

Davison Community Schools
 ADVISORY CURRICULUM COUNCIL
Phase I & II 2016 April Fitzgibbon

<i>AP Literature</i>
<p>Course Essential Questions (from Phase I report):</p> <ol style="list-style-type: none"> 1. How do I know if I am developing the academic skills that I will need in my future life? 2. How can I effectively articulate my opinions and perspectives? 3. What is literary criticism? 4. How can analyzing literature through different lenses change our understanding of a text? 5. How can literary criticism be used to make senses of the world and the human condition in general?

Phase II Curriculum	
Unit: New Critical Theory Prose 5-6 weeks	
<p>Essential Questions:</p> <p>What is the difference between an artist and an artistic production?</p> <p>Who owns interpretative authority over a text?</p> <p>What is needed for a reader to create understanding from a text?</p> <p>How does the author’s choice of detail, word choice, syntax, etc. shape the meaning of the piece as a whole?</p> <p>How does tension and paradox create unity in a text?</p> <p>How can a text resolve apparent paradoxes?</p>	<p>Essential Understandings:</p> <p>An artistic production stands alone as a unified whole independent of its author; consequently the meaning of a text is entirely contained within the text itself to be interpreted by the reader.</p> <p>Literature by its nature is symbolic and metaphoric and can only be understood through close reading strategies that expose the connotative and denotative meanings of the text.</p> <p>The meaning of a work lies in how it develops tension and paradox to create a unified whole.</p>

Curriculum Standards- DOK noted where applicable with Standards
<p><i>College Board Standards</i></p>
<p>1. The course includes an intensive study of representative works such as those by authors cited in the <i>AP® English Course Description</i>. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.</p> <p>2. The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s:</p> <ul style="list-style-type: none"> • Structure, style, and themes

- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

4. The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards Writing Standards

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.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.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a

text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Informational Standards

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

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.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

LEARNING TARGETS

Knowledge/Content

I Know ...

Foundational theoretical concepts that underlie the study of New Criticism.

The theorist Cleanth Brooks' contributions to New Critical theory as outlined in "The Language of Paradox" including the claims that:

- "Literature is not a surrogate for religion" i.e. it has no moral responsibility.
- Literature is inherently symbolic and metaphoric.
- Literary form carries meaning.

The theorist Roland Barthes' contributions to New Critical theory as outlined in "The Death of the Author" including the ideas that:

- The art and the artist exist independently.
- Artistic intent is immaterial when formulating an analysis of a piece of art.
- A work of art is a complete whole not in need of secondary texts to determine meaning.

How to read for symbolic and metaphoric meanings, including various New Critical analytical techniques for close reading as outlined by Dr. Foster's *How to Read Literature like a Professor* such as:

- The function meals or eating can play in literature
- The symbolic element of vampiric characters.
- In literature, ghosts and vampires are never about ghosts and vampires (nor are they

Skills/Processes

I Can ...

Apply New Critical concepts in the following ways:

- Examine literal versus metaphorical meanings.
- Examine the symbolic significance of eating scenes in literature and analyze what it reveals about characters and their relationships.
- Analyze the psychological state of the characters who interact with or are affected by vampiric/ghost characters.
- Begin recognize allusions to Shakespeare's characters, plotlines, and lines so as to examine the piece with a richer and deeper meaning.
- Begin recognizing common Biblical allusions and analyze their purpose in a given work.
- Question the text by asking why a writer would choose to include a particular allusion or reference.
- Recognize elements of flight and its connection to freedom or lack thereof.
- Examine the symbolic implications of weather.
- Examine the difference between character-driven violence and suffering for which the characters are not responsible.
- Identify and discuss symbols and their possible meanings and interpretations.
- Approach a work from a political viewpoint (examine power structures, issues of justice and rights, etc.).

always visible); they are useful narrative vehicles.

- “There is no such thing as a wholly original work of literature” (Foster 29).
- References to Shakespeare, the Bible, and fairytales are everywhere in literature and shape meaning.
- Patterns present in mythology run deeply in the human psyche.
- Weather, season, and geography play a significant role in a literary work.
- Images of flight or flying may have symbolic significance.
- Violence in literature can be symbolic, thematic, Biblical, Shakespearean, romantic, allegorical, and/or transcendental.
- Actions as well as objects and images can be symbolic.
- Characters and/or landscapes which have been marred physically may reveal moral, emotional, or psychological scars or imperfections; this often indicates that something is wrong with the culture that causes such damage.
- Character blindness or illness is usually symbolic.

How to engage in close reading and analyze author’s craft to determine how the meaning of individual artistic choices contributes to the meaning of the work as a whole. This includes:

Selection of Detail

- Imagery creates a vivid picture and appeals to the senses.
- Connotative vs denotative meanings
- Shifts in tone are indicated by key words, changes in line length, paragraph divisions, punctuation, and/or sharp contrasts in diction.

Diction

- Monosyllabic
- Polysyllabic
- Denotative
- Connotative
- Formal
- Colloquial
- Concrete
- Abstract

- Analyze “marked” characters and/or landscapes.
- Analyze the significance of blind and/or ill characters.
- Gain a deeper appreciation and understanding of a work by recognizing that a text has been written against its own social, historical, cultural and personal background.
- Put aside their own personal bias in order to appreciate the universal qualities of a work.
- Analyze the effects when a symbol with a customary interpretation does not deliver its expected meaning.
- Begin applying different critical lens perspectives to a literary work.

Analyze Authors’ craft in the following ways:

- Determine the syntax by examining length (telegraphic to long and involved), sentence beginnings, arrangement of ideas in a sentence or paragraph, and sentence patterns, and evaluate what this does for the passage/piece.
- Examine organizational and structural patterns and deduce significance of arrangement.
- Identify and note any shifts in point of view; discuss what effect a shift in point of view creates.
- Identify and analyze imagery, symbolism, and other rhetorical devices an author employed.
- Discuss the historical importance of a work.
- Explore how diction, imagery, language, and syntax contribute to the tone of a work.

Complete various writing projects by...

- Formulating independent research questions that lead to theory driven thesis statements.
- Crafting full process essays based on individually formulated theses.
- Revising and editing work effectively.
- Assessing classmates’ essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics.
- Writing and revising essays relating to the writer’s craft, working to improve the sophistication of sentence structure and

- Euphonious
- Cacophonous

Syntax

- Parallelism
- Simple
- Compound
- Complex
- Compound-complex
- Run-on
- Fragment
- Rambling
- Telegraphic
- Declarative
- Imperative
- Interrogative
- Exclamatory
- Loose
- Periodic
- Balanced
- Inverted

Figurative Language Devices:

- Simile
- Metaphor (tenor, vehicle, mixed metaphor, extended metaphor, subtext)
- Personification
- Pathetic fallacy
- Synecdoche
- Metonymy
- Irony (verbal, structural, dramatic, tragic, and cosmic)
- Hyperbole
- Litotes
- Paradox
- Oxymoron
- Pun
- Apostrophe (invocation)
- Rhetorical question

Other rhetorical strategies including:

- Allusion
- Analogy
- Imagery
- Symbolism
- Atmosphere
- Repetition
- Selection and order of details

vocabulary.

- Writing both timed and full process analyses of various texts.

- Epiphany

Narration

- Voice
- Point of view (first person, third person, third person omniscient, intrusive narrator, objective narrator, third person limited, stream-of-consciousness, second person)

Characterization

- Flat versus round characters
- Showing versus telling
- Protagonist versus antagonist
- Verisimilitude
- Direct and indirect characterization

Conventions of Drama

- Dramatic foil
- Tragic flaw/tragic hero
- Catharsis
- Irony (verbal, situational, dramatic)
- Hamartia
- Hubris
- Dues ex machina
- How stage directions, timing, lighting, and spectacle all contribute to the dramatic element of the genre
- Speech headings
- Monologue
- Soliloquy
- Aside
- Repartee
- Malapropism

Elements employed in satire, including:

- Exaggeration
- Offensiveness
- Parody
- Sarcasm
- Burlesque
- Juxtaposition
- Comparison
- Analogy
- Caricature

Unit: New Critical Theory Poetry -6-8 weeks

Essential Questions:

What is poetry?

What is the purpose of poetry?

How do sound devices and rhyme contribute to the meaning of a poem?

How does rhythm contribute to the meaning of a poem?

How does the form of a poem contribute to its overall meaning?

Essential Understanding:

The language of poetry is the language of paradox (Brooks).

Poetry is the expression of ideas through highly controlled language that fully utilizes meter and sound to craft meaning.

Form and meaning are inextricably connected.

Curriculum Standards- DOK noted where applicable with Standards

College Board Standards

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2. The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

4. The AP teacher provides instruction and feedback on students' writing assignments, both before

and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards Writing Standards

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CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

LEARNING TARGETS

Knowledge/Content

I Know ...

Foundational theoretical concepts that underlie the study of New Criticism.

The theorist Cleanth Brooks' contributions to New Critical theory as outlined in "The Language of Paradox" including the claims that:

- "Literature is not a surrogate for religion" i.e. it has no moral responsibility.
- Literature is inherently symbolic and metaphoric.
- Literary form carries meaning.

The theorist Roland Barthes' contributions to New Critical theory as outlined in "The Death of the Author" including the ideas that:

- The art and the artist exist independently.
- Artistic intent is immaterial when formulating an analysis of a piece of art.
- A work of art is a complete whole not in need of secondary texts to determine meaning.

Terms related to rhythm including:

- Meter (dactylic, anapestic, iambic, trochaic)
- Feet (monometer, dimeter, trimeter, tetrameter, pentameter, hexameter, heptameter, etc.)
- Common substitutions (catalectic, spondaic, iambic, trochaic, dactylic, anapestic)
- Scansion
- Stress
- Unstressed

Skills/Processes

I Can ...

Apply various New Critical techniques to analyzing a poem including:

- Read a poem deliberately and thoroughly, taking time to understand its complexity, absorb the richness of its meaning, and analyze how its meaning is embodied in literary form.
- Determine the speaker, the purpose (speech act), and the tone.
- Evaluate a poem according to its effectiveness.
- Scan a poem and identify the predominant meter, noting any substitutions, and describe the effect both the meter and the substitution have on the tone and meaning of a poem.
- Identify rhyme scheme and any kinds of rhymes employed and describe the effects of rhyme (or lack thereof) on the tone or meaning of the passage.
- Identify and describe effects of sound patterns in a work.
- Identify the stanza pattern and explain how it affects the tone and meaning of a passage.
- Identify literary and symbolic meanings.

Complete various writing projects by...

- Formulating independent research questions that lead to theory driven thesis statements.
- Crafting full process essays based on individually formulated theses.
- Revising and editing work effectively.
- Assessing classmates' essays according to an AP rubric and providing constructive

<ul style="list-style-type: none"> • Blank verse • End stopped • Caesura • Enjambment • Spondee <p>Terms related to poetic form including:</p> <ul style="list-style-type: none"> • English (Shakespearian) Sonnet • Italian (Petrarchan) Sonnet • Spenserian Sonnet • Volta • Elegy • Eulogy • Epithalamion • Ballad • Ballade • Rhyme Royall • Octave • Sestina • Couplet (heroic, closed, open) • Villanelle • Ode • Pastoral • Quatrain • Lyric • Refrain <p>Terms related to rhyme and sound including:</p> <ul style="list-style-type: none"> • Assonance • Consonance • Alliteration • Anaphora • Feminine and masculine rhyme • Near/slant/half/approximate rhyme • End rhyme/internal rhyme • Rhyme scheme • Interlaced rhyme • Eye rhyme <p>Analysis techniques for poetry including:</p> <ul style="list-style-type: none"> • TPCAST • SOAPSTONE • DIDLS 	<p>feedback relating to content, organization, structure, and mechanics.</p> <ul style="list-style-type: none"> • Writing and revising essays relating to the writer’s craft, working to improve the sophistication of sentence structure and vocabulary. • Writing both timed and full process analyses of various texts. <p>Additionally, I can...</p> <ul style="list-style-type: none"> • Experience and enjoy poetry. • Approach a poem comfortably. • Consider the social and historical values a work reflects and embodies. • Compose a variety of sentence structures. • Organize essays logically. • Read and respond to poetry with increasing complexity and sophistication. • Write about poetry using correct terminology in clear, coherent, persuasive language. • Study and identify works representative of various periods/poets.
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Phase II Curriculum

Unit: Structuralism-5 Weeks

<p>Essential Questions:</p> <p>How do common archetypes expose, support, or subvert cultural norms?</p> <p>How do the structural elements of a text contribute to its meaning?</p> <p>What is genre?</p> <p>How are the parts of a work interconnected?</p>	<p>Essential Understandings:</p> <p>Archetypal patterns often transcend time and space.</p> <p>While the form of archetypal patterns has a universal consistency the function of each differs according to cultural context and text.</p> <p>Genres can be understood as consistency of form, or less commonly as consistency of function.</p> <p>The individual pieces of a work contribute to the meaning of a work as a whole.</p>
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Curriculum Standards- DOK noted where applicable with Standards

College Board Standards

1. The course includes an intensive study of representative works such as those by authors cited in the *AP® English Course Description*. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values

4. The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards

Writing Standards

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.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.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.)

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading Informational Standards

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

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.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,

and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 CCSS.ELA-LITERACY.L.11-12.5.A
 Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 CCSS.ELA-LITERACY.L.11-12.6
 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.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<p>How psychoanalytical theory (in particular Jung’s theory of the collective unconscious) contributes to the formation of literary archetypes.</p> <p>Common literary archetypes including:</p> <ul style="list-style-type: none"> • Characters (hero, doppelganger, villain, outcast, creature of nightmare, scapegoat, innocent youth, mentor, loyal retainer, initiate, Madonna, femme fatale, dark lady, mother figure etc.) • Symbols (light, darkness, fire, ice, haven, wilderness, etc.) • Situations (the task, the initiation, the fall, the battle between good and evil, death and rebirth, etc.) <p>The Russian formalist Vladimir Propp’s contributions to genre analysis as outlined in “Morphology of the Folk Tale” including:</p> <ul style="list-style-type: none"> • Claims on text morphology and form vs. function. <p>The mythologist Joseph Campbell’s contributions to literary formalism as outlined in <i>The Hero of 1,000 Faces</i> including:</p> <ul style="list-style-type: none"> • The function of myths (awaken awe, explain the universe, maintain order in society, give individual guidance) • The elements of the monomythic cycle (The call, the threshold, the challenges, the abyss, the transformation, the return, etc.) <p>The Canadian literary critic Northrop Frye’s contribution to the study of form and symbols as outlined in <i>The Anatomy of Criticism</i> including:</p> <ul style="list-style-type: none"> • Literal symbols 	<p>Apply structuralism theory to a variety of texts to uncover the meaning of the work as a whole. This means I can...</p> <ul style="list-style-type: none"> • Analyze a work’s connotative and denotative meanings. • Examine how a work’s symbols influence the meaning of the text as a whole. • Explore how cultural archetypes are acted out in a work. • Analyze how a text uses archetypes to express the desires, anxieties and values of a people. • Examine how a work uses symbols and archetypes to shed light on the human condition. • Explore how archetypes play into the underlying assumptions of a text. • Analyze how form informs function (meaning). • Explore how a work fits into larger patterns of a genre and explore how that helps use define genre and individual textual meaning. • Look for how a work might be breaking the “rules” of a genre and explore what that tells us about meaning. <p>Complete various writing projects by...</p> <ul style="list-style-type: none"> • Revising and editing work effectively. • Assessing classmates’ essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics. • Writing both timed and full process writing. • Create a fictional text that conforms to the standard conventions of a given genre.

<ul style="list-style-type: none"> • Formal symbols • Archetypal Symbols • Anagogic (monad) symbols <p>Aristotle’s contributions to literacy analysis including:</p> <ul style="list-style-type: none"> • The six elements of a play (plot, character, theme, language, rhythm, and spectacle) <p>The German literary critic Gustave Freytag’s analysis of the morphology of Shakespearean plays including:</p> <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Falling action • Denouement <p>The Bulgarian critic Tzvetan Todorov’s contribution to the understanding of plot including:</p> <ul style="list-style-type: none"> • The phases of equilibrium and disequilibrium. <p>Various structural techniques including:</p> <ul style="list-style-type: none"> • Reversal of fortune/peripetia • Recognition/anagnorisis • In medias res 	
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Phase II Curriculum	
Unit: Gender Theory <u>OR</u> Race Studies/Post colonialism (Topic TBD by student interest) 5-6 weeks	
<p>Essential Questions:</p> <p>Gender Theory:</p> <p>How are individual texts and the literary canon as a whole shaped by what the critic bell hooks calls the “white supremacist, capitalist, <i>patriarchy</i>”?</p> <p>How does a text support or subvert the masculine/feminine binary?</p> <p>What assumptions about gender are made by the text and to what extent are those assumptions informed by culture?</p> <p>What does the text show us about the workings of</p>	<p>Essential Understandings:</p> <p>Gender Theory:</p> <p>Literature is influenced by its historic and cultural context.</p> <p>The process of canonizing literature often privileges certain perspectives and promotes select ideologies.</p> <p>Literary has the power to expose cultural assumptions about gender and gender roles.</p> <p>Literature can subvert or challenge cultural norms as it deconstructs our understanding of our own values and biases.</p>

<p>patriarchy in society, politics, the economy, etc.?</p> <p>Race Studies/Post Colonialism: How are individual texts and the literary cannon as a whole shaped by what the critic bell hooks calls the “<i>white supremacist, capitalist, patriarchy</i>”?</p> <p>How does a text support or subvert white supremacist and/or colonialism?</p> <p>What assumptions about race are made by the text and to what extent are those assumptions informed by culture?</p> <p>What does the text show us about the workings of racism in society, politics, the economy, etc.?</p> <p>How does racism affect all members of a society?</p>	<p>Race Studies/Post Colonialism: Literature is influenced by its historic and cultural context.</p> <p>The process of canonizing literature often privileges certain perspectives and promotes select ideologies.</p> <p>Literary has the power to expose cultural assumptions about race.</p> <p>Literature can subvert or challenge cultural norms as it deconstructs our understanding of our own values and biases.</p>
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Curriculum Standards- DOK noted where applicable with Standards

College Board Standards

1. The course includes an intensive study of representative works such as those by authors cited in the *AP® English Course Description*. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

2. The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and

cultural values

4. The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards

Writing Standards

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.)

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading Informational Standards

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

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.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<p>Gender Theory:</p> <p>Foundational theoretical concepts that underlie the study of feminism and queer theory from the enlightenment to the present.</p> <p>How enlightenment values fed into first wave feminism.</p> <p>The social critic Mary Wollstoncraft’s contributions to enlightenment thinking including:</p> <ul style="list-style-type: none"> • The role of education and schooling in promoting patriarchy as outlined in “The Vindication of the Rights of Women.” <p>The novelist and critic Virginia Wolf’s contributions to feminist theory including:</p> <ul style="list-style-type: none"> • The concept of gendered syntax and the male sentences. • The claim that women will be excluded from literary endeavors until they have financial independence and physical privacy as outlined in “A Room of One’s Own.” • The historical shaming of women authors, actors, and artists as explored in “Shakespeare’s Sister.” <p>The critic Laura Mulvey’s contribution to the study of film theory including:</p> <ul style="list-style-type: none"> • The idea that perspective in film (and by extension novels as well) is governed by the privileging of the male gaze and objectification of women as visual objects. <p>The social theorist Simone de Beauvoir’s contributions to 20th c. feminist theory including:</p> <ul style="list-style-type: none"> • The idea that the female self is often defended through othering as outlined in <i>The Second Sex</i>. <p>The social critic Betty Freidan’s contributions to 20th c. feminist theory including:</p> <ul style="list-style-type: none"> • The landmark analysis on how patriarchy is shaped through ideologies of archetypal womanhood in <i>The Feminine Mystique</i>. <p>Common criticism of Freud by feminists</p>	<p>Gender Theory:</p> <p>Apply gender theory to a variety of texts to uncover the meaning of the work as a whole. This means I can...</p> <ul style="list-style-type: none"> • Identify how a text makes assumptions about how different genders are formed, and preformed. • Explore how a text constructs ideas of self and other to normalize some experiences and marginalize others. • Identify the ways in which a text is shaped by assumptions of patriarchy. • Engage with texts that challenge patriarchal norms. <p>Complete various writing projects by...</p> <ul style="list-style-type: none"> • Formulating independent research questions that lead to theory driven thesis statements. • Crafting full process essays based on individually formulated theses. • Revising and editing work effectively. • Assessing classmates’ essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics. • Writing and revising essays relating to the writer’s craft, working to improve the sophistication of sentence structure and vocabulary. • Writing both timed and full process analyses of various texts.

including:

- The idea that women were defined by lack.
- Not penis envy, but power envy.
- The concept of womb envy.
- His claim that homosexual's were stalled in an early stage of psychosexual development and were by implication either ill or incomplete.

The social critic Judith Butler's contributions to the study of gender and queer theory including:

- The concept that gender is a mimetic performance.

Theoretical Terminology:

- Binary
- Spectator's gaze
- Objectification
- Patriarchy
- Other
- Construct
- Ideology
- Normative
- Signifier
- Hegemony
- Subvert
- Agency

Race Studies/Post Colonialism:

Foundational theoretical concepts that underlie the study of race studies and post colonialism.

How white privilege functions in society and texts to normalize and privilege some groups while marginalizing others as explored in "White Privilege: Unpacking the invisible Knapsack" by Peggy McIntosh.

The concept of microaggression in the continuance of racism in a post civil rights society.

The various ways racism is institutionalized as defined by Sir William Macpherson.

The dual concepts of identity as a matter of both intersectionality and Anti-essentialism as

Race Studies/Post Colonialism:

Apply critical race theory post colonialist theory to a variety of texts to uncover the meaning of the work as a whole. This means I can...

- Identify and analyze patterns of group privilege in a text.
- Identify and analyze how instances of microaggression shape individual and collective experiences.
- Explore the ways in which racism is institutionalized.
- Analyze the complex ways that identity is shaped and defined.
- Explore sources of agency including the ideas of nonviolent resistance and the concept of healthy rage.

<p>promoted by the social critic bell hooks and others.</p> <p>bell hooks' argument that the denial and repression of black rage and the refusal to see it in its proper context is ultimately in service of the white supremacist, capitalist, patriarchy as outlined in the article "Killing Rage: Militant Resistance"</p> <p>The literary and social critic Edward Said's views on orientalism and the othering of outsiders as outlined in <i>Orientalism</i> and <i>Culture and Imperialism</i>.</p> <p>The claim that the victors often gain control of historic and literary discourses.</p> <p>The complex and multifaceted identities that evolve in the postcolonial world including the ideas of hybridization, mimicry, and the third space as explored by Homi K. Bhabha.</p> <p>Theoretical Terminology:</p> <ul style="list-style-type: none"> • Binary • Other • Construct • Ideology • Normative • Signifier • Hegemony • Subvert • Agency • Microaggression • Intersectionality • Essentialism • Orientalism • Hybridization • Mimicry • The third space 	<p>Complete various writing projects by...</p> <ul style="list-style-type: none"> • Formulating independent research questions that lead to theory driven thesis statements. • Crafting full process essays based on individually formulated theses. • Revising and editing work effectively. • Assessing classmates' essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics. • Writing and revising essays relating to the writer's craft, working to improve the sophistication of sentence structure and vocabulary. • Writing both timed and full process analyses of various texts.
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Phase II Curriculum

Unit: Marxism & Cultural Theory 5-6 weeks

<p>Essential Questions:</p> <p>In what ways are literary texts and other artistic forms a commodity?</p> <p>How are individual texts and the literary canon as a whole shaped by what the social critic bell hooks calls the “white supremacist, <i>capitalist</i>, patriarchy”?</p> <p>How does art act as a conduit for ideology?</p> <p>How can art act as a vehicle for social criticism?</p>	<p>Essential Understandings:</p> <p>Texts, and other forms of art, do not exist outside or about the economy and are at their base products of consumption.</p> <p>Literature is influenced by its historic and cultural context.</p> <p>The process of canonizing literature often privileges certain perspectives and promotes select ideologies.</p> <p>Literary has the power to expose cultural assumptions about social class.</p> <p>Literature can subvert or challenge cultural norms as it deconstructs our understanding of our own values and biases.</p>
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Curriculum Standards- DOK noted where applicable with Standards

College Board Standards

1. The course includes an intensive study of representative works such as those by authors cited in the *AP® English Course Description*. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

2. The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover

what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)

- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

4. The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards

Writing Standards

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics

(e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.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.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

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.

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.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both

print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

LEARNING TARGETS

Knowledge/Content

I Know ...

The foundational theoretical concepts that underlie the study of Marxist literary theory.

The philosopher Karl Marx’s exploration of history and economics including:

- The application of Hegel’s dialectic process to the history of economics.
- The idea that history would “end” in a communist utopia.
- The criticism of organized religion as a carrier of ideology and a mechanism of control.

The critic Louis Althusser’s contribution to Marxism including:

- The extension of Ferdinand de Saussure and Jacques Lacan’s linguistic theories to the areas of economics and politics.
- The claim that ideology is inescapable. It cannot be destroyed only replaced by competing ideology.
- The assertion that Marxism itself is not an ideology, but rather a scientific process.
- The concepts of the State Apparatus and the Ideological State Apparatus in promoting ideology.

The social critic Michel Foucault’s contributions to the field of Marxism including:

Skills/Processes

I Can ...

Apply Marxist theory to a variety of texts to uncover the meaning of the work as a whole. This means I can...

- Avoid engaging in vulgar Marxist criticism.
- Explore how the dialectic process is manifested in literary texts.
- Analyze how different aspects of culture such as linguistics, traditions, etc. are valued or devalued by a text.
- Analyze how literature functions as part of the Ideological state Apparatus.
- Analyze how literature exposes the way the state apparatus functions in society
- Analyze how literature exposes the way the ideological state apparatus functions in society
- Explore the unique way that education functions as an arm of the ideological state apparatus.
- Explore how literature exposes the means by which people are coercively and consensually controlled.
- Analyze how literature explores the relationship between surveillance, knowledge and power in society.

Complete various writing projects by...

<ul style="list-style-type: none"> • The idea that systems of power are self-serving and self-replicating. • The influence of surveillance and the panopticon in replicating power as outlined in <i>Discipline and Punish</i>. <p>Antonio Gramsci's contributions to Marxist theory including:</p> <ul style="list-style-type: none"> • The idea that the status quo is maintained through a combination of coercive and hegemonic control. <p>Theoretical Terms:</p> <ul style="list-style-type: none"> • Marxism • Vulgar Marxism • Dialectic Process • Thesis • Synthesis • Antithesis • Capitalism • Proletariat • Bourgeoisies • Ideology • Ideological State Apparatus • State Apparatus • Panopticon • Hegemony • Coercive Control • Consensual Control • War of Maneuver • War of Position • Subvert 	<ul style="list-style-type: none"> • Formulating independent research questions that lead to theory driven thesis statements. • Crafting full process essays based on individually formulated theses. • Revising and editing work effectively. • Assessing classmates' essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics. • Writing and revising essays relating to the writer's craft, working to improve the sophistication of sentence structure and vocabulary. • Writing both timed and full process analyses of various texts.
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Phase II Curriculum	
Unit: Psychoanalytical 5-6 weeks	
<p>Essential Questions:</p> <p>How can a text be psychoanalyzed as a cultural production?</p> <p>How can symbols, events, characters, etc. be explained through psychological models?</p> <p>To what extent is meaning in a text connotative?</p>	<p>Essential Understanding:</p> <p>Psychoanalytical theory does not allow us to psychoanalyze the author, because as Barthes argues, "the author is dead."</p> <p>Psychoanalytical theory does not allow us to analyze the psyche of fictional character, because they are not real.</p>

<p>How is symbolic meaning determined?</p> <p>How are repressed concepts uncovered in a text?</p>	<p>Psychoanalytical theory only allows us to analyze the text as a cultural production.</p> <p>Meaning in a text is connotative and symbolic.</p> <p>Symbols, events, characters, etc. function to expose the repressed and hidden meaning of a text.</p>
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Curriculum Standards- DOK noted where applicable with Standards

College Board Standards

1. The course includes an intensive study of representative works such as those by authors cited in the *AP® English Course Description*. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

2. The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

3. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

4. The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail

- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Common Core Standards

Writing Standards

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.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.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.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.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for 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.

Reading Literature Standards

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.

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.

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).

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 authors.)

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

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.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language Standards

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<p>Foundational theoretical concepts that underlie the study of psychoanalytic literary theory.</p> <p>The psychiatrist Sigmund Freud’s contributions to psychoanalytical criticism including:</p> <ul style="list-style-type: none"> • The concept of the repetition compulsion. • The construct of the ide, ego, and superego. • The idea that pathology can manifest as psychological projections and in the case of literature the creation of a shadow self. <p>The psychiatrist Carl Jung’s contributions to the field of literary criticism including:</p> <ul style="list-style-type: none"> • The layers of consciousness including the mask, the self, the anima/animus, the and the shadow. • The formation of the shadow self or doppelganger as a path toward self-awareness. 	<p>Apply psychoanalytical theory to a variety of texts to uncover the meaning of the work as a whole. This means I can...</p> <ul style="list-style-type: none"> • Use psychoanalytical theory to demonstrate how literature employs techniques to deconstruct ideas that individuals and/or society take for granted are universal truths. • Identify patterns and repetitions in a text and analyze how they expose the fundamental concerns the text. • Explore how a text attempts to resolve contradictions between characters’ beliefs and actions and what does this process says about the meaning of the work as a whole. • Analyze how psychological doubling exposes the repressed desires and anxieties of a text. • Explore how desire is mediated within a text and how this process changes the meaning of a text as a whole. • Analyze how scapegoats attempt to distract

<p>The social psychologist Leon Festinger's contributions to literary analysis including:</p> <ul style="list-style-type: none"> • The theory of cognitive dissonance and methods of reduction (change belief, change action, change action perception). <p>The literary critic and philosopher Rene Girard's contributions to the field of literary criticism including:</p> <ul style="list-style-type: none"> • The theory of triangular desire. • The concept of the scapegoat mechanism. <p>Theoretical Terms:</p> <ul style="list-style-type: none"> • The pleasure principal • Repetition compulsion • Cognitive dissonance • Id • Ego (Freud) • Superego • Psychological projection • Psychological double • Persona • Ego (Jung) • Shadow • Anima • Animus • Self • Memetic desire • External mediation • Internal mediation • scapegoat 	<p>from the real issues of mimetic rivalry at a societal level.</p> <p>Complete various writing projects by...</p> <ul style="list-style-type: none"> • Formulating independent research questions that lead to theory driven thesis statements. • Crafting full process essays based on individually formulated theses. • Revising and editing work effectively. • Assessing classmates' essays according to an AP rubric and providing constructive feedback relating to content, organization, structure, and mechanics. • Writing and revising essays relating to the writer's craft, working to improve the sophistication of sentence structure and vocabulary. • Writing both timed and full process analyses of various texts.
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