

Unit	Concepts/ Topics	Activities/Skills	Assessment
<p>Unit 8: Victorian Era Literature</p>	<p>1.A.5a Students will be able to identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> <p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5a Students will be able to relate reading to prior knowledge and experience and make connections to related information.</p> <p>1.B.5d Students will be able to read age-appropriate material with fluency and accuracy.</p> <p>1.C.5a Students will be able to use questions and predictions to guide reading across complex materials.</p> <p>1.C.5b Students will be able to analyze and defend an interpretation of text.</p> <p>1.C.5c Students will be able to critically evaluate information from multiple sources.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>2.A.5a Students will be able to compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> <p>2.A.5b Students will be able to</p>	<p>Through the study of <i>Jane Eyre</i>, students will</p> <ol style="list-style-type: none"> 1. uncover dominant themes, tone, settings, significant characters, and other literary elements by closely reading the text. 2. describe aspects of the Victorian Era and recognize the dominant trends and literary styles that characterized this period. 3. discuss the status of women writers in the 19th century. 4. develop an understanding of the main characters and their motivations. 5. discuss the overall themes in the novel 6. describe how conflicts and crises earlier in the novel were resolved at the end 	<p>Threaded Discussion Vocabulary and concept multiple choice quizzes Interpretive essay Diagnostic quizzes</p>

	<p>evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p> <p>2.A.5d Students will be able to evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>2.B.5a Students will be able to analyze and express an interpretation of a literary work.</p> <p>2.B.5b Students will be able to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p> <p>3.A.5 Students will be able to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Students will be able to, using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Students will be able to communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose</p>		
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	<p>and situation.</p> <p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources</p>		
<p>Unit 9: 19th Century Literature: British & American Authors</p>	<p>1.A.5a Students will be able to identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> <p>1.A.5b Students will be able to analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5a Students will be able to relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.5d Students will be able to read age-appropriate material with fluency and accuracy.</p> <p>2.A.5b Students will be able to evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p> <p>3.A.5 Students will be able to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</p> <p>5.B.5a Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p>	<p>Students will be able to :</p> <ol style="list-style-type: none"> 1. identify the key characteristics of Romanticism 2. identify key Romantic authors and works. 3. apply understanding of diction, syntax, imagery, metaphor, symbolism, speaker, form, and tone to stylistic analysis of poetry <ul style="list-style-type: none"> British authors studied include Blake, Wordsworth, Shelley, Coleridge, and Keats. 4. identify key American Romantic authors and characteristics of their works. 5. identify poetic elements in free verse poetry 6. determine the narrator's point of view in a piece of literature 7. identify and explain the four basic types of sentence structure. 8. apply tips learned for reading difficult sentences. <ul style="list-style-type: none"> American authors studied include Dickinson, Whitman, and Melville. 	<p>Threaded Discussion Vocabulary and concept multiple choice quizzes Analytical essays on poetry Diagnostic quizzes</p>

<p>Unit 10: Turn-of-the Century Literature</p>	<p>1.A.5a Students will be able to identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> <p>1.A.5b Students will be able to analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5a Students will be able to relate reading to prior knowledge and experience and make connections to related information.</p> <p>1.B.5b Students will be able to analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p> <p>1.B.5b Students will be able to analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p> <p>1.C.5b Students will be able to analyze and defend an interpretation of text.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>2.A.5c Students will be able to analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in</p>	<p>Students, through the study of <i>Heart of Darkness</i>, will be able to</p> <ol style="list-style-type: none"> 1. assess the point of view in a work of fiction 2. explain the relationship between a work of fiction and related critical commentary 3. identify and properly use parts of sentences 4. agree or disagree with reasons by Achebe's criticism "An Image of Africa: Conrad's 'Heart of Darkness,'" with reasons. <p>By reading <i>The Yellow Wallpaper</i> the student will be able to</p> <ol style="list-style-type: none"> 5. explain the influence of point of view in fiction 6. describe the social constraints on women at the turn of the century. 7. describe appropriate transitions to use in their writing. 	<p>Threaded Discussion Vocabulary and concept multiple choice quizzes Analytical essay Diagnostic quizzes</p>

	<p>American literature and literature of other countries</p> <p>2.B.5a Students will be able to analyze and express an interpretation of a literary work.</p> <p>2.B.5b Students will be able to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p> <p>3.A.5 Students will be able to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p>		
<p>Unit 11: Modern Literature</p>	<p>1.A.5a Students will be able to identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> <p>1.A.5b Students will be able to analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5a Students will be able to relate reading to prior knowledge and experience and make connections to related information.</p> <p>1.B.5b Students will be able to analyze the defining characteristics and structures of a variety of complex literary genres and describe</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. identify common motifs in modern poetry, such as the fragmentation of experience and the breakdown of the social order. 2. explain how modern poets use literary devices in their poetry to create meaning that defines modern ideas. 3. define, identify, and apply several poetic terms. 4. analyze poetry in a systematic manner. 5. describe the stylistic influences on modern poetry. 6. describe key characteristics of modernism 7. recognize and avoid ten 	<p>Threaded Discussion Vocabulary and concept multiple choice quizzes Write a poetry style analysis essay under time constraints Write an analysis of social commentary in a Modern poem under time constraints Diagnostic quizzes</p>

	<p>how genre affects the meaning and function of the texts.</p> <p>1.C.5b Students will be able to analyze and defend an interpretation of text.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>2.B.5b Students will be able to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p> <p>3.B.5 Students will be able to, using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Students will be able to communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation and audiences.</p> <p>5.B.5a Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.5b Students will be able to support and defend a thesis statement using various</p>	<p>key grammar and usage mistakes.</p> <p>8. describe characteristics of Harlem Renaissance poetry.</p> <p>9. apply knowledge of literary devices when reading Modern poetry.</p> <p>Poets studied include Thomas Hardy, Gerard Manley Hopkins, William Butler Yeats, T.S.Eliot, Wallace Stevens, William Carlos Williams, Countee Cullen, Langston Hughes, Jean Toomer.</p>	
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	references including media and electronic resources		
Unit 12: The American Dream	<p>1.A.5b Students will be able to analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5a Students will be able to relate reading to prior knowledge and experience and make connections to related information.</p> <p>1.B.5d Students will be able to read age-appropriate material with fluency and accuracy.</p> <p>1.C.5a Students will be able to use questions and predictions to guide reading across complex materials.</p> <p>1.C.5b Students will be able to analyze and defend an interpretation of text.</p> <p>1.C.5c Students will be able to critically evaluate information from multiple sources.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>2.A.5a Students will be able to compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> <p>2.A.5b Students will be able to evaluate relationships between and among character, plot,</p>	<p>Through the reading of <i>The Great Gatsby</i>, the student will be able to</p> <ol style="list-style-type: none"> 1.identify cultural and social changes in America in the 1920's and 1930s. 2.analyze and evaluate Fitzgerald's commentary in novel concerning American society. 3.write a formal introduction and outline of an essay that analyzes one of the major recurring motifs in the first five chapters of the novel. 4. analyze and evaluate the social commentary offered by two important American authors 5. compare two poems by a Harlem Renaissance author and analyze the commentary he provides concerning American culture. 6. recall the major events and significant characters in <i>the novel</i> 	<ol style="list-style-type: none"> 1.Threaded Discussion 2.Vocabulary and concept multiple choice quizzes 3.Essay that analyzes Fitzgerald's evaluation of the American dream in <i>The Great Gatsby</i>. 4.Diagnostic quizzes

	<p>setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p> <p>2.A.5c Students will be able to analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries</p> <p>2.B.5a Students will be able to analyze and express an interpretation of a literary work.</p> <p>2.B.5b Students will be able to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p> <p>3.A.5 Students will be able to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Students will be able to, using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Students will be able to communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose</p>		
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	<p>and situation.</p> <p>5.B.5a Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.5b Students will be able to support and defend a thesis statement using various references including media and electronic resources</p>		
<p>Unit 13: Contemporary Literature</p>	<p>1.A.5b Students will be able to analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> <p>1.B.5b Students will be able to analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p> <p>1.B.5d Students will be able to read age-appropriate material with fluency and accuracy.</p> <p>1.C.5a Students will be able to use questions and predictions to guide reading across complex materials.</p> <p>1.C.5b Students will be able to analyze and defend an interpretation of text.</p> <p>1.C.5c Students will be able to critically evaluate information from multiple sources.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>2.A.5b Students will be able to</p>	<p>By the completion of Unit 13 the student will have been exposed to American and International authors and he will be able to:</p> <ol style="list-style-type: none"> 1. recognize how the experiences of women and ethnic minorities are reflected in literature. 2. use semicolons and coordinating conjunctions to avoid comma splices in their writing. 3. identify how an author's background and cultural perspective is reflected in his or her work. 4. identify major themes in the novel <i>Annie John</i>. 5. explain the role of colonialism in the novel. 6. analyze how gender norms influence Annie's growth. <p>American writers studied include James Baldwin and Tillie Olsen, Sandra Cisneros and Amy Tan Internationally: Gabriel Garcia Marquez and Jamaica Kincaid.</p>	<ol style="list-style-type: none"> 1.Threaded Discussion 2.Vocabulary and concept multiple choice quizzes 3.Analyze a character's response to events within a short story 4.An interpretive analytical essay about aspect of one of the works read. 5.Diagnostic quizzes

IVHS - Course Map: AP Lit and Comp 2nd semester (Spring 2008)

	<p>evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p> <p>2.A.5d Students will be able to evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>2.B.5a Students will be able to analyze and express an interpretation of a literary work.</p> <p>3.A.5 Students will be able to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.C.5a Students will be able to communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p> <p>5.B.5a Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.5b Students will be able to support and defend a thesis statement using various references including media and electronic resources</p>		
<p>Unit 14: Review and Exam</p>	<p>1.C.5c Students will be able to critically evaluate information</p>	<p>The student will be able to 1.describe the format of the AP English Lit and Comp</p>	<p>Threaded Discussion Final semester exam— prelude to the AP Exam</p>

IVHS - Course Map: AP Lit and Comp 2nd semester (Spring 2008)

	<p>from multiple sources.</p> <p>1.C.5d Students will be able to summarize and make generalizations from content and relate them to the purpose of the material..</p> <p>3.C.5a Students will be able to communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p> <p>5.B.5a Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>Exam.</p> <p>2. develop a plan for how you're going to study between now and exam day..</p> <p>3. define all key terms and explain the significance of each key term and concept.</p> <p>4. make connections between various literary works, terms, and concepts.</p> <p>5. apply concepts you learned to specific questions and literary passages.</p> <p>6. answer many of the practice multiple-choice questions correctly.</p> <p>7. apply concepts you learned to specific questions and literary passages.</p> <p>8. answer many of the practice multiple-choice questions correctly.</p> <p>9. construct good essays designed to score well on the AP Exam.</p> <p>10 manage time well</p>	
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