dostoyevsky <i>1984</i> by George Orwell “A&P” by John Updike "Dover Beach" by Matthew Arnold "Archaic Torso of Apollo" by Rainer M Rilke	<i>One Hundred Years of Solitude</i> by Gabriel Garcia Marquez <i>The Sound and the Fury</i> by William Faulkner <i>Beloved</i> by Toni Morrison “Interpreter of Maladies” by Jhumpa Lahir “The Wasteland” by TS Eliot

21st Century Skills integrated into all content areas include the following:

- **Learning and Innovation Skills**
 - Critical thinking and problem solving (expert thinking)
 - Communication and collaboration (complex communicating)
 - Creativity and innovation (applied imagination and invention)
- **Information, Media, and Technology Skills**
 - Information literacy
 - Media literacy

- Information and communication technology literacy
- **Life and Career Skills**
 - Flexibility and adaptability
 - Initiative and self-direction
 - Social and cross-cultural interaction
 - Productivity and accountability
 - Leadership and responsibility

from: Trilling, Bernie & Fadel, Charles. 21st Century Skills: Learning for life in our times. – San Francisco, CA, Jossey-Bass, 2009.

Please Note:

- Primary Audience for Curriculum Maps: Parents, students, school staff (teachers & administrators) and community members
- Curriculum Maps are updated annually and posted on the Brookfield Public Schools' website.