

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: AP Literature and Composition

Unit Name: Introduction to AP Literature

Purpose of the Class : The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature, and is designed to comply with the curricular requirements described in the most recent AP English Course Description. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include intensive study of representative works of recognized literary merit from American, British, and World authors written from Beowulf through the twentieth centuries.

As this is meant to be a college-level course, the literature is meant to challenge not only students' perceptions of themselves as readers and writers, but to challenge their perceptions of the world surrounding them. Writing is an integral part of the AP English Literature and Composition course, as the AP examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, argumentative essays. Students are expected (but not required) to take the AP English Literature and Composition test, for which they pay their own test fees. AP English Literature and Composition is also intended to support the skills necessary for the creation and development of the Kentucky Writing Portfolio.

Purpose of the Unit: The purpose of this unit is to familiarize the students with the course, types of writing, reading, requirements and procedures. It will be a type of boot camp to introduce concepts that will serve as a foundation for the year.

Prerequisites: AP Language and Composition, or 11th Grade English, acceptable ACT scores, or permission from teacher.

AP Literature and Composition Standards

Students will:

1. Demonstrate a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
2. Write using a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
3. Organize writing logically, using such specific techniques of coherence as repetition, transitions, and emphasis to enhance the organization of the writing;
6. Read closely, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form;
7. Reflect on how literary meaning is shaped by social and historical contexts;
8. Make and record careful observations of textual detail;
9. Establish connections between different observations;
10. Draw from those connections a series of inferences leading to an interpretive conclusion about a literary work's meaning and value;
12. Recognize, interpret, and evaluate the use of literary and rhetorical devices in literature;
13. Recognize, interpret, and evaluate how the author constructs theme through narrative techniques, resources of language, and literary and rhetorical devices;

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	<p>Introduction to the class.</p> <p>Discuss Summer Reading</p> <p>Syllabus and Grading</p> <p>Assign Class Blogger</p>	<p>How can I succeed in a college level course? How is this class different from English Language and Composition? Why should I take this class if I passed or</p>	<p>High yield Instructional Strategies</p> <p>Summarizing and Notetaking Nonlinguistic representation</p> <p>Big Idea Thinking Evaluation</p>	<p>8 Engaging Qualities of Work</p> <p>Personal Response Clear/model expectations Emotional/Intellectual Safety Learning with others Sense of Audience</p>	<p>Class Blogger</p>

		did not pass the AP course last year?		Choice Novelty and Variety Authenticity	
2	<p>Standards: 1.2.3.6.7.8.9.10.12.13</p> <p>Introduce Poetry Responses</p> <p>https://sites.google.com/site/2011spotsoftime/classroom-news/poetry-responses</p> <p>Read the poem https://sites.google.com/site/2011spotsoftime/poetry-resources/august-10 Write a personal response to the poem. Ask for volunteers to share. Watch video and add to response.</p> <p>Discuss 1st Poetry Response</p>	How can I relate to a poem?	<p>High yield Instructional Strategies</p> <p>Identifying similarities and differences Summarizing and Notetaking Advance Questions, cues and organizers Big Idea Thinking Application</p>	<p>8 Engaging Qualities of Work</p> <p>Personal Response Clear/model expectations Emotional/Intellectual Safety Learning with others Sense of Audience</p>	<p>Poetry Response Due Monday.</p> <p>1st Poetry Response due 8/15 students may choose any song or poem that has personal meaning and write a response.</p> <p>Shared Responses</p>

<p>3</p>	<p>Standards: 1.2.3.6.7.8.9.10.12.13</p> <p>Introduce Elements of Style and Bell Ringers. Powerpoint/Prezi</p> <p>Students will analyze a medical metaphor, “Art is the antidote that....” And create a medical metaphor and copy it onto paper for wall. Diction</p> <p>http://www.twylah.com/odemagazine/tweets/41273540787445760 Watch video “Metaphorically Thinking” on TED.</p>	<p>Why do we use Metaphors?</p>	<p>High yield Instructional Strategies</p> <p>Identifying similarities and differences Summarizing and Notetaking Nonlinguistic representation Big Idea Thinking Synthesis</p>	<p>8 Engaging Qualities of Work</p> <p>Personal Response Clear/model expectations Emotional/Intellectual Safety Sense of Audience Choice Novelty and Variety Authenticity</p>	<p>Medical Metaphors</p>
<p>4</p>	<p>Standards: 1.2.3.6.7.8.9.10.12.13</p> <p>Bell Ringer – Voice</p>	<p>How do I analyze literature? Where should I start?</p>	<p>High yield Instructional Strategies</p> <p>Identifying similarities and differences Summarizing and Notetaking Advance Questions, cues and</p>	<p>8 Engaging Qualities of Work</p> <p>Clear/model expectations Choice</p>	<p>Pre-assessment</p>

	<p>Lessons by Nancy Dean</p> <p>Standards: 1.2.3.6.7.8.9.10.12.13</p> <p>Bell Ringer Diction</p> <p>Introduce Elements of Style and Bell Ringers. Powerpoint/Prezi</p> <p>Students will take a multiple-choice poetry pre-assessment.</p> <p>Introduce Major Works Data Sheet and assign over summer reading.</p>		<p>organizers</p> <p>Big Idea Thinking Analysis Application</p>		
5	<p>Standards: 1.2.3.6.7.8.9.10.12.13</p> <p>Bell Ringer – Voice Lessons by Nancy Dean</p> <p>Give out 1st set of poems for Poetry</p>	<p>How can I apply Claim/Data Commentary to any subject?</p>	<p>High yield Instructional Strategies Identifying similarities and differences Summarizing and Notetaking Generating and testing hypotheses Advance Questions, cues and organizers Big Idea Thinking</p>	<p>8 Engaging Qualities of Work Personal Response Clear/model expectations Emotional/Intellectual Safety Learning with others Sense of Audience</p>	<p>Teacher Observation of group work and discussions.</p>

	<p>Responses.</p> <p>Introduce levels of questions and Claim, Data Commentary. Powerpoint.</p> <p>Read, “The Chaser or some short fiction and have students develop 3 levels of questions. Share with partners and with class to analyze if questions hit all three levels.</p>		<p>Analysis Application</p>	<p>Choice Authenticity</p>	
6	<p>Standards: 1.2.3.6.7.8.9.10.12.13 Bell Ringer – Voice Lessons by Nancy Dean Imagery</p> <p>Read short fiction, “The Flowers,” by Alice Walker. Have students develop three levels of questions.</p>	<p>How do I apply Three Levels of Questions to fiction?</p>	<p>High yield Instructional Strategies Identifying similarities and differences Generating and testing hypotheses Advance Questions, cues and organizers Big Idea Thinking Analysis Application</p>	<p>8 Engaging Qualities of Work Personal Response Clear/model expectations Emotional/Intellectual Safety Learning with others Sense of Audience Authenticity</p>	<p>Teacher Observation of group work and discussions.</p>

	<p>Introduce Inner/Outer Circles</p> <p>Have students discuss in circle.</p>				
7	<p>Standards: 1.2.3.6.7.8.9.10.12.13 Bell Ringer – Voice Lessons by Nancy Dean</p> <p>Students will take a multiple-choice short fiction pre-assessment.</p> <p>Introduce the AP Lit.and Comp. test and the types of questions that will be on the test.</p> <p>Introduce Introduce essay question 3 on AP test. Look at sample prompts.</p> <p>Have students select</p>	<p>What is actually on the AP Literature and Composition Exam?</p> <p>How do I write an essay over a novel?</p>	<p>High yield Instructional Strategies</p> <p>Identifying similarities and differences Advance Questions, cues and organizers Big Idea Thinking Evaluation</p>	<p>8 Engaging Qualities of Work</p> <p>Personal Response Clear/model expectations Learning with others Sense of Audience Choice Authenticity</p>	<p>Pre-assessment</p> <p>Exit Slip: Which essay prompt looks like it would work best with your novel and why?</p>

	prompt that might work with their novel.				
8	<p>Standards: 1.2.3.6.7.8.9.10.12.13 Bell Ringer – Voice Lessons by Nancy Dean</p> <p>Introduce Short Story Assignment Sheet. Assign reading in book over short fiction for homework passed on pre-assessment.</p> <p>Introduce Senior Project/College Essays/Recommendation Letters. Agree with class on a reasonable deadline for submission.</p> <p>Video on College Application Essays.</p>	<p>Why should I be prepared? What are colleges looking for in a college application essay? Who should I chose to write a recommendation for me?</p>	<p>High yield Instructional Strategies</p> <p>Identifying similarities and differences Summarizing and Notetaking Nonlinguistic representation Generating and testing hypotheses Advance Questions, cues and organizers</p> <p>Big Idea Thinking</p> <p>Evaluation Analysis Application</p>	<p>8 Engaging Qualities of Work</p> <p>Clear/model expectations Learning with others Sense of Audience Choice Novelty and Variety Authenticity</p>	<p>Questions from students.</p>