

MODESTO CITY SCHOOLS COURSE OUTLINE

Course Title	AP English Lit and Comp OLL S1	AP English Lit and Comp OLL S2
Course Number	OLL13301	OLL13302
Recommended Grade	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Duration	<input type="checkbox"/> Quarter <input checked="" type="checkbox"/> Semester	
Credit	<input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10	
Repeatable for Credit	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required for Graduation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Meets Graduation Requirement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
CALPADS Course Number	9118	
CALPADS Course Name	Advanced Placement (AP) English Literature and Composition	
Meets UC/CSU Requirements	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, which area? <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G	
CTE Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
CTE Course Level	<input type="checkbox"/> Introduction <input type="checkbox"/> Concentrator <input type="checkbox"/> Capstone N/A	
Part of a Course Pathway	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, which pathway?	
Credential Requirements		
Replaces	N/A	
Recommended Prerequisites	N/A	
Aligned to Standards Date		
Content Delivery Method	<input type="checkbox"/> Instructor Led <input checked="" type="checkbox"/> Online Provider Modesto Virtual Academy	
Other Information		
Board Approval Date		
Implementation Date	Fall 2020	

Course Description:

Required Text(s): (Title, Publisher, Year):

Supplementary Materials(s):

AP English Literature and Composition

For a year, students participate in the AP Dinner Party in the AP Literature and Composition course. Menu items include reading, analyzing, writing, rewriting, and discussing creations by the master chefs, renowned authors. Through close reading of the text of these authors, you'll discover the various ways writers use language to provide meaning and pleasure for their readers. The AP Literature and Composition course requires intensive concentration on composition skills (both yours and the author's) in areas of structure, style, and theme. You'll also analyze authors' narrative techniques, like use of figurative language, imagery, symbolism, and tone. The AP Literature and Composition dinner party equips students with recipes for success in college, in a career and the AP exam.

This course is designed to be highly teacher facilitated. Instructors give a great deal of specific and timely feedback. Students have opportunities for oral examinations, discussions, and whiteboards. Teachers conduct synchronous Illuminate sessions, which require critical thinking and analysis.

Student assessment occurs at a variety of levels throughout the lesson and course. Students are assessed via oral assessment and other synchronous sessions. Actual course assessment types include student assessed work, auto-graded, partially auto-graded, and totally instructor graded assignments.

Textbook used: AP English Literature eReader provided by Pearson. The AP English Literature eReader is a digital textbook including select pieces of literature for this course.

Semester One

Objectives:

- Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.
- Use a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.
- Develop a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
- Create a balance of generalization with specific illustrative detail.
- Write with an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
- Write informally about what you think in the process of writing about your reading.
- Create a research document, which includes analysis of literary elements and negotiation of differing critical perspectives.

AP English Literature and Composition

Write effectively under the time constraints on essay exams in college courses in many disciplines, including English.

Analyze authors' narrative techniques, like use of figurative language, imagery, symbolism, and tone.

Evaluate and develop composition skills in areas of structure, style, and theme. study representative literary works from various genres and periods.

Understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.

Reflect on the social and historical values a literary work reflects and embodies. Experience, interpret, and evaluate a work of literature with consideration to its social and cultural values writing response and reaction papers.

Write for a variety of purposes.

Analyze and interpret aspects of language and structure.

Make and explain judgments analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.

Have an awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.

Analyze a work of literature in regards to its artistry and explore its underlying social and cultural values through analysis, interpretation, and argument.

Write and read with increasing complexity and sophistication.

Analyze short prose passages and poems and through practicing with open-ended analytical questions.

Analyze a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning.

Select a literary work and discuss its relevant features in relation to questions provided.

Introduction to Course:

Topics Addressed:

Theme and motif of course, getting organized in the online environment, purpose of AP Literature and Composition course, grading policy, plagiarism, personal essay, structure of the AP College Board Exam, note taking on major works in the course, style sheet, key literary terms

Exams:

Quiz on literary terms

AP English Literature and Composition

Essay:

Write a college essay

Estimated Completion Time: 2 weeks

Module One:**Topics Addressed:**

Allusion, paraphrasing, quoting, romanticism, timed essay, research essay

Readings:

Frankenstein by Mary Shelley

Excerpts from *Faust* by J.W. Von Goethe (translated by Anna Swanwick)

“The Rime of the Ancient Mariner” by Samuel Taylor Coleridge

“Siren Song” by Margaret Atwood

“The Myth of Prometheus”

“The Boarded Window” by Ambrose Bierce

“The Interpreter of Maladies” by Jhumpa Lahiri

Essays:

- Research essay on Frankenstein
- Timed Essay on Prose: Locate allusions in a major work and analyze how they develop the work.
- Banked essay questions, students will receive one of the following: Misconceptions of self and the world, and how they develop meaning in a work of literature; how a reader sees the immoral or evil character and how that reaction impacts the author’s purpose in a novel; How do scenes containing violence impact the meaning of an overall work of literature; Select an alienated character and analyze what the character reveals about society; Identify a question raised by a major work of literature and explain how the question impacts the reader’s understanding of the work.

Exam:

Quizzes on all works of literature, banked essay topics as noted above, Multiple Choice practice exam

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Estimated Completion Time: 4 weeks

Module 2

Topics Addressed:

meter, imagery, allegory, symbolism, quoting, paraphrasing, parenthetical citations, works cited, literary criticism, note taking for the research paper

Readings:

Choose one novel from a selection of novels

Death of a Salesman by Arthur Miller

"Because I could not stop for Death" by Emily Dickinson

"A Noiseless Patient Spider" by Walt Whitman

"Where Are You Going, Where Have You Been?" by Joyce Carol Oates

Essays:

AP Practice Essay on Poetry – symbolism and imagery

Students will receive one of the following banked essay topics: inanimate objects in a work of literature and how they develop an author's purpose; analyze an author's use of setting in a novel; a character's illusion and how it develops the theme of a literary work; a character's view of the past and how it develops the meaning of a literary work; the significance of parallel or recurring events in a work of literature; unrealistic events in a work of literature and how they develop an author's purpose in the work overall; family conflict and how it contributes to the meaning of a work of literature

Projects:

Digital storytelling - using quotations, paraphrasing, parenthetical citations, works cited

Exams:

Oral assessment, Banked essay topics as noted above, quizzes on works of literature, Multiple Choice practice exam

Estimated Completion Time: 4 weeks

Module 3

Topics Addressed:

Personal writing, thesis statement, developing parts of the essay, creating a rubric, scoring an essay, symbolism, allegory, characterization, diction, connotation, denotation, syntax, tone, mood, style, setting, theme, MLA documentation, free response, Venn diagram, traits of a hero, character, protagonist, antagonist

Readings:

AP English Literature and Composition

Heart of Darkness by James Conrad

“Ulysses” by Alfred, Lord Tennyson

“The Road Not Taken” by Robert Frost

“Sailing to Byzantium” by William Butler Yeats

“Dream Deferred” by Langston Hughes

“The Soldier” by Rupert Brooke

“The Hollow Men” by T. S. Eliot

“The Knight” from the Canterbury Tales by Geoffrey Chaucer

“A Good Man is Hard to Find” by Flannery O’Connor

“The Most Dangerous Game” by Richard Connell

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Essays:

- Heart of Darkness – banked essay questions, students choose from the following topics: a novel’s ending and its contribution to the work overall; the functions of the first chapter of a novel; a character’s response to colliding cultures and how that response affects the work overall; how a character’s struggle for power effects the overall meaning of a work; how the physical journey in a novel contributes to its overall meaning
- AP Practice Essay on Prose – character, protagonist, antagonist

Projects:

Students choose one of the following: Storyboard to trace the journey of The Heart of Darkness; Create a character shield.

Exams:

Quizzes on works of literature, essay on *Heart of Darkness* (banked topics noted above)

Estimated Completion Time: 4 weeks

Module 4:

Topics Addressed:

lyric poetry, sonnet, iambic pentameter, rhyme scheme, pattern, tone, mood, voice, style, women in literature, research paper, poetry analysis, literary criticism

Readings:

Wuthering Heights by Emily Bronte

"To His Coy Mistress" Andrew Marvell

"The Valediction: Forbidding Mourning" by John Donne

"My Mistress' Eyes" William Shakespeare

"Shall I Compare Thee" William Shakespeare

"How Do I Love Thee" Elizabeth Barrett Browning

"Remembrance" by Emily Bronte

"A Haunted House" Virginia Wolfe

"Gift of the Magi" O. Henry

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Choose ONE of the following major works for research paper:

Joy Luck Club by Amy Tan

The Glass Menagerie by Tennessee Williams

The Adventures of Huckleberry Finn by Mark Twain

The Color Purple by Alice Walker

Essays:

Timed Essay: relevance of Wuthering Heights in today's society

Projects:

Compare the song "Fortress Around Your Heart" song by The Police to

Wuthering Heights using a Venn diagram

Compare the actions and feelings of Heathcliff in the final chapter of Wuthering Heights to the feelings of the speaker in the final stanza of "Remembrance"

Research paper on a single work of literature using one of the four choices noted above

Write an original sonnet

Exams:

Quizzes on works of literature, oral exam, timed essay (topic noted above), Multiple Choice practice exam, Semester Exam

Estimated Completion Time: 4 weeks

Semester Two

Objectives:

Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.

Use a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.

Develop a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.

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Write and read with increasing complexity and sophistication.

Analyze short prose passages and poems and through practicing with open" analytical questions.

Analyze a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning.

Select a literary work and discuss its relevant features in relation to questions provided.

Module 5:

Topics Addressed:

setting, character, protagonist/antagonist, stereotyping, imagery, tone, mood

Readings:

The Grapes of Wrath by John Steinbeck

"Good Times" Lucille Clifton

"Daddy" Sylvia Plath

"Queens, 1963" by Julia Alvarez

"Do Not Go Gentle into that Good Night" Dylan Thomas

"The Lottery" by Shirley Jackson

"Everyday Use" by Alice Walker

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Essays:

Timed Essay on prose: tone and mood

Students will receive one of the following banked essay topics: Connect society's stereotypes with the theme(s) of The Grapes of Wrath; Analyze how a novel's title develops the meaning of the work; Choose a scene from The Grapes of Wrath and analyze its relationship to the novel and its significance to the novel's meaning; Analyze the attitudes, traditions, and stereotypes Steinbeck wishes to change in his novel; Analyze a scene portraying a social occasion in The Grapes of Wrath for its significance to the meaning of the novel; Analyze the physical journey which takes place in a novel for its importance to the overall meaning of the novel

Exams:

quizzes on all works of literature, timed essay (topic noted above), Multiple Choice practice exam

Estimated Completion Time: 4 weeks

Module 6:

Topics Addressed:

Allusion, soliloquy, trilogy, irony, rhyme, rhythm, repetition, alliteration, imagery

Readings:

Hamlet by William Shakespeare

Oedipus the King by Sophocles (translated by Dudley Fitts and Robert Fitzgerald)

"The Book of Sand" by Jorge Luis Borges

"The Lovesong of J. Alfred Prufrock" by T.S. Eliot

"A Poison Tree" by William Blake

"Prisoner of Chillon" by Lord Byron

"Paul's Case" by Willa Cather

"A Jury of Her Peers" by Susan Glaspell

Essays:

Timed Essay: Analyze the ghost's role in *Hamlet*

Students will receive one of the following banked topics: Analyze the conflict a character experiences in a major work; Identify a mystery in a major work and explain its contribution to the overall meaning of the work; Analyze an author's

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use of psychological events in a major work; Analyze a conflict between a parent and child for its impact on the meaning of the work

Projects: Students will choose from the following

Connect Shakespeare and art
Compare *Hamlet* to the movie *The Lion King*
Venn diagram compare Hamlet and Horatio
Bio-Poem for Historical or Literary Character
Analysis of *Hamlet* the movie

Exams:

Quizzes on all works, oral exam, timed essay (topics noted above), Multiple Choice practice exam

Estimated Completion Time: 4 weeks

Module 7:

Topics Addressed:

Imagery, point of view, plot, character, tone, mood, stereotypes, fairy tales

Readings:

The Awakening by Kate Chopin
A Doll House by Henrik Ibsen, translated by Otto Reinert
"Aunt Jennifer's Tigers" by Adrienne Rich
"Barbie Doll" by Marge Piercy
"Womanwork" Maya Angelou
"Quinceanera" by Judith Ortiz Cofer
"The Yellow Wallpaper" by Charlotte Perkins Gilman
"To Autumn" by John Keats

Essays:

Essay on Prose – point of view

Timed Essay: Students will receive one of the following banked topics: The significance of the title The Awakening and how it contributes to the overall meaning of the work; Identify a healthy confusion or disquietude in The Awakening and explain the significance to the overall work; Identify psychological events in a major work, analyze how they are developed in the work, and how

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they contribute to the work's overall meaning; Identify a character who conforms to society but mentally questions that conformity, and analyze how those conflicting events contribute to the work's overall impact and meaning; the struggle for power in a novel and how it enhances the meaning of the work

Projects:

Choose a popular fairy tale and rewrite it from a different point of view
Digital storytelling: contrasting main characters in major works

Exams:

Quizzes on all works, timed essay (topics noted above)

Estimated Completion Time: 4 weeks

Module 8:

Topics Addressed:

Satire, irony, musical adaptation, tone, theme, point of view

Readings:

The Importance of Being Earnest by Oscar Wilde
"The History Teacher" by Billy Collins
"Richard Cory" by Edwin Arlington Robinson
"Ozymandias" by Percy Bysshe Shelley
"The Cask of Amontillado" by Edgar Allan Poe
"A Modest Proposal" Jonathan Swift

Essays:

Timed Essay on poetry – satire and irony

Students will receive one of the following banked essay topics: Choose a scene containing thoughtful laughter and analyze its contribution to the work overall; Choose a morally ambiguous character and analyze his or her significance to the work overall; Identify standards of a fictional society and analyze how a character's responses to those standards develop the theme of the work overall; the significance of a work's title and how it develops the overall meaning of the work; discuss the significance of recurring events in a work; use of contrasting settings in a major work and how they develop meaning and in the work

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Exams:

Quizzes on all works, oral exam, essay (banked topics noted above)

Estimated Completion Time: 4 weeks

Module 9: Project Module**Readings: Students will choose one of the following works:**

Things Fall Apart by Achebe Chinua

Cry the Beloved Country by Alan Paton

Othello by William Shakespeare

A House Made of Dawn by N. Scott Momaday

Projects:

Write an original dialogue depicting a scene between characters in major works you have read throughout the course and a character or characters from the novel read in this module.

Exams:

Test on major work

Estimated Completion Time: 2 weeks