

Verona Public School District Curriculum Overview

Advanced Placement Literature and Composition



Curriculum Committee Members:
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Supervisor:
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The AP English Literature and Composition curriculum is designed to prepare students for the advanced placement examination, which is given in May. The emphasis of the course is the in-depth study of fiction and poetry. The focus of the course will be on British literature, although some American works and world literature will be studied. The process approach to writing will again be emphasized with particular attention to writing for different audiences, analytic and comparative writing, and self-editing and revision. Students will be expected to complete several independent, analytical reading and writing assignments. Student must take the AP exam to earn AP course credit.

Prerequisite(s):

Advanced Placement English Language and Composition or English III H and teacher recommendation.

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • Mrs. Dalloway • The Hours • Hamlet • Dubliners • Heart of Darkness • The Sun Also Rises • Jane Eyre • Wuthering Heights • Pride and Prejudice • Crime and Punishment • As I Lay Dying 	<ul style="list-style-type: none"> • http://shakespeare.mit.edu/ • Poetry.com • Poets.org • Poetryfoundation.org • Nytimes.com • http://apcentral.collegeboard.com • Edward Hirsch : “Lay Back the Darkness” • Billy Collins: “Cliché” • Sharon Olds: “The Race” “The One Girl at the Boys Party” • Eavan Boland: “Woman in kitchen” “The Emigrant Irish” • Yusef Komunyakaa: “Camouflaging The Chimera” “Facing It”

Course Title Goes Here

- Tess of the D'Urbervilles
- Sons and Lovers
- Blindness
- Blind Assassin
- The Poisonwood Bible
- Atonement
- A Thousand Splendid Suns
- The Bonesetter's Daughter

- Michael Ondaatje : "WE'RE AT THE GRAVEYARD"
- Li-Young Lee "A Story"
- Debora Greger: "The Frog in the Swimming Pool"
- Wyatt: "The Lover Compareth His State..." "Whoso List to Hunt"
- Sidney: Sonnets 5, 31, 39 and "Essay on Poesy"
- Spencer: Sonnets 15, 26 and 75
- Shakespeare: Sonnets 18, 73, 116 and 130
- Marlowe's: "The Passionate Shepherd to His Love"
- Raleigh's: "The Nymph's Reply to the Shepherd"
- Donne: "A Valediction Forbidding Mourning," "The Flea," "The Legacy," "Meditation XVII" Sonnets 9, 14 and 10
- Herbert: "Virtue"
- Herrick: "To the Virgins to Make Much of Time"
- Marvell: "To His Coy Mistress" and "The Garden"
- Jonson: "To Celia"
- Bradstreet: "The Author to Her Book"
- Taylor: "Huswifery"
- Burns: "To a Mouse"
- Blake: "The Lamb" "The Tyger"
- Shelley: "Mutability"
- Keats: "On the Sonnet" "Ode on Indolence"
- Wordsworth: "Prefatory Sonnet," "The Solitary Reaper," "Sonnet," "The Prelude" "There Was a Boy"
- Emerson: "The Rhodora"
- Longfellow: "An April Day"
- Whittier: "Hampton Beach"
- Holmes: "The Chambered Nautilus"
- Tennyson: "Ulysses"
- Owen: "S.I.W."
- Eliot: "Journey of the Magi"
- Thomas: "Do Not Go Gentle into That Good Night"
- Hughes: "Hawk Roosting"
- Dickinson: "I Dreaded That First Robin"
- Frost: "After Apple Picking"
- Plath: "The Sow"

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Poetry	8-10 weeks	RL.11-12.1-7,10 RI.11-12.2,4,5 W.11-12.1,2,4-6,9,10 SL.11-12.1 LS.11-12.1-6	<i>Students will be able to independently use their learning to ...</i> Read poems and analyze them with reference to form, content, diction, syntax, tone and literary technique.	<i>Students will understand that:</i> <ul style="list-style-type: none"> Poetry reflects the history, society, values and moral codes of the time period in which it was written as well as the poet's life and aesthetics. Poetic style changes and evolves throughout the centuries. A poet's use of well-chosen words, formats, poetic techniques, imagery, sound devices, figurative language, selected diction, voice, syntax, and register help the reader appreciate the emotions, tone and message of the work. The reader of poetry uses his/her knowledge of poetic and analytical technique to analyze, interpret, understand and explain a given work of poetry. The reader of poetry can bring his/her own experiences and perspectives to the interpretation of poetry, thereby creating varying interpretations of any given work. In order to support your 	<ul style="list-style-type: none"> How does poetry reflect the time period in which it was written? How does a poet's work reflect his thinking? How does a poet use different literary devices, diction, syntax, tone, form and style to create meaning in his work? How do literary devices and poetic techniques help the reader visualize text and enhance our appreciation of the work? How can one interpret a poem and can there be more than one interpretation of a given work? How can an effective writer prove his/her personal interpretations of a given poem using analytical techniques and contextual evidence?

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
				interpretation of a given poem, you must use the poem and contextual evidence to support your arguments and use them in an organized and concise piece of writing or a supported oral presentation.	
Drama	4-6 weeks	RL.11-12.1-10 RI.11-12.1-7 W.11-12.1,2,4-10 SL.11-12.1,2 LS.11-12.1-6	<i>Students will be able to independently use their learning to ...</i> Analyze how characterization, external and internal conflicts and themes are developed in dramatic literature.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • Dramatic literature presents universal and timeless themes about human nature. • Shakespeare's plays are timeless and his themes relate to modern day issues and concerns. • Playwrights use literary techniques and artistic diction in their works to enhance their themes and motifs. • Effective writers are able to support their arguments with valid research and textual evidence. 	<ul style="list-style-type: none"> • How are themes developed in dramatic literature? • How does a playwright create character and conflict? • How can Shakespeare's works and works by other playwrights have different interpretations? • How does a playwright's use of literary technique and diction enhance his work? • How can a writer develop a thesis and prove that thesis with textual evidence and research?
James Joyce and Modernism	3-4 weeks	RL.11-12.1-7,10 W.11-12.1,2,4-6,9,10 SL.11-12.1-6 LS.11-12.1-6	<i>Students will be able to independently use their learning to ...</i> Analyze the Modernist literary techniques in selected works of literature by James Joyce.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • James Joyce was a major innovator in modernist writing. • People's problems with inertia, isolation, alienation, and their need for a sense of both 	<ul style="list-style-type: none"> • How does Joyce use Modernist literary techniques to create empathy in his readers? • Why are people discontent with their lives and how do they search for personal fulfillment and awareness?

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
				freedom and belonging and self-awareness transcend time and culture.	<ul style="list-style-type: none"> Why is having an epiphany so important to the human soul? How can this moment also be destructive?
Novel	8-10 weeks	RL.11-12.1-10 W.11-12.1,2,4-6,9,10 SL.11-12.1 LS.11-12.1-6	<i>Students will be able to independently use their learning to ...</i> Analyze a novel with reference to character, theme, motif, symbolism, diction, syntax, narrative voice and/or stylistic choices.	<i>Students will understand that:</i> <ul style="list-style-type: none"> The dark side of mankind has always been explored in the novel genre. An author's use of language (diction/syntax) and vivid imagery enriches text. A classic piece of literature can have many different interpretations. Literature and the hero of a novel reflect the history and moral issues of the period in which it was written. Literature often reflects the emptiness of human lives. 	<ul style="list-style-type: none"> How can an author express the evil side of human nature in his work? (What is "the Horror"?) Does a novelist's distinct narrative style, diction, syntax and imagery help him/her get his/her message across or hinder him/her in his pursuit? What are the different types of "heroes" in the novel genre and how does each hero reflect the era in which the novel was written? How do themes of emptiness and the meaninglessness of life relate to the disenfranchised youth of today?