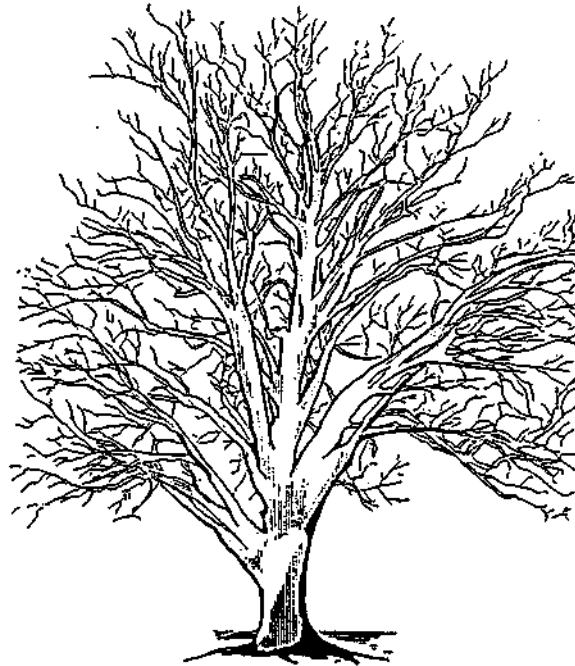


Monroe Township Schools



Curriculum Management System

Advanced Placement English Literature and Composition

Grade 12

July, 2007

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August, 2007

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective and meaningful communication is based on the interactive components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising - in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parents with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as student develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

Educational Goals

AP English Literature and Composition is considered a college-level English course. The overarching goal of this course is to help students develop mature habits of critical thinking as independent readers of and writers about literature.

One of the primary focal points is the close, critical reading of complex poetry, drama, prose fiction, and expository non-fiction from the fifteenth through the twenty-first centuries. Students are expected to acquire a familiarity with numerous structures, genres, movements, and styles and how they developed, expressed meaning, and impacted upon one another. *How* is the operative question in this course – specifically, *how* authors developed their thematic visions artistically. Through the analysis of literature, students will reflect upon how various literary techniques (e.g., figurative language, imagery, symbolism, irony) are utilized to enhance meaning in both prose and poetry. Through wide and varied readings with the greater framework of literary tradition, they will develop an appreciation of how literature reflects social, cultural, and historical values and develops universal themes.

While students will practice all modes of written discourse in this class, including descriptive, narrative, and poetic, the focus is on expository writing. Students will cultivate their writing skills as they explicate and analyze various forms of literature, concentrating on how the writers developed meaning through their use of form, diction, syntax, tone, literary devices, and figurative language, as well as their own personal styles. The carefully reasoned rhetorical expression of students' ideas will be cultivated through their ability to critically develop a thesis, using specific examples to support statements and arguments. By incorporating effective organizing principles into their own writing, students will develop a more fluid and precise writing style that balances supported argument (i.e., textual details) and generalizations with clarity. Through their writing, students will develop the ability to intuitively control elements of voice, tone, and style, thus becoming more accomplished and effective writers.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Language Arts Literacy Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:

http://www.nj.gov/njded/cccs/s3_lal.htm

Advanced Placement English Literature and Composition

Scope and Sequence

Quarter I – Saints, Fools, and Heroes

- | | |
|--|---|
| <ul style="list-style-type: none">I. Medieval Devotional Poetry and Ballads<ul style="list-style-type: none">a. Archetypes and archetypal motifs and patternsb. Common medieval quest themesc. Development of mood and toned. Religious and secular concernse. Thematic development through point of viewIII. Aristotelian Tragedy<ul style="list-style-type: none">a. Aristotle's conception of tragedyb. The Greek tragic hero and tragic flawc. Dramatic structured. Use of dramatic ironye. Perceptions of Fate and Free Will | <ul style="list-style-type: none">II. The Medieval Epic Poem<ul style="list-style-type: none">a. Alliterative verseb. The medieval archetypal heroc. Narrative techniquesd. Archetypal use of colors and seasonse. Christ symbolsIV. The Elizabethan Sonnet<ul style="list-style-type: none">a. Petrarchan, Shakespearean, and Spenserian formsb. Diction, syntax, and meterc. Archetypal use of imageryd. Figurative language (e.g., apostrophe, alliteration, synecdoche)e. Renaissance perspectives on love |
|--|---|

Quarter II – Perspectives on Man and the Universe

- | | |
|---|--|
| <ul style="list-style-type: none">V. Shakespearean Tragedy<ul style="list-style-type: none">a. Dimensions of the Shakespearean tragic herob. Methods of characterizationc. Stylistic devices (e.g., alliteration, pun, oxymoronic speech)d. Thematic concerns with order and disordere. The thematic role of the FoolVII. Metaphysical Poetry<ul style="list-style-type: none">a. Characteristics of Metaphysical Poetryb. The conceit and the syllogismc. Carpe diem themesd. Perspectives on sin and redemptione. Stylistic use of imagery and figurative language | <ul style="list-style-type: none">VI. Balzac and Nineteenth-Century Tragedy<ul style="list-style-type: none">a. Elements of classical tragedyb. Methods of characterizationc. The education of the herod. Stylistic use of allusions and symbolse. Thematic observations about flawed humanityVIII. Neoclassicism: Dryden, Pope, and Addison<ul style="list-style-type: none">a. Changes in taste and styleb. Stylistic use of meter and rhyme (e.g., the alexandrine, heroic couplet)c. Use of allusionsd. Thematic use of satiree. Perspectives on vanity and mortality |
|---|--|

Quarter III – Shifts in Tone and Voice

- IX. Austen and Nineteenth-Century Sensibilities
 - a. Societal manners and mores
 - b. Perspectives on gender
 - c. Social dynamics in England
 - d. Use of symbolism and psychological landscapes
 - e. Methods of characterization
- XI. Aspects of Victorian and Edwardian Britain
 - a. The effects of materialism and industrialization
 - b. Technical and artistic advances in the short story form
 - c. Thematic use of the travel essay
 - d. Use of literary devices (e.g., allusions, imagery, symbolism, epiphany)
 - e. The art of parody
- X. The Pre-Romantics and Romantics
 - a. The mock-heroic style
 - b. Man's relationship with nature
 - c. Use of figurative language (e.g., personification, metaphors, metonymy)
 - d. Archetypal and Freudian interpretations
 - e. Themes dealing with social reform
- XII. The Novel in the First-Half of the Twentieth Century
 - a. Expository and structural techniques
 - b. Emergence of new philosophies (e.g., existentialism, modernism)
 - c. Use of irony
 - d. Use of allusions, imagery, and symbolism
 - e. Reflections upon the human condition

Quarter IV – Disorder and Chaos in the Modern World

- XIII. Poetic License
 - a. Free verse
 - b. Use of diction and sensory imagery
 - c. Biblical and literary allusions and symbols
 - d. The individual and society
 - e. Alienation: despair and loss of faith
- XV. Faulkner's Yoknapatawpha County
 - a. Narrative techniques (e.g., stream of consciousness, interior monologue)
 - b. Experimentation with style
 - c. Use of imagery, symbolism, and allegory
 - d. The breakdown of traditional values and morals
 - e. The alienation and loneliness of modern man
- XIV. Experimental and Science Fiction
 - a. The modern world as a wasteland
 - b. Tone: irony and nihilism
 - c. Flat and dehumanized characters
 - d. Experimentation with plot and chronology
 - e. Dreams, nightmares, and apocalyptic visions
- XVI. Gender and Race in America
 - a. Women as psychological victims
 - b. The effects of heritage on individuals
 - c. The search for identity
 - d. Redefining the hero/heroine
 - e. Use of irony, parody, and satire

Suggested days of Instruction	Curriculum Management System	Topic: Archetypes and Language	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 1: The student will be able to explicate and analyze examples of medieval devotional and narrative poetry, garnering an understanding of how archetypes, figurative language, and structures build meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
9	<p>1.1. Recognize archetypes and archetypal motifs and patterns, including the following, and how they contribute to a poem's meaning: (3.1.12.E.1) (3.1.12.G.1-3) (3.2.12.A.3-4) (3.2.12.B.1-2) (3.2.12.C.1-3) (3.3.12.C.1-2)</p> <ul style="list-style-type: none"> Common Archetypes The Seasons as Archetypal Patterns The Archetypal Hero The Archetypal Woman Archetypal Quest Themes <p>1.2. Read and comprehend various literary structures, including the following, and analyze how form builds and affects meaning: (3.1.12.G.3-5) (3.2.12.B.1) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> Allegory Ballad Ballade Devotional Poetry 	<ul style="list-style-type: none"> How are archetypes universal? How do the various archetypal heroes and women reflect gender roles in antiquity? How does the Pearl Poet's use of allegory develop layers of meaning? How do prosodic elements contribute to the tone of a poem? How does figurative language enhance meaning? How does the medieval epic hero embody attributes and flaws that are timeless and universal? How can point of view affect the reader's emotions? 	<ul style="list-style-type: none"> Have students construct an essay in which they analyze the anonymous poet's use of archetypal imagery in "Sunset on Calvary." Have them delineate how the imagery helps to evoke a sense of the piety of the laity during the Middle Ages. Assessment: Teacher evaluation of development of thesis and use of supporting details. After an analysis of Galway Kinnell's translation of Villon's "The Ballad of the Hanged Men," have students write a timed, expository essay in which they analyze how Kinnell utilizes diction, sensory imagery, and figurative language to elicit compassion for the hanged criminals from the reader. After the teacher has made suggestions and corrections, have students revise and edit the essays. Assessment: Teacher evaluation of revisions. Have students read the anonymous ballad "The Twa Corbies," paying attention to the poet's depiction of the knight's plight. Have students ascertain how the poet uses diction, details, and the knight himself to develop the poem's tone and theme regarding existence. Assessment: Class Discussion. After a study of the Pearl Poet's <i>Sir Gawain and the Green Knight</i>, have students write a timed, expository essay in which they analyze the levels of allegorical meaning in the poem. Assessment: Teacher evaluation of development of thesis and use of supporting details.

Suggested days of Instruction	Curriculum Management System	Topic: Archetypes and Language	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 1: The student will be able to explicate and analyze examples of medieval devotional and narrative poetry, garnering an understanding of how archetypes, figurative language, and structures build meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> Epic Romance <p>1.3. Recognize various prosodic elements, including the following, and how they develop mood and meaning: (3.1.12.D.1-2) (3.2.12.B.1, 4-5) (3.3.12.C.1-2) (3.3.12.D.1)</p> <ul style="list-style-type: none"> Alliterative Verse Bob and Wheel Caesura Feminine Rhyme Masculine Rhyme Meter Refrain Rhythm <p>1.4. Expand his/her knowledge of various figures of speech and narrative elements, including the following, and how they intertwine to build meaning and develop tone: (3.1.12.F.1-2) (3.1.12.G.7-8) (3.2.12.A.3-4) (3.2.12.B.3-4) (3.3.12.C.6-7) (3.4.12.B.1-2)</p>		<ul style="list-style-type: none"> After students have become familiar with archetypes, have them construct an original archetypal short story. Parameters of the assignment: It must develop an archetypal hero or woman, a quest theme, and one or more minor archetypes. Have students read and explicate their stories to the class. Assessment: Student evaluation of stories using a predetermined rubric. <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive level.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, oral reports, or other formats of measurement used by the teacher.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Archetypes and Language	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 1: The student will be able to explicate and analyze examples of medieval devotional and narrative poetry, garnering an understanding of how archetypes, figurative language, and structures build meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> • Allusion • Hyperbole • Imagery • Irony • Metaphor • Metonymy • Paradox • Persona • Personification • Pun • Simile • Symbol <p>1.5. Ascertain how literature reflects significant religious and secular concerns and themes during the Middle Ages: (3.1.12.G.1-5) (3.2.12.A.4-5) (3.5.12.A.1-2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The Elizabethan Sonnet	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 2: The student will be able to explicate and analyze selected Elizabethan sonnets, noting how the poets' use of form, prosodic elements, and figurative language intertwine to develop themes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8	<p>2.1. Comprehend how various prosodic forms, including the following, affect thematic development: (3.1.12.G.3-5) (3.2.12.B.1) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> Petrarchan Sonnet Shakespearean Sonnet Spenserian Sonnet <p>2.2. Recognize various prosodic elements, including the following, and how they affect meaning: (3.1.12.D.1-2) (3.2.12.B.1, 4-5) (3.3.12.C.1-2) (3.3.12.D.1)</p> <ul style="list-style-type: none"> Accent Alliteration Apostrophe Assonance Caesura Consonance Eye-rhyme Meter Rhythm Rhyme Scheme 	<ul style="list-style-type: none"> How is the Petrarchan sonnet structured to present the poet's perspective on personal issues? How does the use of apostrophe enable a poet to express internal conflicts? Why does the use of iambic pentameter compel a poet to make superlative word choices? How does a poet's use of imagery and figurative language affect the reader's interpretation of a poem? How can a conceit, by illuminating the meaning of a poem, display the poet's ingenuity? 	<ul style="list-style-type: none"> Have students analyze a Shakespearean sonnet as a blind read, noting how the imagery and diction in the three quatrains build to the capping couplet. Assessment: Quiz. Have students read Spenser's Sonnet 75 from <i>Amoretti</i> and Shakespeare's Sonnet 18. In an expository essay, have them compare and contrast the prosodic devices the two poet's use to develop their conceits. Assessment: Teacher evaluation of development of thesis and use of supporting details. Have students read Sidney's Sonnet 30 from <i>Astrophel and Stella</i>. Divide the class into small groups and assign each group a different element of the poem (e.g., apostrophe, imagery). Have them discuss what part each element plays in developing the poem's main idea and tone. After each group has discussed its conclusions, conduct a general discussion of how the elements work conjointly to develop the poet's theme. Assessment: Class Discussion. After analyzing Wyatt's "My Galley," have students, in a short, informal writing, argue why the Petrarchan form of the sonnet lends itself best to the development of Wyatt's view of unrequited love. Assessment: Class discussion.

Suggested days of Instruction	Curriculum Management System	Topic: The Elizabethan Sonnet	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 2: The student will be able to explicate and analyze selected Elizabethan sonnets, noting how the poets' use of form, prosodic elements, and figurative language intertwine to develop themes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> Slant-rhyme <p>2.3. Increase his/her familiarity with various figures of speech and narrative elements, including the following, and how they intertwine to build meaning: (3.1.12.F.1-2) (3.1.12.G.7-8) (3.2.12.A.3-4) (3.2.12.B.3-4) (3.3.12.C.6-7) (3.4.12.B.1-2)</p> <ul style="list-style-type: none"> Conceit Hyperbole Imagery Irony Metaphor Metonymy Personification Pun Simile Symbol Synecdoche 		

Suggested days of Instruction	Curriculum Management System	Topic: Aristotelian and Shakespearean Tragedy	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 3: The student will be able to comprehend the principles of Aristotelian and Shakespearean tragedy, analyzing how they function within the framework of major works to develop the authors' visions of humanity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
14	<p>3.1. Recognize and understand components of Aristotelian tragedy, including the following: (3.1.12.D.1-2) (3.1.1.2.E.1-2) (3.1.12.G.3, 5, 7) (3.2.12.B.1, 9) (3.3.12.B.4-5) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> Antistrophe Catharsis Charagos Choral Ode Chorus Conflict Dramatic Irony Hamartia Hubris Peripeteia Strophe Tragic Flaw Tragic Hero <p>3.2. Recognize and understand components of Shakespearean tragedy, including the following: (3.1.12.D.1-2) (3.1.12.E.1-2) (3.1.12.F.1-2) (3.2.12.B.1, 9)</p>	<ul style="list-style-type: none"> How can a character's destiny be viewed as being influenced by both fate and free will? How does the Chorus in a Greek tragedy convey the viewpoint of the common man? Why is dramatic irony an important tool for a dramatist? How does the tight, compressed structure of a Greek tragedy contribute to the play's tragedy? Why did Shakespeare incorporate comic elements into his tragedies? How can peripeteia be viewed as a universal phenomenon? What rhetorical techniques did Shakespeare employ to reveal a character's innermost feelings in a soliloquy? How did Balzac and Faulkner draw upon the principles of Aristotelian and Shakespearean tragedy in some of their works? 	<ul style="list-style-type: none"> After reading Part I of Sophocles' <i>Oedipus Rex</i>, divide the class into small groups. Assign each group one of the choral odes and have them discuss how the ode reflects the concerns and values of the common citizens. Have each group report their findings to the class, after which a general discussion of the odes' collective importance will take place. Assessment: Class Discussion. After an analysis of <i>Oedipus Rex</i>, give students a quotation from the play. Have them, in an informal, reaction writing, respond to the concept of peripeteia inherent in the quotation, responding to it not only in terms of the play, but as a universal phenomenon. Assessment: Teacher evaluation of validity of argument. After completing <i>Oedipus Rex</i>, have students read "An Odor of Verbena" from Faulkner's <i>The Unvanquished</i>. After a quiz and class discussion of various aspects of the story, conduct a discussion during which the students identify the ways in which the story could be construed as an Aristotelian tragedy. Assessment: Quiz, Class Discussion. While reading Shakespeare's <i>King Lear</i>, have students write an expository essay on the King of France's soliloquy in Act I, sc. 1, analyzing the rhetorical techniques (e.g., diction, imagery, oxymoronic speech, syntax) Shakespeare employs in order to reveal the King's deep love and admiration for Cordelia. Assessment: Teacher evaluation of development of thesis

Suggested days of Instruction	Curriculum Management System	Topic: Aristotelian and Shakespearean Tragedy	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 3: The student will be able to comprehend the principles of Aristotelian and Shakespearean tragedy, analyzing how they function within the framework of major works to develop the authors' visions of humanity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <p>(3.3.12.B.4-5) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> Allusion Aside Catharsis Comic Relief Conflict Dramatic Irony Foreshadowing Motif Persona Soliloquy Subplot Tragic Flaw Tragic Hero <p>3.3. Expand his/her knowledge of various prosodic elements, including the following, and how they affect meaning: (3.1.12.D.1-2) (3.2.12.B.1, 4-5) (3.3.12.C.1-2) (3.3.12.D.1)</p> <ul style="list-style-type: none"> Alliteration Blank Verse Caesura Eye-rhyme 		<p>and use of quotations and supporting details.</p> <ul style="list-style-type: none"> Have students read Act III of <i>King Lear</i>, focusing on the ramifications of Lear's tragic flaw, not only for himself, but for Gloucester and Edgar, also. Assessment: Quiz. As students read the first three chapters of <i>Père Goriot</i>, have them annotate as they analyze the text, the annotations being based on guidelines and suggestions delineated in a teacher handout. Assessment: Teacher evaluation of annotations' scope and insights.

Suggested days of Instruction	Curriculum Management System	Topic: Aristotelian and Shakespearean Tragedy	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 3: The student will be able to comprehend the principles of Aristotelian and Shakespearean tragedy, analyzing how they function within the framework of major works to develop the authors' visions of humanity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Meter • Rhythm • Rhyme Scheme • Slant-rhyme <p>3.4. Comprehend the use of figures of speech and narrative elements, including the following, and how they interconnect to create mood and tone: (3.1.12.F.1-2) (3.1.12.G.7-8) (3.2.12.A.3-4) (3.2.12.B.3-4) (3.3.12.C.6-7) (3.4.12.B.1-2)</p> <ul style="list-style-type: none"> • Hyperbole • Imagery • Irony • Metaphor • Oxymoron • Paradox • Personification • Pun • Simile • Symbol 		

Suggested days of Instruction	Curriculum Management System	Topic: Aristotelian and Shakespearean Tragedy	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 3: The student will be able to comprehend the principles of Aristotelian and Shakespearean tragedy, analyzing how they function within the framework of major works to develop the authors' visions of humanity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	3.5. Apply Aristotelian and Shakespearean principles of tragedy to literature of the nineteenth and twentieth centuries. (3.1.12.G.4) (3.3.12.D.2) (3.4.12.B.2-5)		

Suggested days of Instruction	Curriculum Management System	Topic: The Metaphysics and Neoclassicists	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 4: The student will be able to comprehend how the Metaphysical and Neoclassical writers of the seventeenth and eighteenth centuries used various literary techniques to produce works of originality and ingenuity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10	<p>4.1. Recognize and comprehend various prosodic elements of metaphysical poetry, including the following, and how they were utilized to convey the poets' philosophical visions: (3.1.12.E.1-3) (3.1.12.F.1-2) (3.1.12.G.1-3) (3.2.12.A.1-3) (3.3.12.C.1-5)</p> <ul style="list-style-type: none"> Accent Alliteration Eye-rhyme Leonine Rhyme Meter Pun Rhythm Slant-rhyme <p>4.2. Recognize and comprehend various literary structures and rhetorical figures, including the following, and analyze how the Metaphysical poets utilized them: (3.1.12.G.3-5) (3.2.12.B.1) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> Allusion 	<ul style="list-style-type: none"> In what ways did the Metaphysical poets attempt to validate man's existence through their poetry? How did the Metaphysics adapt ideas gleaned from the Renaissance? How does the construction of a syllogism display a poet's ingenuity? How does a writer's use of diction affect the mood and tone of a work? What aspects of classical literature did the Neoclassicists emulate? How does Dryden use structure to satirize other writers' poetry? 	<ul style="list-style-type: none"> Have students analyze one of Donne's <i>Holy Sonnets</i> as a blind read, concentrating on his use of diction, imagery, allusions, and figurative language to develop his theme. Assessment: Quiz. After an analysis of Marvell's "To His Coy Mistress," have students write an expository essay in which they analyze the construction of his syllogism, paying attention to the way Marvell employs diction, imagery, rhythm, and figurative language in each of the poem's three stanzas. Assessment: Teacher evaluation of development of thesis and use of quotations and supporting details. After students have analyzed Burford's "A Christmas Tree" and Herbert's "Easter Wings," have students construct an original concrete poem, modeling their poems on the techniques displayed in Burford and Herbert's poems. Display the poems on the wall of the classroom and have students conjecture on the meaning of the poems while assessing their artistic merits. Assessment: Student evaluation of concrete poems using a predetermined rubric. After they have analyzed Dryden's "A Song for Saint Cecilia's Day," have students discuss how Dryden centers his poem around the line "What passion cannot music raise and quell?" Have them demonstrate how each of stanzas 3-7 expands upon the sentiment expressed in that line. Assessment: Class Discussion. Have students read Addison's essay

Suggested days of Instruction	Curriculum Management System	Topic: The Metaphysics and Neoclassicists	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 4: The student will be able to comprehend how the Metaphysical and Neoclassical writers of the seventeenth and eighteenth centuries used various literary techniques to produce works of originality and ingenuity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Apostrophe • Conceit • Imagery • Paradox • Petrarchan Sonnet • Spenserian Sonnet • Syllogism • Symbol <p>4.3. Understand how the Neoclassicists developed their personal styles by utilizing and adapting traditional literary structures and elements, including the following: (3.1.12.E.1-3) (3.1.12.F.1-2) (3.1.12.G.1-3) (3.2.12.A.1-3) (3.4.12.A.1-2) (3.4.12.C.1-2)</p> <ul style="list-style-type: none"> • Alexandrine • Alliteration • Allusion • Assonance • Consonance • Heroic Couplet • Hyperbole • Metaphor 		<p>“Dissection of a Beau’s Head,” analyzing how Addison achieves a satiric tone through his “dissection” of an English dandy. Also, have them demonstrate how the structure of the essay enables Addison to effectively satirize the beau. Assessment: Quiz.</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Metaphysics and Neoclassicists	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 4: The student will be able to comprehend how the Metaphysical and Neoclassical writers of the seventeenth and eighteenth centuries used various literary techniques to produce works of originality and ingenuity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Meter • Metonymy • Ode • Onomatopoeia • Personification • Petrarchan Sonnet • Satire • Synecdoche 		

Suggested days of Instruction	Curriculum Management System	Topic: The Pre-Romantics and Romantics	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 5: The student will be able to comprehend how the writers of the early nineteenth-century, through their individual styles, reflected a new philosophical consideration of mankind and the world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>5.1. Recognize how the Pre-Romantics foreshadowed the Romantic Movement through the expression of their ideas and view of nature: (3.1.12.G.3-5) (3.2.12.B.1) (3.4.12.A.1-2)</p> <p>5.2. Analyze elements of pre-Romantic and Romantic literature, including the following, and recognize how they utilized them to forge a more enlightened perspective on man and society: (3.1.12.F.1-2) (3.1.12.G.7-8) (3.2.12.A.3-4) (3.2.12.B.3-4) (3.3.12.C.6-7) (3.4.12.B.1-2)</p> <ul style="list-style-type: none"> Allusion Aphorism Caricature Dialect Elegy Foreshadowing Hyperbole Idyll Metaphor Miltonic Sonnet 	<ul style="list-style-type: none"> What characteristics of the Pre-Romantics anticipated the Romantic Movement? How did the Romantics regard nature? How did the Romantics adapt the sonnet form for their own themes? How can satire reveal the foibles of individuals and society? In what ways did Austen contribute to the development of the novel? How does Austen's writing reflect nineteenth-century societal concerns? 	<ul style="list-style-type: none"> While reading Austen's <i>Mansfield Park</i>, have them annotate each chapter as they analyze the text, following the teacher's guidelines and suggestions. Assessment: Teacher evaluation of annotations' scope and insights. After a study of <i>Mansfield Park</i>, administer a test on the novel that demonstrates students' mastery of the novel's major themes and issues. Assessment: Test. Have students read Blake's two versions of "Nurse's Song" or "Holy Thursday" from <i>Songs of Innocence</i> and <i>Songs of Experience</i>. Have them write a timed, expository essay in which they compare and contrast the rhetorical devices the poet uses to develop opposing views of the same event. Assessment: Teacher evaluation of development of thesis and use of supporting details. After analyzing Burns' use of figurative language, diction, meter, and rhythm in "To a Louse," have students discuss what other elements help to reveal the poem's voice. Have them jot down ideas about how Burns' use of the Scottish dialect and his adoption of the persona of a "country bumpkin" are effective tools of satire, helping to convey the poem's voice. Assessment: Class Discussion. Have students read Wordsworth's "To My Sister." Have them construct a short, informal writing focusing on Wordsworth's portrayal of the beneficial role of nature in human relations. Assessment: Teacher evaluation of validity of

Suggested days of Instruction	Curriculum Management System	Topic: The Pre-Romantics and Romantics	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 5: The student will be able to comprehend how the writers of the early nineteenth-century, through their individual styles, reflected a new philosophical consideration of mankind and the world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> Mock Heroic Ode Petrarchan Sonnet Satire Sentimental Novel Understatement 		<p>argument.</p> <ul style="list-style-type: none"> Have students select a poem by a Romantic poet that reflects on an important social issue of the time. Then, using media sources, have them gather historical data on the issue. In a formal, typed paper, have them demonstrate how the poem accurately portrays the issue by citing evidence gleaned from research, incorporating and aligning quotations from both the poem and the research. Assessment: Teacher evaluation of development of thesis, use of supporting details, mechanics, and formatting.

Suggested days of Instruction	Curriculum Management System	Topic: Victorian and Edwardian Britain	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 6: The student will be able to ascertain how various Victorian and Edwardian authors, through their individual methods of rhetorical expression, conveyed their views of a rapidly changing universe.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8	<p>6.1. Understand the use of figures of speech and literary forms and elements, including the following, and how they interconnect to develop tone and reveal the author's voice: (3.1.12.F.1-2) (3.1.12.G.7-8) (3.2.12.A.3-4) (3.2.12.B.3-4) (3.3.12.C.6-7) (3.4.12.B.1-2) (3.5.12.A.1-2)</p> <ul style="list-style-type: none"> Alliteration Assonance Consonance Dramatic Monologue Elegy Epic Simile Epiphany Hyperbole Leonine Rhyme Metaphor Ode Parody Pastoral Personification Repetition Symbol 	<ul style="list-style-type: none"> How does Victorian literature project an awareness of a changing world? How does Victorian literature champion the value of personal relationships in the face of an unstable world? Why is an epiphany an effective method of character development? How does a dramatic monologue allow the speaker to reveal insights about himself? How can a symbol be interpreted on multiple levels? How does Edwardian literature display a more liberal view of social issues than previous eras? 	<ul style="list-style-type: none"> Have students analyze Dante Gabriel Rossetti's "Silent Noon" as a blind read, concentrating on his symbolic use of images such as the dragonfly and hourglass. Assessment: Quiz. After reading Forster's essay "The Beauty of Life," have students analyze how Forster uses the question-and-answer structure to generate an informal tone as he develops his perspective on beauty. Have students deliberate on how Forster's point of view is not only indicative of the Edwardian Era, but also applicable today. Assessment: Class Discussion. Have students read "Eveline" and "Clay" from <i>Dubliners</i>. Conduct a Socratic Seminar on the two stories, following the guidelines for Socratic Seminars with the teacher functioning as a facilitator. Assessment: Teacher evaluation using a predetermined rubric. After the class has analyzed Arnold's "Dover Beach," discuss parody with the class. After they are familiar with the characteristics of the form, have them read and discuss Hecht's parody of "Dover Beach," "The Dover Bitch." Then, have them read and discuss Frost's "Stopping by Woods on a Snowy Evening." After a brief reanalysis of the poem, have them read Coursen's parodic interpretation of the poem, calling attention to the fallacious "evidence" Coursen "cites" for his interpretation. Have students select a poem studied earlier in the year and write a parodic interpretation of it, based upon parameters established in a handout. Assessment: Teacher evaluation of

Suggested days of Instruction	Curriculum Management System	Topic: Victorian and Edwardian Britain	
	Grade Level/Subject: 12th Grade – AP English Literature & Composition	<u>Goal 6:</u> The student will be able to ascertain how various Victorian and Edwardian authors, through their individual methods of rhetorical expression, conveyed their views of a rapidly changing universe.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.2. Analyze how various rhetorical devices are utilized to build meaning in narrative structures, including the following: (3.1.12.D.1-3) (3.1.12.F.1-2) (3.1.12.G.2-8) (3.2.12.B.1-5) (3.3.12.B.4-5) (3.3.12.C.1-2)</p> <ul style="list-style-type: none"> • Essay • Lyric Poetry • Novel • Novella • Short Story <p>6.3 Recognize how Victorian and Edwardian authors sought new ways and forms through which they could express their discontentment and disillusionment with political and social institutions: (3.1.12.G.1-5) (3.2.12.B.3-4) (3.3.12.B.4) (3.5.12.A.1-2)</p>		<p>artistry of parodic interpretations based upon a predetermined rubric.</p> <ul style="list-style-type: none"> • Following a unit test on Conrad's <i>Heart of Darkness</i>, show the movie <i>Apocalypse Now</i> to the class. Before showing the movie, instruct them that they will be writing an essay comparing and contrasting the novella and the movie. Supply students with a handout that offers suggestions for focal points (e.g., characterizations, expository material, selection of detail). Assessment: Teacher evaluation of development of thesis and use of supporting details. • Have students read Housman's poem "On Wenlock Edge" from <i>A Shropshire Lad</i>. After an analysis of the poem, play them a recording of Ralph Vaughan Williams' setting of the poem. Have them discuss how Vaughan Williams' music captures the mood and tone of Housman's poem, illuminating the poem's meaning. Assessment: Class Discussion.

Suggested days of Instruction	Curriculum Management System	Topic: The Novel in the First-Half of the Twentieth Century	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 7: The student will be able to explore how novelists in the twentieth-century developed individual styles based upon their distinctive approaches to subject matter.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10	<p>7.1. Comprehend how an author's treatment of the novel form expresses a personal philosophy or the influence of a literary movement or group, including the following: (3.1.12.G.3-5) (3.2.12.B.1) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> • Angry Young Men • Bloomsbury Group • Existentialism • Modernism <p>7.2. Recognize various narrative elements and techniques, including the following, and gain a greater appreciation for an author's innovative use of them, including the following:</p> <ul style="list-style-type: none"> • Anticlimax • Antihero • Conflict • Denouement • Dialogue • Exposition 	<ul style="list-style-type: none"> • How did each of the two world wars alter novelists' perceptions of life? • How can the use of an unreliable narrator foster multiple dimensions in a novel? • When first reading a novel, how is the reader both benefited and constrained by literary criticism? • Why is an antihero often a sympathetic character? • How do modern novelists use symbols in unconventional ways? 	<ul style="list-style-type: none"> • While students are reading Sillitoe's <i>Saturday Night and Sunday Morning</i>, have them keep dialectical journals that focus on Sillitoe's depiction of Arthur Seton as an antihero, as well as his characterization of the 1950s working class life that fosters Seton's "angry young man" persona. Assessment: Teacher evaluation of dialectical journals. • After a study of Forster's <i>A Passage to India</i>, have students write a formal, typed paper focusing on an extended analysis of one of the symbols in the novel (e.g., the green bird, the punkah wallah, the echo) and its thematic importance. Assessment: Teacher evaluation of development of thesis, use of quotations and supporting details, and formatting. • After a study of Fitzgerald's <i>Tender Is the Night</i>, administer a test that determines students' mastery of major concepts and themes in the novel. Assessment: Test. • Following the final discussion of Camus' <i>The Stranger</i>, have students write a timed, expository essay analyzing how Meursault can be considered an existential hero who gains self-awareness, while remaining a stranger to the world.. Assessment: Teacher evaluation of development of thesis and use of supporting detail. • Following the final quiz on Ford's <i>The Good Soldier</i>, have students form small groups in which they debate the efficacy of Ford's employment of an unreliable narrator. Have

Suggested days of Instruction	Curriculum Management System	Topic: The Novel in the First-Half of the Twentieth Century	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 7: The student will be able to explore how novelists in the twentieth-century developed individual styles based upon their distinctive approaches to subject matter.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> Flashback Illusion Irony Symbol Unreliable Narrator 		them debate the merits of Ford's narrative technique, and whether or not the novel benefits from it. Assessment: Class Discussion.

Suggested days of Instruction	Curriculum Management System	Topic: Experimentation in Prose and Poetry	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 8: The student will be able to comprehend how experimental techniques produce distinctive works that are intricate, compelling, and thought-provoking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
13	<p>8.1. Recognize and analyze poets' experimentation with prosodic elements and figurative language, including the following: (3.1.12.E.1-2) (3.1.12.F.1-2) (3.1.12.G.3, 7) (3.2.12.B.1, 9) (3.3.12.B.4-5) (3.4.12.A.1-2)</p> <ul style="list-style-type: none"> • Apostrophe • Assonance • Consonance • Free Verse • Metaphor • Meter • Paradox • Personification • Rhythm <p>8.2. Analyze how authors' experimentation with rhetorical techniques, including the following, is indicative of their view of man and society: (3.1.12.G.1-5) (3.2.12.A.4-5) (3.2.12.B.3-4) (3.3.12.B.4) (3.5.12.A.1-2)</p>	<ul style="list-style-type: none"> • How can a flatly drawn character serve as an indictment of society? • What problems involving analysis does free verse present? • How does wasteland imagery convey a writer's view of existence? • Why do writers employ the stream of consciousness technique? • How can a work of science fiction comment upon the human condition? • How do writers use dreams and surrealistic nightmares to mirror the realities of the world? 	<ul style="list-style-type: none"> • Read Plath's "Lady Lazarus" to the class as they silently follow along. Have students identify what impediments to understanding the poem presents. Address students' concerns, conducting a free response discussion of the poem's versification, seemingly disconnected images, tone, and the title's allusion. Have students respond to each other's comments, while the teacher guides them toward a verifiable interpretation. Assessment: Class Discussion. • Following an analysis of West's <i>Miss Lonelyhearts</i>, have students construct a timed, expository essay in which they analyze how West depicts society as a modern wasteland. Have students focus on two of the following elements: irony of tone, imagery, characterization, and symbolism. Assessment: Teacher evaluation of development of thesis and use of quotations and supporting details. • Have students read Faulkner's "That Evening Sun," focusing on Faulkner's depiction of the Compson family – both as individuals and as a unit. Assessment: Quiz. • After students have read the Quentin section of Faulkner's <i>The Sound and the Fury</i>, divide the class into small groups, assigning each group a dominant image from the section (honeysuckle, twilight, water, time). Have the groups discuss how the images carry symbolic importance for Quentin. After each group has discussed its conclusions, open the discussion up to a general consideration of how the images

Suggested days of Instruction	Curriculum Management System	Topic: Experimentation in Prose and Poetry	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 8: The student will be able to comprehend how experimental techniques produce distinctive works that are intricate, compelling, and thought-provoking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Allusion • Antagonist • Characterization • Dialogue • Exposition • Illusion • Imagery • Internal Monologue • Irony • Protagonist • Satire • Stream of Consciousness • Symbol 		<p>intertwine in Quentin's tortured mind. Assessment: Class Discussion.</p> <ul style="list-style-type: none"> • While students are reading Miller's <i>A Canticle for Leibowitz</i>, have them annotate as they analyze each of the three sections of the novel, following the teacher's guidelines and suggestions. Assessment: Teacher evaluation of annotations' scope and insights.

Suggested days of Instruction	Curriculum Management System	Topic: Gender and Race in America	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 9: The student will be able to ascertain how gender and race are factors that impact upon characters, both historically and contemporaneously.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8	<p>9.1. Recognize how writers explore stereotyping in their works through their depictions of characters: (3.1.12.G.3-7) (3.2.12.B.3-6) (3.4.12.A.1-2) (3.5.12.B.1-2)</p> <p>9.2. Expand their knowledge of how gender can have a deep psychological impact on the psyches of female characters: (3.1.12.G.3-6) (3.1.12.G.9-11) (3.3.12.A.1-2)</p> <p>9.3. Delineate how heritage can have a positive and/or negative impact on characters: (3.1.12.G.9-11) (3.2.12.B.3-6) (3.4.12.A.1-2)</p>	<ul style="list-style-type: none"> How can female characters be viewed as victims of males as well as their own psyches? Why do writers create stereotypical characters? In what ways can a character's heritage impact upon his/her life? What impact does popular culture have on a character's sense of identity? How does society influence notions of femininity? 	<ul style="list-style-type: none"> After students have read O'Connor's "Good Country People," have them create a character sketch of the protagonist, Hulga, delineating how she is as much a victim of her own creation as she is of the antagonist, Manley Pointer. Have students accompany the sketch with a portrait of Hulga (as she would envision herself) using computer graphics. Have students collectively discuss and evaluate projects. Assessment: Student evaluation of sketches and portraits using a predetermined rubric.. Have students independently read Gilman's "The Yellow Wallpaper." As they are reading, have them compile a list of the husband's attributes that impact upon his wife's sanity. In a roundtable format, have students discuss how and why Gilman portrays the husband not as a villain, but as a better-than-average turn-of-the-century male. Have students discuss the characterization of the wife and how her identity is quashed by the male-dominated marriage, causing her to disappear in madness into the yellow wallpaper. Assessment: Class Discussion. Before students read Kingston's "No Name Woman," tell them to focus on Kingston's fascination with her dead aunt. After they have read the story, have them write an informal reaction paper in which they explore the qualities of femininity that Kingston finds intriguing and admirable – qualities that resulted in her aunt's being ostracized by the Chinese culture that would not abide her independent

Suggested days of Instruction	Curriculum Management System	Topic: Gender and Race in America	
	Grade Level/Subject: 12 th Grade – AP English Literature & Composition	Goal 9: The student will be able to ascertain how gender and race are factors that impact upon characters, both historically and contemporaneously.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>personality. Assessment: Teacher evaluation of validity of argument.</p> <ul style="list-style-type: none"> After a study of Morrison's <i>The Bluest Eye</i>, have students write an expository essay analyzing how Morrison, through the characters of Claudia and Pecola, delineates what it means to grow up black and female in twentieth-century America. Assessment: Teacher evaluation of development of thesis and use of supporting details. Conduct a discussion of students' knowledge of Malcolm X, ascertaining the extent of their knowledge as well as their feelings about him. Use this discussion to move into a reading of Hayden's "El-Hajj Malik El-Shabazz." Through an analysis of the poem (particularly its allusions and imagery), have them determine the poem's tone. Conclude the discussion by determining whether Hayden's portrait of Malcolm X coincides with students' perception of him, or if the poem modifies their opinion of him. Assessment: Class Discussion.

Suggested Major Titles

AP English Literature and Composition

British Titles

1. Amis, Kingsley – *Lucky Jim*
2. Austen, Jane – *Mansfield Park*
3. Beckett, Samuel – *Waiting for Godot*
4. Conrad, Joseph – *Heart of Darkness*
5. Ford, Ford Madox – *The Good Soldier*
6. Forster, E. M. – *A Passage to India*
7. Forster, E. M. – *A Room with a View*
8. Haddon, Mark – *The Curious Incident of the Dog in the Night-Time*
9. Joyce, James – *Dubliners*
10. Joyce, James – *A Portrait of the Artist as a Young Man*
11. Lawrence, D. H. – *Twilight in Italy*
12. Lowry, Malcolm – *Under the Volcano*
13. Pearl Poet – *Sir Gawain and the Green Knight*
14. Shakespeare, William – *Hamlet*
15. Shakespeare, William – *Henry V*
16. Shakespeare, William – *King Lear*
17. Sheridan, Richard – *The Rivals*
18. Sheridan, Richard – *The School for Scandal*
19. Sillitoe, Alan – *Saturday Night and Sunday Morning*
20. Stoppard, Tom – *Rosencrantz and Guildenstern Are Dead*
21. Wilde, Oscar – *Lady Windermere's Fan*

American Titles

1. Albee, Edward – *Who's Afraid of Virginia Woolf?*
2. Baldwin, James – *Go Tell It on the Mountain*
3. Doctorow, E. L. – *Ragtime*
4. Ellison, Ralph – *Invisible Man*
5. Faulkner, William – *Light in August*
6. Faulkner, William – *Sanctuary*
7. Faulkner, William – *The Sound and the Fury*
8. Fitzgerald, F. Scott – *Tender Is the Night*

9. Hawthorne, Nathaniel – *The House of the Seven Gables*
10. Hemingway, Ernest – *In Our Time*
11. Miller, Walter M., Jr. – *A Canticle for Leibowitz*
12. McInerney, Jay – *Bright Lights, Big City*
13. Morrison, Toni – *The Bluest Eye*
14. O'Brien, Tim – *The Things They Carried*
15. O'Connor, Flannery – *Wise Blood*
16. O'Neill, Eugene – *Desire Under the Elms*
17. West, Nathanael – *The Day of the Locust*
18. West, Nathanael – *Miss Lonelyhearts*
19. Wharton, Edith – *The House of Mirth*
20. Wilson, August – *Joe Turner's Come and Gone*

World Titles

1. Atwood, Margaret – *The Handmaid's Tale*
2. Balzac, Honoré de – *Père Goriot*
3. Borges, Jorge Luis – *Ficciones*
4. Camus, Albert – *The Plague*
5. Camus, Albert – *The Stranger*
6. Euripides – *Medea*
7. Fíges, Eva – *Light*
8. García Márquez, Gabriel – *Chronicle of a Death Foretold*
9. Kafka, Franz – "The Metamorphosis"
10. Kleist, Heinrich von – *Michael Kohlhaas*
11. Kosinski, Jerzy – *The Painted Bird*
12. Molière – *The Misanthrope*
13. Sophocles – *Oedipus Rex*
14. Turgenev, Ivan – *Fathers and Sons*
15. Voltaire – *Candide*

Language Arts Department Benchmarks

<i>Reading Benchmarks</i>		<i>Writing Benchmarks</i>	
Form		Form	
Recognize central idea or theme		Communicate message to intended audience	
Recognize supporting detail		Develop topic/central idea	
Connect with prior knowledge		Develop thesis	
Determine author or reader's purpose		Provide supporting details	
Use appropriate reading strategies		Create effective opening/closing	
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		Use a variety of lead sentences	
Form opinions and conclusions		Demonstrate logical progression of ideas	
Assess one's own reading strategies and responses to text		Utilize varied sentence structure	
Make inferences and predict		Engage in writing process	
Understand new vocabulary		Self-assess using standard criteria	
Recognize persuasion		Develop conclusions	
Use context clues to enhance comprehension		Convey point of view	
Extrapolate information		Elaborate	
Ask relevant questions to enhance comprehension		Select and research a topic	
Distinguish information as relevant/irrelevant/fact/opinion		Use models or examples	
Interpret literary devices			

Advanced Placement English Literature and Composition

COURSE BENCHMARKS

1. The student will be able to explicate and analyze examples of medieval devotional and narrative poetry, garnering an understanding of how archetypes, figurative language, and structures build meaning.
2. The student will be able to explicate and analyze selected Elizabethan sonnets, noting how the poets' use of form, prosodic elements, and figurative language intertwine to develop themes.
3. The student will be able to comprehend the principles of Aristotelian and Shakespearean tragedy, analyzing how they function within the framework of major works to develop the authors' visions of humanity.
4. The student will be able to comprehend how the Metaphysical and Neoclassical writers of the seventeenth and eighteenth centuries used various literary techniques to produce works of originality and ingenuity.
5. The student will be able to comprehend how the writers of the early nineteenth century, through their individual styles, reflected a new philosophical consideration of mankind and the world.
6. The student will be able to ascertain how various Victorian and Edwardian authors, through their individual methods of rhetorical expression, conveyed their views of a rapidly changing universe.
7. The student will be able to explore how novelists in the twentieth-century developed individual styles based upon their distinctive approaches to subject matter.
8. The student will be able to comprehend how experimental techniques produce distinctive works that are intricate, compelling, and thought-provoking.
9. The student will be able to ascertain how gender and race are factors that impact upon characters, both historically and contemporaneously.