



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## AP Literature & Composition

### Course Description

The curriculum for this required course is developed from the [College Board](#). The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### Mastery Standards:

#### Literature

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (CCSS.ELA-Literacy.RL.11-12.4)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-LITERACY.RL.11-12.3)
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.ELA-LITERACY.RL.11-12.5)
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (CCSS.ELA-LITERACY.RL.11-12.9)

#### Composition

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-Literacy.RL.11-12.1)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS.ELA-LITERACY.L.11-12.1)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCSS.ELA-LITERACY.W.11-12.5)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Trimester 1</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What does it mean to be a good reader and a good writer?</li> <li>• What does an author do (esp. literary devices) to convey a meaning and a message (esp. theme and tone)?</li> </ul>	<p><u>Learning Targets:</u></p> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>• I am able to identify and explain the use of simple and complex literary devices.</li> <li>• I am able to analyze how an author uses literary devices to convey a theme and set a tone.</li> <li>• I am able to analyze how an author uses story elements to convey a theme and set a tone.</li> <li>• I am able to demonstrate understanding of sophisticated vocabulary including nuanced words.</li> </ul>

	<p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• I am able to compose a thesis that answers a prompt.</li> <li>• I am able to compose multiple claims that prove my thesis.</li> <li>• I am able to revise for clarity and organization.</li> <li>• I am able to demonstrate conventions of standard English in my writing with minimal errors in first drafts.</li> </ul>
<p><b>Unit Title: Trimester 2</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What is the purpose and effect of an author's use of allusions and symbols?</li> <li>• How does the structure of a text impact the meaning of it?</li> </ul>	<p><u>Learning Targets:</u></p> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>• I am able to identify and explain the overall structure of a text.</li> <li>• I am able to analyze how the author structured the text to convey a theme and set a tone.</li> <li>• I am able to analyze conventional symbols, archetypes, and allusions.</li> <li>• I am able to identify seminal American and British works and authors.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• I am able to select small, specific pieces of evidence that prove my claim thoroughly from throughout the text.</li> <li>• I am able to analyze the evidence I select to prove to my claim.</li> <li>• I am able to revise for persuasion and style.</li> <li>• I am able to demonstrate sophisticated writing techniques and conventions.</li> </ul>