## Jefferson City Public Schools–High School Curriculum

**SUBJECT:** Grade 12

**COURSE:** AP English Literature

### STRAND:

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<th>Objectives</th>
<th>Assessment/Evaluation</th>
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| (A) Apply decoding strategies to solve unknown words when reading by using (a):  
  • roots and affixes  
  • context clues  
  • glossary  
  • dictionary  
  • thesaurus  
  Performance: 1.5, 1.6  
  Knowledge: (CA) 2,3  
  CACLE: R.1.C,E,F (English IV)  
  NETS: N/A  
  DOK: 2,3  
| Students will be assessed in applying decoding strategies for word meanings on:  
  • vocabulary tests connected to literature read in the course  
  • practice tests for the AP exam and on tests of new material in class  
  Mastery: 90% | Students will apply the decoding strategies using worksheets and group work using:  
  • context clues  
  • roots  
  • etymology, etc. |
### Objectives

During and after reading, students will:
- infer
- predict
- reflect
- analyze
- draw conclusions

**Performance:** 1.5, 1.6, 1.8, 3.5  
**Knowledge:** (CA) 2, 3  
**CACLE:** R.1.G-I (English IV)  
**NETS:** N/A  
**DOK:** 2-4

### Assessment/Evaluation

During reading through quizzes and after reading through writing essays or timed writings, students will be assessed on:
- inferring
- predicting
- reflecting
- analyzing
- drawing conclusions

**Mastery:** 85%

### Instructional Activities

Students will:
- infer, predict, reflect, analyze and draw conclusions through:
  - class discussion
  - class readings read aloud of particularly difficult material, for example:
    - *Macbeth*
    - *Hamlet*
    - *Lord of the Flies*
    - *Wuthering Heights*
    - *Heart of Darkness*
    - poetry
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| (C) Summarize and paraphrase during and after reading fiction and nonfiction | Assessed using a scoring guide, students will summarize and paraphrase during and after reading:  
- fiction and nonfiction when preparing material for the research projects which will be a class presentation  
- formal, researched based analysis of *Grapes of Wrath*  
Mastery: 85%                                                                 | - Students will:  
- summarize and paraphrase in small groups discussing different types of literary criticism and background material to study allusions such as:  
  - mythological  
  - exponential  
  - historical  
  - traditional  
  - archetype  
  - Freudian  
  - *The Inferno*  
  - *Paradise Lost*  
- create for analysis:  
  - charts  
  - graphs  
  - outlines, etc.  
- summarize:  
  - poetry  
  - Shakespeare’s tragedies  
- read secondary sources and summarize and paraphrase them to write a major paper on *Grapes of Wrath* |
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<td>(D) Compare, contrast and evaluate connections between:</td>
<td>Students will be assessed, using a scoring guide, in comparing, contrasting and evaluating connections through:</td>
<td>Students will use comparing, contrasting, and evaluating connections between literature and historical literary periods through:</td>
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<tr>
<td>• fiction and nonfiction</td>
<td>• timed writings</td>
<td>• classroom discussion</td>
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<td>• text ideas and student ideas</td>
<td>• essays</td>
<td>• group work</td>
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<td>• text ideas, historical period and culture</td>
<td>• comparing literature from different literary periods (especially poetry through formal essays)</td>
<td>• graphic organizer creations</td>
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<td>Performance: 1.5, 1.6, 1.8, 3.5</td>
<td>• DJs</td>
<td>• short analytical writings</td>
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<tr>
<td>Knowledge: (CA) 2,3,7</td>
<td>• class presentations</td>
<td></td>
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<td>NETS: (9-12) 8</td>
<td>Mastery: 85%</td>
<td></td>
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<tr>
<td>DOK: 2-4</td>
<td></td>
<td></td>
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<tr>
<td>(E) Analyze and evaluate [a(n)]:</td>
<td>Assessed using an approved scoring guide, students will analyze and evaluate:</td>
<td>Students will:</td>
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<tr>
<td>• author’s style</td>
<td>• with a formal essay or formal presentation on each of the major works that are studied in class</td>
<td>• analyze and evaluate the author’s style and literary techniques in reading:</td>
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<td>• complex use of literary devices</td>
<td>• through the use of old AP exams and complex multiple choice questions</td>
<td>• Lord of the Flies</td>
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<td>• figurative language</td>
<td></td>
<td>• Wuthering Heights</td>
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<td>• irony, etc.</td>
<td></td>
<td>• Pride and Prejudice</td>
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<td>• techniques in a novel</td>
<td></td>
<td>• Beowulf</td>
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<tr>
<td>• character</td>
<td></td>
<td>• Grendel</td>
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<tr>
<td>• plot</td>
<td></td>
<td>• Macbeth</td>
</tr>
<tr>
<td>• setting</td>
<td></td>
<td>• The Sound and the Fury</td>
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<tr>
<td>• point of view</td>
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<td>• Hamlet</td>
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<tr>
<td>• development of universal theme as well as sound devices in poetry</td>
<td></td>
<td>• Heart of Darkness</td>
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<td>Performance: 1.5, 1.6, 1.8, 3.5</td>
<td>Mastery: 85%</td>
<td>• use graphic organizers, charts, etc., to evaluate information</td>
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<tr>
<td>Knowledge: (CA) 3</td>
<td></td>
<td>• use inductive and deductive reasoning to analyze the literature</td>
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<tr>
<td>CACLE: R.3.A-D (English IV)</td>
<td></td>
<td>• write DJs and create multiple choice questions</td>
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<td>NETS: N/A</td>
<td></td>
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<tr>
<td>DOK: 3,4</td>
<td></td>
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| (F) Use details from argumentative texts (secondary criticisms) to analyze and evaluate:  
  - organizational patterns  
  - tone  
  - accuracy  
  **Performance:** 1.8, 2.1, 2.6, 4.8  
  **Knowledge:** (CA) 4  
  **CACLE:** R.1.G.H; R.2.B-D (English IV)  
  **NETS:** (9-12) 2,8  
  **DOK:** 3,4  
 | Students will write a research based paper on *The Grapes of Wrath* using secondary sources to analyze and evaluate complex elements of the novel - assessed using a scoring guide  
  **Mastery:** 85%  
 | Using elements of the novel *The Grapes of Wrath*, students will:  
  - write DJs  
  - create and complete graphic organizers  
  - participate in group discussions  
  - give class presentations |
| (G) Use the writing process to compose several types of writing using standard English  
  **Performance:** 1.8, 2.1, 2.6, 4.8  
  **Knowledge:** (CA) 4  
  **CACLE:** W.1.A; W.2.A-D; W.3.A (English IV)  
  **NETS:** N/A  
  **DOK:** 3,4  
 | To analyze and evaluate literature, students will write (a):  
  - literary analysis  
  - research based papers  
  - timed writings  
  - DJs  
  **Mastery:** 85%  
 | Students will follow the steps in the writing process and have peer reviews and conferences with the teacher |