

GRADING PERIOD 1				
Unit/Topics	Timeframe	State Standards	Textbook/Supplemental Materials	Assessments/Assignments
Pre-Course Assignments	1 week	Reading: RL12.1 RL12.2 RL12.3 RL12.6 RL12.10 SL 1 SL 2 SL 3 SL 4	<i>How To Read Literature Like a Professor</i> <i>Jane Eyre</i> , Charlotte Bronte <i>Wuthering Heights</i> , Emily Bronte <i>Cyrano de Bergerac</i> , Edmond Rostand (optional) <i>Antigone</i> , Sophocles <i>The Tempest</i> , William Shakespeare	Writing assignment: 1. After reading <i>The Tempest</i> , address the following essay in a two-page, double-spaced answer. You must use at least two quotes from the play to support your assertions. Essay prompt: Romeo and Juliet, and Julius Caesar were tragedies that you read in previous courses. We discussed the four modes of fiction (comedy, tragedy, romance and irony) in junior English. Which does <i>The Tempest</i> fit into? Why? Remember to keep in mind audience reaction, likeability of the main characters, plot line, and overall mood of the play. 2. After reading <i>Jane Eyre</i> , <i>Cyrano de Bergerac</i> or <i>Antigone</i> , and <i>Wuthering Heights</i> , answer the following question. Your response must be at least three pages long. Essay Prompt: Each of the choice novels centers on a love story (<i>Antigone</i> is not romantic love, but rather the love between siblings). Compare and contrast two of the three love stories. Your thesis should address which was the most memorable or unique love story. Be sure to have at least three points of comparison and three points of contrast and remember your therefore statement in which you relay your original idea. Whole to part would be the best construction for this essay. Be sure to address the following: i. What motivated each character? ii. What opposing forces worked against the lovers? Why was their love a “forbidden love”? Keep in mind the social and historical context of each novel. iii. What was the outcome of the love story? Why did it inevitably end the way it did? 3. After reading <i>Jane Eyre</i> , <i>Cyrano de Bergerac</i> , and <i>Wuthering Heights</i> and completing

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				<p>essay #2, complete the following essay. Essay Prompt: Using the third love story that you did not address in essay #2, answer the following questions:</p> <ol style="list-style-type: none"> i. What motivated each character? ii. What opposing forces worked against the lovers? Why was their love a “forbidden love”? iii. What was the outcome of the love story? Why did it inevitably end the way it did?
<p>Course Unit #1: Summer Reading Analysis</p>	<p>4 weeks</p>	<p>Language: Vocabulary Ongoing</p> <p>Language: 12.1 12.2 12.3 12.4 12.5</p> <p>Speaking & Listening: 12.1 12.3 12.6</p> <p>Reading: 12.1 12.2 12.3 12.4 12.5</p> <p>Writing: 12.1 12.2 12.4</p>	<p>Literature: <i>How to Read Literature Like a Professor, Jane Eyre, Wuthering Heights, Cyrano de Bergerac or Antigone, The Tempest</i></p>	<p>This unit is based on deliberate reading and writing done during the summer before any AP instruction. It is meant to expose students to substantial British, French and classic Greek literature before beginning the course. The writing samples also challenge the students to categorize each work, evaluate its social and historical context, and analyze its themes, plot, intended audience and style. Activities in this unit for Jane Eyre and Wuthering Heights include:</p> <ol style="list-style-type: none"> 1. A pre-discussion test covering all four works. 2. Varied methods of discussion on the following topics: <ol style="list-style-type: none"> a. Connection between the types of love in the works and contemporary ideas of love b. Analysis and symbolism of settings in both novels, including discussion about civilization vs. nature c. Discussion of the reliability of the narrators d. Social class struggle e. Supernatural/gothic elements f. Foils/pairs among characters g. Masculinity and its dynamic definition h. Abandonment and insanity i. Morality/religion j. Feminism 3. Two in-class writing prompts such as:

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<p>Course Unit #2: Genre Study What does the term genre mean? Genre: A category of literary work. In critical theory, genre may refer to both the content of a given work — tragedy, comedy, or pastoral — and to its form, such as poem, novel, or drama. This term also refers to types of popular</p>	<p>2 weeks</p>	<p>Language: Vocabulary Ongoing</p> <p>Language: 12.1 12.2 12.3 12.4</p>	<p>Literature: "The Sacred", When my love swears that she is made of truth", "Praise Song of the Day", "The Bagel", "Shawl", "Learning to Read", "out, Out", "Snow", "Sonnet 29", "To an Athlete Dying Young", From The Great Gatsby, "The Red</p>	<p>Activities will include</p> <ol style="list-style-type: none"> 1. Close reading of fiction, drama, and poetry 2. Composition instruction 3. On-demand writing — experience with timed writing about prose — complex

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<p>literature, as in the genres of science fiction or mystery.</p>		<p>12.5 Speaking & Listening: 12.1 12.2 12.3 12.6 Reading: 12.1 12.2 12.3 12.4 12.5 12.7 12.10 Writing: 12.1 12.2 12.3 12.4 12.5 12.7 12.8 12.10</p>	<p>Wheelbarrow”, “Delight in Disorder”, My Father’s Song”, “Slam, Dunk, & Hook”, From Hard Times, the Most Dangerous Game, How I Met my Husband, Interpreter of Maladies.</p>	<p>characterization, figurative language, and resources of language 4. Evaluation of on-demand writing — working with a scoring guide, Paragraph writing, short answers, and graphic organizers 5. Introduction/ Review of Literary terms and techniques</p>
<p>Common Application Essay/Narrative</p> <ul style="list-style-type: none"> • Anaphora • Meaningful • Conversation • Purposeful Fragments • Descriptive Details 	<p>1 week</p>	<p>Reading: RI12.1 RI12.2 RI12.3 RI12.4 RI12.5 RI12.6 Writing/Language: W12.3a.-e. W12.4 W12.5 W12.6 L12.1 L12.2 L12.3</p>	<p>Sample college essays Personal Essay for College Admission/Scholarship Application Literature: Student Writing Samples Activities for the unit will include: 1. In-class discussion of the 2. In-class writings on the idea of the narrative</p>	<p>Reading Sample college essays http://teenink.com/college_guide/college_essays Writing Writing Portfolio First Quarter Prompt: Choose one of the following real-world college essay topics: a. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you. b. Discuss some issue of personal, local, national, or international concern and its importance to you. c. Indicate a person who has had a significant influence on you, and describe that influence. d. Describe a character in fiction, a historical figure, or a creative work’s (as in art, music, science, etc.) influence on you, and explain that influence. Speaking and Listening</p>

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				Assessments Collins Type 1 or Type 2 Writing (reading response checks) Guided reading questions Student (pair/small group discussion) Text-based Quiz
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