

Hamburg Area School District

Curriculum

Course Name: AP English

Unit:: Literature

Effective Date: 2007-08

Grade Level: 12

Department: English

Instructional Time: 180 days

Length of Course: Year long

Period of Cycle: 6 day cycle

Length of Period: 43 minutes

Texts and Resources:

A. Required Materials

Bronte, Charlotte. *Jane Eyre*. New York: New American Library, 1960.

Conrad, Joseph. *Heart of Darkness and The Secret Sharer*. New York: Penguin Group, 1983.

Gabel, John B., Charles B. Wheeler and Anthony D. York. *The Bible as Literature*. New York: Oxford University Press, 2000.

Hamilton, Edith. *Mythology*. New York: Warner Books, 1869.

Hardy, Thomas. *The Return of the Native*. New York: Penguin Group, 1980.

Jebb, Richard Claverhouse, trans. *The Complete Works of Sophocles*. New York: Bantam Books, 1982.

The Language of Literature: British Literature. Evanston, Illinois: McDougal Littell, 2002.

Shostak, Jerome. *Vocabulary Workshop, Level H*. New York: Sadlier-Oxford,

Course Name: AP English

Unit:: Literature

1988.

B. Supplementary Materials

Book IX, *The Odyssey*

Camus, "The Myth of Sisyphus"

Dobyns, "Unexpected Holiday"

Annouilh, *Antigone*

Gardner, *Grendel*

Selections from *Henry V* as well as clips from Olivier's *Henry V*
and Branagh's *Henry V*

Clips from *Scotland, PA*

Supplemental anthology- *British and Western Literature* from The
McGraw-Hill Literature Series, 1985

Assessments:

- A. Selected response: multiple choice, true/false, matching
- B. Constructed response: short answer
- C. Project: essay, story, poem, research paper, journal
- D. Performance: dramatic performance, oral presentation
- E. Process focused: oral questioning, independent study, cooperative learning, pupil observation, class discussion

Course Name: AP English

Unit:: Literature

Essential Question/ Content	Performance Objectives	Anchors/Standards
Critical and analytical reading of the novel	<p>Students read at least three novels independently and at least two as part of the class and analyze the novel through journals, essays, conferencing and/or class discussions</p> <p>Compare and contrast multiple works to analyze specific aspects including literary devices and/or historical/cultural context</p> <p>Study critical articles in relation to the text</p>	<p>1.3.11A 1.3.11B 1.3.11F R11A.1.3 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2</p>
Critical and analytical reading of plays	<p>Read and analyze plays with an emphasis on devices and themes such as:</p> <ul style="list-style-type: none"> • structure • characterization • foils • conflict • gender issues • staging <p>Examine critical readings of the plays</p> <p>View comparative film clips of plays</p> <p>Create a presentation of a scene from a play</p>	<p>1.3.11A 1.3.11.E R11A.1.3 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2 R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.A.2.5.1 R11.A.2.6.1 R11.B.1.1.1</p>

Course Name: AP English

Unit:: Literature

Essential Question/ Content	Performance Objectives	Anchors/Standards
Critical and analytical reading of essays and poetry	<p>Read a variety of essays and poems to analyze them for the following:</p> <ul style="list-style-type: none"> • theme • imagery • tone • diction • style • historical/cultural context • tropes • speaker <p>Demonstrate an understanding of sonnets through planned group performance readings and written explications</p> <p>Demonstrate an understanding of essays and literary devices through written response</p>	<p>1.1.11.B 1.2.11.A 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11.F 1.5.11.A 1.5.11.C 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E R11.A.1.3.1 R11.A.1.3.2 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.B.1.1.1 R11.B.1.2.1 R11.B.2.1.1 R11.B.2.1.2 R11.B.2.2.1 R11.B.2.2.2</p>
Essays and poetry continued		

Hamburg Area School District
Curriculum

Course Name: AP English

Unit: Writing

Time Line: Year long

Essential Question/ Content	Performance Objectives	Anchors/Standards
Write persuasive essays	<p>Students write interpretive essays based on a piece of literature and focus on one of the following areas:</p> <ul style="list-style-type: none"> • structure • style • theme • historical/social values • figurative language • imagery • tone <p>Write evaluative or argumentative essays based on a piece of literature</p> <p>Write timed in-class critical and analytical essays</p>	<p>1.3.11.A 1.3.8.B 1.3.11.B 1.3.11.F R11A.2.1.1 R11A.2.1.2 R11A.2.3.1 R11A.2.3.2 R11A.2.4.1 R11A.2.5.1 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2</p>
Write informal, exploratory pieces	Maintain a reader response journal	<p>1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D</p>
Write creatively	Write a narrative based on a given author to include literary elements and devices and reflect aspects of author's style	<p>1.4.11.A 1.3.11.B 1.3.11.C</p>

Hamburg Area School District
Curriculum

Course Name: AP English

Essential Question/ Content	Performance Objectives	Anchors/Standards
Write critical, analytical research paper	<p>Using several literary texts and critical articles, write a focused analysis of an aspect of various works</p> <p>Use a variety of sources; understand validity in terms of source</p> <p>Understand and apply MLA format; Understand and avoid plagiarism</p> <p>Present information to the class with handout</p>	<p>1.6.11.A 1.6.11.C 1.6.11.E 1.8.11.A 1.8.11.B 1.8.11.C R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.A.2.5.1 R11.A.2.6.1 R11.B.1.1.1</p>
Revise essays	<p>Evaluate one's work in terms of</p> <ul style="list-style-type: none"> • focus • structure/ organization • diction • syntax • voice • quality and quantity of evidence • mechanics 	<p>1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F</p>