Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 12

COURSE: AP English Literature

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
(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	Assessment/Evaluation	Instructional Activities

(B) 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
	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%
		Students will:
		 • infer, predict, reflect, analyze and draw conclusions through:
		    • class discussion
		    • class readings read aloud of particularly difficult material, for example:
		      • *Macbeth*
		      • *Hamlet*
		    • dialectical journal writing
		    • group work
		    • creating graphic organizers
		 • reason inductively from a set of specific facts and deductively from general premises:
		    • *Macbeth*
		    • *Hamlet*
		    • *Lord of the Flies*
		    • *Wuthering Heights*
		    • *Heart of Darkness*
		    • poetry

Objectives	Assessment/Evaluation	Instructional Activities

(C) Summarize and paraphrase during and after reading fiction and nonfiction
 	
Performance: 1.6, 1.8, 3.5
Knowledge: (CA) 2,3
CACLE: R.2.A-C; R.3.B (English IV)
NETS: (9-12) 2,8
DOK: 3,4
	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*

Objectives	Assessment/Evaluation	Instructional Activities
(D) Compare, contrast and evaluate connections between: • fiction and nonfiction • text ideas and student ideas • text ideas, historical period and culture **Performance: 1.5, 1.6, 1.8, 3.5** **Knowledge: (CA) 2,3,7** **CACLE: R.1.I; R.2.A-C; R.3.A-D (English IV)** **NETS: (9-12) 8** **DOK: 2-4**	Students will be assessed, using a scoring guide, in comparing, contrasting and evaluating connections through: • timed writings • essays • comparing literature from different literary periods (especially poetry through formal essays) • DJs • class presentations Mastery: 85%	Students will use comparing, contrasting, and evaluating connections between literature and historical literary periods through: • classroom discussion • group work • graphic organizer creations • short analytical writings

(E) Analyze and evaluate [a(n)]:
• author's style
• complex use of literary devices
  • figurative language
  • irony, etc.
• techniques in a novel
• character
• plot
• setting
• point of view
• development of universal theme as well as sound devices in poetry
 	
Performance: 1.5, 1.6, 1.8, 3.5
Knowledge: (CA) 3
CACLE: R.3.A-D (English IV)
NETS: N/A
DOK: 3,4
	Assessed using an approved scoring guide, students will analyze and evaluate:
	• with a formal essay or formal presentation on each of the major works that are studied in class
	• through the use of old AP exams and complex multiple choice questions
	
	Mastery: 85%
		Students will:
		• analyze and evaluate the author's style and literary techniques in reading:
		  • *Lord of the Flies*
		  • *Wuthering Heights*
		  • *Pride and Prejudice*
		  • *Beowulf*
		  • *Grendel*
		  • *Macbeth*
		  • *The Sound and the Fury*
		  • *Hamlet*
		  • *Heart of Darkness*
		• use graphic organizers, charts, etc., to evaluate information
		• use inductive and deductive reasoning to analyze the literature
		• write DJs and create multiple choice questions

Objectives	Assessment/Evaluation	Instructional Activities
(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