

COURSE OUTLINE: AP Senior English

Unit One	<i>Outside Forces and Freewill: The Creation of the Individual</i>	Eight weeks
Unit Two	<i>Morals, Ethics, and Justice</i>	Eight weeks
Unit Three	<i>What's the Point? Or is there Really None? Existentialism, Absurdism, and Nihilism</i>	Eight weeks
Unit Four	<i>So... Where do you go from here? Your own philosophy.</i>	Eight weeks
Unit Five	AP Test Prep	ongoing

School-wide Academic Expectations Taught In This Course

- Literacy School-Wide Rubric
- Analysis School-Wide Rubric
- Collaboration School-Wide Rubric
- Communication School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Resiliency

Unit 1: *Outside Forces and Freewill: The Creation of the Individual*

Introduction and Established Goals:

This unit will focus on author's craft and the work and real-life research that authors need to do when writing fiction.

Desired Outcome(s):

- Students will be able to understand how authors create characters who are both relatable and believable.

Common Core Standard(s):

RL. 11-12.4

RL. 11-12.5

RI. 11-12.4

RI. 11-12.5

RI. 11-12.6

Essential Question(s):

- What purpose (s) did the author want this character to serve?
- What did the reader learn from the character?
- Was the character primarily a victim of his surroundings, did he blaze his own path, or did he combine the best (or worst) of both worlds?
- How does an author employ devices and techniques to assist a reader in interpreting his text?
- How does an author create text with multiple interpretations and meaning?
- How does the author use real time periods and settings to enhance his fiction?

Key Terms/Concepts:

Time Period, State/Country, Family Placement, Death of a Loved One, Culture, Race, Heritage, Intelligence, Poverty/Wealth, Age, Institutions

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL. 11-12.4 RL. 11-12.5	<ul style="list-style-type: none"> • Recognize and analyze author's 	<ul style="list-style-type: none"> • Close reading • Analysis of student 	<ul style="list-style-type: none"> • Annotated journals • Group revision

RI. 11-12.4 RI. 11-12.5 RI. 11-12.6	craft <ul style="list-style-type: none"> • Compare Texts • Determine text believability 	work <ul style="list-style-type: none"> • Direct instruction • Cooperative learning 	<ul style="list-style-type: none"> • ECE paper 1 • Communication school-wide rubric
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Suggested Resources and Texts:

Primary Works:

- *Wuthering Heights* Emily Bronte
- *The Sun Also Rises* Ernest Hemingway
- *The Catcher in the Rye* JD Salinger
- *Black Water* Joyce Carol Oats
- *Streetcar Named Desire* Tennessee Williams
- *The Color Purple* Alice Walker

Possible Supporting Materials:

- “Where are you going, Where have you been?” Joyce Carol Oats
- “Small Avalanches” Joyce Carol Oats
- “The Yellow Wallpaper” Charlotte Perkins Gilman
- “The Story of an Hour” Kate Chopin

Suggested Technology:

- UConn Databases
- Epsom Board for clips of educational videos

Unit 2: *Morals, Ethics, and Justice*

Introduction and Established Goals:

The unit will focus on how morals, ethics, and justice shape our society and our choices.

Desired Outcome(s):

- Students will be able to discuss and determine the meaning of the terms morals, ethics, and justice.
- Students will apply their new knowledge to the texts and the world as a whole.

Common Core Standard(s):

SL. 11-12.1b

SL. 11-12.1c

SL. 11-12.1d

RL. 11-12.4

RL. 11-12.5

RI. 11-12.4

RI. 11-12.5

RI. 11-12.6

Essential Question(s):

- How does one create and evaluate morals, ethics, and justice?
- What is ethical environment?
- How do these concepts work in literature?

Key Terms/Concepts:

morals, ethics, justice, ethical environment, tradition, ritual

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
SL. 11-12.1b SL. 11-12.1c SL. 11-12.1d RL. 11-12.4 RL. 11-12.5 RI. 11-12.4 RI. 11-12.5 RI. 11-12.6	<ul style="list-style-type: none"> • Discuss the meaning of the terms morals, ethics, and justice • Apply to the terms to the chosen texts 	<ul style="list-style-type: none"> • Close reading • Analysis of student work • Direct instruction • Cooperative learning 	<ul style="list-style-type: none"> • Annotation journals • Communication school-wide rubric

Suggested Resources and Texts:**Primary Works:**

- *Deliverance* James Dickey
- *The Things They Carried* Tim O'Brien
- *Hamlet* William Shakespeare
- *A Clockwork Orange* Anthony Burgess

Possible Supporting Works:

- "Thoughts from the Tao-te Ching" Lao-Tzu
- "The Qualities of a Prince" Niccolo Machiavelli
- "Ideology and Terror: A Novel Form of Government" Hannah Arendt
- "Introduction" *Being Good* Simon Blackburn
- "Civil Disobedience" Henry David Thoreau
- "The Allegory of the Cave" Plato

Suggested Technology:

- UConn Databases
- Epson Board for clips of educational videos

Unit 3: *What's the Point? Or is there Really None? Existentialism, Absurdism, and Nihilism*

Introduction and Established Goals:

This unit will focus on how these philosophies shape our society and our choices.

Desired Outcome(s):

Students will study some important philosophical views and analyze literature through each lens.

Common Core Standard(s):

SL. 11-12.1b

SL. 11-12.1c

SL. 11-12.1d

RL. 11-12.4

RL. 11-12.5

RI. 11-12.4

RI. 11-12.5

RI. 11-12.6

Essential Question(s):

- How does philosophy apply to life?
- How does it apply to literature?
- How does it help us read a text?

Key Terms/Concepts:

existentialism, nihilism, absurdism

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
SL. 11-12.1b SL. 11-12.1c SL. 11-12.1d RL. 11-12.4 RL. 11-12.5 RI. 11-12.4 RI. 11-12.5 RI. 11-12.6	<ul style="list-style-type: none"> • Discuss the meaning of the philosophies existentialism, nihilism, and absurdism • Apply to the terms to the chosen texts 	<ul style="list-style-type: none"> • Close reading • Analysis of student work • Direct instruction • Cooperative learning 	<ul style="list-style-type: none"> • Annotation journals • Group revision • ECE paper #3 • Communication school-wide rubric

Suggested Resources and Texts**Primary Works:**

- *One Flew Over the Cuckoo's Nest* Ken Kesey
- *Heart of Darkness* Joseph Conrad
- *Candide* Voltaire
- *The Metamorphosis* Frank Kafka

Possible Supporting Works:

- *The Myth of Sisyphus* Albert Camus
- Selections from *Existentialism* Thomas E. Wartenberg

Suggested Technology:

- UConn Databases
- Epson Board for clips of educational videos

Unit 4: *So...Where do you go from here? Your own philosophy*

Introduction and Established Goals:

This unit will focus on using the non-fiction and fiction reading from the year to form our own philosophy of life.

Desired Outcome(s):

- Students will create their own philosophy of life based on the year's body of work.

Common Core Standard(s):

SL. 11-12.1b

SL. 11-12.1c

SL. 11-12.1d

RL. 11-12.4

RL. 11-12.5

RI. 11-12.4

RI. 11-12.5

RI. 11-12.6

Essential Question(s):

- What is your philosophy of life?
- How has it changed and how have you come to it?

Key Terms/Concepts:

Writer's craft

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
SL. 11-12.1b SL. 11-12.1c RL. 11-12.5	<ul style="list-style-type: none"> • Discuss, compare, and analyze the writing from the 	<ul style="list-style-type: none"> • Close reading • Analysis of student work 	<ul style="list-style-type: none"> • Annotation journals • Group revision

RI. 11-12.4	year <ul style="list-style-type: none"> Choose an appropriate writing style 	<ul style="list-style-type: none"> Direct instruction Cooperative learning 	<ul style="list-style-type: none"> ECE paper #3 Communication school-wide rubric
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Suggested Resources and Texts:

Primary Works:

- The Glass Castle* Jeanette Walls
- Tuesdays with Morrie* Mitch Albom
- The Tempest* William Shakespeare
- Big Fish* Daniel Wallace

Suggested Technology:

- UConn Databases
- Epson Board for clips of educational videos

Unit 5: AP Test Prep

Introduction and Established Goals:

This unit will focus on each student's individual AP test goals.

Desired Outcome(s):

Students will be able to score a 3, 4, or 5 on the AP Literature and Composition Exam.

Common Core Standard(s):

- RL. 11-12.1
- RL. 11-12.4
- RL. 11-12.6

Essential Question(s):

- Determined by the exam. There will be three formal practice exams plus a full midterm practice exam.

Key Terms/Concepts:

multiple choice; literary analysis; poetry analysis; opened-ended literature question

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL. 11-12.4 RL. 11-12.5	<ul style="list-style-type: none"> Recognize and analyze author's craft 	<ul style="list-style-type: none"> Close reading Analysis of student work 	<ul style="list-style-type: none"> Annotated journals

RI. 11-12.4 RI. 11-12.5 RI. 11-12.6	<ul style="list-style-type: none"> • Compare Texts • Determine text believability 	<ul style="list-style-type: none"> • Direct instruction • Cooperative learning 	<ul style="list-style-type: none"> • Group revision • Practice tests • In-class discussions
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Suggested Resources and Texts:

Primary Works:

- *Cliff Notes: AP English Literature and Composition 3rd Edition*
- *Baron's: AP English and Composition*

Suggested Technology:

- UConn Databases
- Epson Board for clips of educational videos
- AP Central