

HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

AP English Literature



KEY COURSE OBJECTIVES/ENDURING UNDERSTANDINGS	OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS
<p>Active reading and annotating is necessary for deep understanding.</p> <p>Insight from reading comes from the ability to connect the author's technique and the meaning.</p> <p>Literary analysis is communicated differently in verbal and written ways.</p>	<p>Main Ideas/Author's Intent</p> <p>Supporting Details</p> <p>Meaning of Words</p> <p>Relationships</p> <p>Generalizations/Conclusions</p> <p>Written Analysis</p> <p>Speaking and Listening</p>

Unit 1: Foundations / Intro to AP Literature skills (6 Weeks)		
SKILL CATEGORY	LEARNING TARGETS	COMMON CORE STATE STANDARDS
Main Ideas/Author's Intent	<ul style="list-style-type: none"> I can support interpretations of meaning with strong and thorough textual evidence. I can determine two or more themes of a text and analyze how they are developed, build, and interact. 	
Supporting Details	<ul style="list-style-type: none"> I can analyze the impact of a variety of diction types on tone and meaning. I can focus on just a portion of a larger text, as opposed to the whole, to provide clarification of a point or premise. 	
Meanings of Words	<ul style="list-style-type: none"> I can determine meanings of words and phrases, including figurative and connotative meaning. I can use context as a clue to overall meaning or a word or phrase. 	
Relationships	<ul style="list-style-type: none"> I can understand how two or more foundational works of the same period treat similar themes and topics. Integrate and evaluate multiple sources of information presented in different formats to address a question. I can understand how complex elements (characterization, events, etc.) are sequenced to create a unified meaning. 	
Generalizations/Conclusions	<ul style="list-style-type: none"> I can, while reading, make note of significant information/quotes/passages presented and conclude the effect on meaning. I can find the details an author provides and draw conclusions about the characters, setting, and other literary elements. I can determine and understand the historical context as a means to determine meaning and cultural significance. 	

Written Analysis	<ul style="list-style-type: none">• I can develop a point thoroughly by selecting the most significant and relevant textual evidence.• I can use precise, sophisticated, formal language to show an insightful interpretation.• I can produce clear and coherent writing which has development, style, and organization appropriate to literary analysis.	
Speaking and Listening	<ul style="list-style-type: none">• I can come to discussions prepared, having read and researched material, explicitly drawing on that preparation referring to evidence.• I can work with peers to promote civil, democratic discussions and decision making, setting goals and deadlines, and establishing individual roles as needed.• I can propel conversations by posing and responding to questions; clarify, verify, or challenge ideas and conclusions; resolve contradictions and determine where additional work is needed.	

Unit 2: Fear, Despair, & Hope (9 Weeks)		
SKILL CATEGORY	LEARNING TARGETS	COMMON CORE STATE STANDARDS
Main Ideas/Author's Intent	<ul style="list-style-type: none"> I can support interpretations of meaning with strong and thorough textual evidence. I can determine two or more themes of a text and analyze how they are developed, build, and interact. I can analyze the impact of the author's choices on structure, meaning, and aesthetic impact. 	
Supporting Details	<ul style="list-style-type: none"> I can analyze how authors use literary techniques to develop and convey meaning. I can analyze the impact of a variety of diction types on tone and meaning. I can focus on just a portion of a larger text, as opposed to the whole, to provide clarification of a point or premise. 	
Meanings of Words	<ul style="list-style-type: none"> I can determine meanings of words and phrases, including figurative and connotative meaning. I can use context as a clue to overall meaning or a word or phrase. 	
Relationships	<ul style="list-style-type: none"> I can understand how two or more foundational works of the same period treat similar themes and topics. Integrate and evaluate multiple sources of information presented in different formats to address a question. I can understand how complex elements (characterization, events, etc.) are sequenced to create a unified meaning. 	

<p>Generalizations/Conclusions</p>	<ul style="list-style-type: none"> • I can, while reading, make note of significant information/quotes/passages presented and conclude the effect on meaning. • I can find the details an author provides and draw conclusions about the characters, setting, and other literary elements. • I can identify the author’s style and its impact upon meaning as well as its emotional and artistic appeal. • I can determine and understand the historical context as a means to determine meaning and cultural significance. 	
<p>Written Analysis</p>	<ul style="list-style-type: none"> • I can develop a point thoroughly by selecting the most significant and relevant textual evidence. • I can use appropriate and varied transitions and syntax to link ideas, create cohesion, and clarify complex relationships. • I can use precise, sophisticated, formal language to show an insightful interpretation. • I can provide a supportive concluding section for the literary analysis. • I can produce clear and coherent writing which has development, style, and organization appropriate to literary analysis. 	
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • I can come to discussions prepared, having read and researched material, explicitly drawing on that preparation referring to evidence. • I can work with peers to promote civil, democratic discussions and decision making, setting goals and deadlines, and establishing individual roles as needed. • I can propel conversations by posing and responding to questions; clarify, verify, or challenge ideas and conclusions; resolve contradictions and determine where additional work is needed. • I can make strategic use of digital media to enhance understanding of findings, reasoning, and evidence. 	

Unit 3: Innocence & Experience (7 Weeks)		
SKILL CATEGORY	LEARNING TARGETS	COMMON CORE STATE STANDARDS
Main Ideas/Author's Intent	<ul style="list-style-type: none"> I can support interpretations of meaning with strong and thorough textual evidence. I can determine two or more themes of a text and analyze how they are developed, build, and interact. I can analyze the impact of the author's choices on structure, meaning, and aesthetic impact. 	
Supporting Details	<ul style="list-style-type: none"> I can analyze how authors use literary techniques to develop and convey meaning. I can analyze the impact of a variety of diction types on tone and meaning. I can focus on just a portion of a larger text, as opposed to the whole, to provide clarification of a point or premise. 	
Meanings of Words	<ul style="list-style-type: none"> I can determine meanings of words and phrases, including figurative and connotative meaning. I can use context as a clue to overall meaning or a word or phrase. 	
Relationships	<ul style="list-style-type: none"> I can understand how two or more foundational works of the same period treat similar themes and topics. Integrate and evaluate multiple sources of information presented in different formats to address a question. I can understand how complex elements (characterization, events, etc.) are sequenced to create a unified meaning. 	

Generalizations/Conclusions	<ul style="list-style-type: none"> • I can, while reading, make note of significant information/quotes/passages presented and conclude the effect on meaning. • I can find the details an author provides and draw conclusions about the characters, setting, and other literary elements. • I can identify the author’s style and its impact upon meaning as well as its emotional and artistic appeal. • I can determine and understand the historical context as a means to determine meaning and cultural significance. 	
Written Analysis	<ul style="list-style-type: none"> • I can develop a point thoroughly by selecting the most significant and relevant textual evidence. • I can use appropriate and varied transitions and syntax to link ideas, create cohesion, and clarify complex relationships. • I can use precise, sophisticated, formal language to show an insightful interpretation. • I can provide a supportive concluding section for the literary analysis. • I can produce clear and coherent writing which has development, style, and organization appropriate to literary analysis. 	
Speaking and Listening	<ul style="list-style-type: none"> • I can come to discussions prepared, having read and researched material, explicitly drawing on that preparation referring to evidence. • I can work with peers to promote civil, democratic discussions and decision making, setting goals and deadlines, and establishing individual roles as needed. • I can propel conversations by posing and responding to questions; clarify, verify, or challenge ideas and conclusions; resolve contradictions and determine where additional work is needed. • I can make strategic use of digital media to enhance understanding of findings, reasoning, and evidence. 	

	Unit 4: Conformity & Rebellion (9 Weeks)	
SKILL CATEGORY	LEARNING TARGETS	COMMON CORE STATE STANDARDS
Main Ideas/Author's Intent	<ul style="list-style-type: none"> I can support interpretations of meaning with strong and thorough textual evidence. I can determine two or more themes of a text and analyze how they are developed, build, and interact. I can analyze the impact of the author's choices on structure, meaning, and aesthetic impact. I can distinguish what is directly stated in a text from what is really meant (satire, sarcasm, irony, understatement). I can analyze multiple interpretations of a story, drama, or poem. 	
Supporting Details	<ul style="list-style-type: none"> I can analyze how authors use literary techniques to develop and convey meaning. I can analyze the impact of a variety of diction types on tone and meaning. I can focus on just a portion of a larger text, as opposed to the whole, to provide clarification of a point or premise. 	
Meanings of Words	<ul style="list-style-type: none"> I can determine meanings of words and phrases, including figurative and connotative meaning. I can use context as a clue to overall meaning or a word or phrase. 	
Relationships	<ul style="list-style-type: none"> I can understand how two or more foundational works of the same period treat similar themes and topics. Integrate and evaluate multiple sources of information presented in different formats to address a question. I can understand how complex elements (characterization, events, etc.) are sequenced to create a unified meaning. I can compare and contrast two works, in various genres from various periods, and show understanding of technique and meaning. 	

Generalizations/Conclusions	<ul style="list-style-type: none"> • I can, while reading, make note of significant information/quotes/passages presented and conclude the effect on meaning. • I can find the details an author provides and draw conclusions about the characters, setting, and other literary elements. • I can identify the author’s style and its impact upon meaning as well as its emotional and artistic appeal. • I can determine and understand the historical context as a means to determine meaning and cultural significance. 	
Written Analysis	<ul style="list-style-type: none"> • I can develop a point thoroughly by selecting the most significant and relevant textual evidence. • I can use appropriate and varied transitions and syntax to link ideas, create cohesion, and clarify complex relationships. • I can use precise, sophisticated, formal language to show an insightful interpretation. • I can provide a supportive concluding section for the literary analysis. • I can produce clear and coherent writing which has development, style, and organization appropriate to literary analysis. 	
Speaking and Listening	<ul style="list-style-type: none"> • I can come to discussions prepared, having read and researched material, explicitly drawing on that preparation referring to evidence. • I can work with peers to promote civil, democratic discussions and decision making, setting goals and deadlines, and establishing individual roles as needed. • I can propel conversations by posing and responding to questions; clarify, verify, or challenge ideas and conclusions; resolve contradictions and determine where additional work is needed. • I can make strategic use of digital media to enhance understanding of findings, reasoning, and evidence. 	

	Unit 5: After the AP Exam: Film Adaptation & Poetry Illumination (5 weeks)	
SKILL CATEGORY	LEARNING TARGETS	COMMON CORE STATE STANDARDS
Main Ideas/Author's Intent	<ul style="list-style-type: none"> • I can determine two or more themes of a text and analyze how they are developed, build, and interact. • I can analyze the impact of the author's choices on structure, meaning, and aesthetic impact. • I can analyze multiple interpretations of a story, drama, or poem. 	
Supporting Details	<ul style="list-style-type: none"> • I can analyze how authors use literary techniques to develop and convey meaning. 	
Meanings of Words	<ul style="list-style-type: none"> • I can determine meanings of words and phrases, including figurative and connotative meaning. • I can use context as a clue to overall meaning or a word or phrase. 	
Relationships	<ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in different formats to address a question. • I can understand how complex elements (characterization, events, etc.) are sequenced to create a unified meaning. 	
Generalizations/Conclusions	<ul style="list-style-type: none"> • I can, while reading, make note of significant information/quotes/passages presented and conclude the effect on meaning. • I can find the details an author provides and draw conclusions about the characters, setting, and other literary elements. • I can determine and understand the historical context as a means to determine meaning and cultural significance. 	

Speaking and Listening	<ul style="list-style-type: none">• I can come to discussions prepared, having read and researched material, explicitly drawing on that preparation referring to evidence.• I can work with peers to promote civil, democratic discussions and decision making, setting goals and deadlines, and establishing individual roles as needed.• I can propel conversations by posing and responding to questions; clarify, verify, or challenge ideas and conclusions; resolve contradictions and determine where additional work is needed.• I can make strategic use of digital media to enhance understanding of findings, reasoning, and evidence.	
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