A. Planned Course Title: Advanced Placement English Literature 12
B. Course Number: E 103 AP
C. Grade level: 12
D. Level/Track: 12th Grade / Advanced Placement
E. Board Approval Date: August 27, 2018
F. Instructional Time:
    1. Length of course in weeks: 36 weeks
    2. Number of class periods per week: 5
    3. Length of class periods: 42 minutes
    4. Total clock hours/credit for the course: 1.0 credit

G. List of the units of study within the course and estimated number of class periods or weeks allotted to each:

Unit	Standard	Estimated Time
Study of Literature	CC.1.3 – CC.1.3.11-12 A-K	12 Weeks integrated
Vocabulary Development	CC.1.3.11-12.J, CC.1.2.11-12J	12 Weeks integrated
Mechanics / Quality of Writing	CC.1.4 – CC.1.4.11-12 A –X	6 Weeks integrated
Types of Writing	CC.1.4	6 Weeks integrated
Elements of Research	CC.1.4.11-12 V, W, X	12 Weeks integrated
Reading Informational Texts	CC.1.1– CC.1-2. 11-12 A-L	6 Weeks integrated
Speaking and Listening –	CC.1.5.11-12 D, F, G	12 Weeks integrated

H. Names of the committee members who developed the planned course: Michael Bauer

I. The texts or major resources for the course:
    Title: Frankenstein
    Author: Mary Shelley
    Publisher: Signet Classic / Everbind Books
    Copyright: 2000. Print

    Title: Lord of the Flies
    Author: William Golding
    Publisher: The Berkley Publishing Groups / Everbind Books
    Copyright: 1954. Print

    Title: Macbeth
    Author: William Shakespeare
    Publisher: The New Folger Library / Everbind Books
    Copyright: 1992. Print

    Title: Othello
    Author: William Shakespeare
    Publisher: The New Folger Library / Everbind Books
    Copyright: 1992. Print

    Title: Canterbury Tales
    Author: Geoffrey Chaucer
    Publisher: etext / online
    Copyright: Online – N/A

    Title: The Glass Castle
    Author: Jeannette Walls
    Publisher: Scribner
    Copyright: 2005. Print

Title: Outliers: The Story Of Success
Author: Malcolm Gladwell
Publisher: Back Bay Books
Copyright: 2008. Print

Title: Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde
Author: Mary Shelley / Bram Stoker / Robert Louis Stevenson
Publisher: Signet Classics / Everbind Books
Copyright: 1978. Print

Title: Beowulf
Author: Translated by Seamus Heaney
Publisher: W.W. Norton & Company / Everbind Books
Copyright: 2000. Print

Title: Vocabulary Workshop – Level G
Author: Jerome Shostak
Publisher: Sadlier – Oxford
Copyright: 1992. Print

Title: Far From the Madding Crowd
Author: Thomas Hardy
Publisher: New American Library, Penguin Putnam Inc.
Copyright: 2002. Print

Title: A Streetcar Named Desire
Author: Tennessee Williams
Publisher: New Directions Publishing Corporation
Copyright: 2004. Print

Title: The Picture of Dorian Gray
Author: Penguin Books Ltd.
Publisher: W.W. Norton & Company / Everbind Books
Copyright: 2003. Print

Title: An Enemy of the People
Author: Henrik Ibsen / Farquharson Sharp – Translator
Publisher: The Project Gutenberg / E-text
Copyright: 28 February, 2014. E–text

Title: A Doll's House
Author: Henrik Ibsen
Publisher: The Project Gutenberg / E-text
Copyright: 13 December, 2008. E–text

Title: Various teacher – selected poems
Author: Various authors
Publisher: The Project Gutenberg / E-text / online resources

J. Special Notes:
- Scope and Sequence and addendums may be updated and revised as needed and are available for review upon request.
- The list of Suggested Activities/Strategies and Assessment Evidence allow for selections of activities and assessments by individual teachers to meet the needs of all students.
- All time is estimated and all units are integrated.

ADVANCED PLACEMENT ENGLISH LITERATURE 12

Students will be able to use their learning experiences in order to independently:

1. Comprehend and evaluate complex texts across a range of disciplines.
2. Be a critical consumer of texts and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address mode of writing, task, purpose, perspective, and intended audience
4. Communicate effectively for varied purposes and audiences.
5. Engage in collaborative activities in order to analyze and synthesize ideas and positions.
6. Evaluate collaborative and online discussion activities in order to learn, reflect, and respond.
7. Read complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study.
8. Write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone.
9. Compose in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts.
10. Write through several stages or drafts, with revision aided by teacher and peers.
11. Write informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading.
12. Revise works to develop wide-ranging vocabulary used appropriately and effectively; variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; balance of generalization and specific, illustrative detail; and effective use of rhetoric including tone, voice, diction, and sentence structure.

Unit of Study / Standard Area	Required Assessments	Big Idea	Essential Questions	Instructional Days	PA Core Standards
Vocabulary	10– 12 Assessments Schoology Writing Assessment	Effective readers use context clues and inference skills in order to formulate meaning of vocabulary words.	How does the understanding of vocabulary increase the reader's comprehension of challenging texts?	Ongoing throughout the school year. 20 – 24 days	C.C.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career – readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

					CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. C.C.1.2.11-12K Determine or clarify the meaning of unknown and multiple meaning words and phrases on grade-level readiness and content, choosing flexibility from a range of strategies and tools.
Research	Various research projects related to selected literature	Effective writers utilize technology to create an effective research project.	How does the research process and the validity of sources aid the writer's ability to create a reliable finished product?	Ongoing throughout the entire year. Approx. 21 – 31 instructional days	CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Reading Literature: Key ideas	Writing assessment	Effective readers use	How do strategic readers	Ongoing throughout the school	CC.1.3.11-12 A Determine a theme or central idea of a text

| and Details / Literature Craft and Structure | Research Project Quarterly Assessments on Fiction based upon eligible content Schoology | appropriate strategies to construct meaning. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques | create meaning from literary text? How does text structure, point of view and tone effect the reader's ability to determine the author's purpose? | year. 40 instructional days | and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.11-12.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.11-12.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.11-12.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an event. CC.1.3.11-12.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 |

Reading Literature: Integration of Knowledge and Ideas	Writing assessment Research Project Quarterly Assessments on Fiction based upon eligible content Schoology	Effective readers analyze details and content that may be presented in a variety of formats.	How does the representation of a subject/work compare in two different artistic mediums? How does an author use literary devices to express themes or ideas in the literature of various cultures?	Ongoing throughout the school year. 40 instructional days.	CC.1.3.11-12.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.11-12.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.F Analyze how words and phrases shape meaning and tone in texts.
Reading Informational Text: Integration of Knowledge and Ideas	Quarterly Assessment of Non-Fiction based upon eligible content. Schoology	Effective readers analyze details and content that may be presented in a variety of formats.	How does the representation of a subject/work compare in two different artistic mediums? How does an author use literary devices to express themes or ideas in the literature of	Ongoing throughout the year; Approx. 20 instructional days	CC.1.2.11-12.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.11-12.G Analyze various

			various cultures?		accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.11-12.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.11-12.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
Writing:	Various teacher – created essays, Schoology, Schoology discussions, peer-reviews, Common-Quarterly Assessments	Writing for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	How do students write to convey well-defined perspectives and appropriate content while writing for different purposes and audiences?	Ongoing. Throughout the school year.	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension

					CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

| | | | | | CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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Speaking and Listening / CC1.5		Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	How do students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in groups?	Ongoing throughout the school year. Approx. 21 – 31 days.	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance

| | | | | | understanding of findings, reasoning, and evidence.

CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content. |
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Free Online Resources

Blogs
A blog is similar to a diary, but it is posted on the Internet where others can read and respond to it. It provides students an opportunity to write for an authentic audience.
- Class Blogmeister   http://classblogmeister.com/
- Edublogs   http://edublogs.org/
- Thingamablog   http://www.thingamablog.com/
- Thinkquest   http://www.thinkquest.org/en/
- Blogger   http://www.blogger.com/home?pli=1

Bookmarking
These programs allow teachers to store bookmarks in one place, and allow others to access them. Delicious and Diigo are social bookmarking tools because they allow you to see what others are bookmarking in areas of interest.
- Delicious   http://www.delicious.com/
- Diigo   http://www.diigo.com/
- Portaportal   http://www.portaportal.com/
- Symbaloo   http://www.symbaloo.com/

Edmodo
Edmodo is an easy and engaging way to manage assignments, provide a way for students to communicate and create an online classroom.
- Edmodo   http://nasdschools.edmodo.com/

Glogster
Students can easily create and share interactive posters.
- Glogster   http://www.glogster.com/

Helpful Websites
These are additional websites that provide useful information for technology integration.
- Education World   http://www.educationworld.com/a_tech/tech/tech176.shtml
- Teacher Training Videos   http://teachertrainingvideos.com/

Jing
Jing allows students to take pictures or make short videos of what they see on their computer monitor. It helps students see how others "think aloud" or follow "how to" directions.
- Jing   http://www.techsmith.com/jing.html

Online Survey Tools
Online survey tools allow students to collect and review data on a variety of topics.
- SurveyMonkey   http://www.surveymonkey.com/
- Google Docs Forms
      https://support.google.com/docs/bin/answer.py?hl=en&answer=87809

- MicroPoll   http://www.micropoll.com/

Open Educational Resources

This page provides an annotated list of websites with OER (Open Educational Resources) for education teaching materials.
- Online and Distance Learning   http://onlineanddistancelearning.com/oer

Picasa
Picasa (owned by Google) is a tool for easily organizing and editing pictures. Photos can be shared securely, requiring a password to view.
- Picasa   http://picasa.google.com/

Podcasts

A podcast is an audio or video recording that's available on the Internet. Students can easily create these as assignments.
- Apple: Ready. Set. Podcast   http://www.apple.com/education/podcasting/
- Learning in Hand: Podcasting   http://learninginhand.com/podcasting/

SAT/ACT Vocabulary Builders

This is an online site where students can view videos to help build their vocabulary. Students can create their own video, in iMovie or Jing, after seeing examples on this site.
- VocabAhead   http://www.vocabahead.com/

Skype

Skype is a free "video conferencing" service. Classes can use it to collaborate with students and teachers all over the world. Classes can also use Skype to videoconference with an author or other people for research and other purposes.
- Skype   https://education.skype.com/

WebQuest
A WebQuest is an inquiry-oriented lesson format in which most or all the information that students work with comes from the web.
- WebQuest   http://www.zunal.com/

Wordle
Wordle is a visual cloud that picks out the most common words typed in text and gives them prominence by increasing size, making it easy to ascertain the essence of any text simply by looking at the cloud.
- Wordle   http://www.wordle.net/
                    Open Text Resources

University of Virginia Text Collection
UVA's library website.
- UVA Library
    http://search.lib.virginia.edu/catalog?f[digital_collection_facet][]=UVa+Text+Collection
                  Folklore and Mythology Electronic Texts
A comprehensive library of folktales, folklore, fairy tales, and mythology.
- Folklore and Mythology Electronic Texts   http://www.pitt.edu/~dash/folktexts.html
                        Poetry Foundation

An independent literary organization dedicated to promoting poetry to the widest possible audience.

- Poetry Foundation   http://www.poetryfoundation.org/

Project Gutenberg

Offers high quality e-books for free download.

- Project Gutenberg   http://www.gutenberg.org/wiki/Main_Page

Bartleby

A free Internet publisher of literature, reference works, and poetry.

- Bartleby   http://www.bartleby.com/

The American Academy of Poets

Biographies and news of over 500 American poets.

- The American Academy of Poets   http://www.poets.org/

The Poetry Archive

A specific site geared toward bringing poetry into the classroom, including lesson plans and activities.

- The Poetry Archive   http://www.poetryarchive.org/poetryarchive/teachersHome.do

Poem Hunter

A database of poetry.

- Poem Hunter   http://www.poemhunter.com/

Old Poetry

The top 500 classical poems collected into one site.

- Old Poetry   http://oldpoetry.com/

ManyBooks

A collection of free e-books for the public domain.

- ManyBooks   http://manybooks.net/

Programs and Software

Bubbl.us

This is a visual learning tool that allows students to develop and organize their ideas.

- Bubbl.us   https://bubbl.us/

Comic Life

Outlining stories in comic/story-board format helps scaffold students to the essence of a story. In addition, creating comics is engaging and inspires creativity. This program is easy to use, and the possibilities are endless.

- Comic Life in Education   http://comiclife.com/education

Discovery Education Streaming

This site provides digital instructional materials that take students beyond the textbook. The streaming videos are safe from advertisements and inappropriate material (a potential hazard of YouTube), and can help build students' background knowledge on topics in a visual manner.

- Discovery Education Streaming   http://streaming.discoveryeducation.com/

Garageband

This is a recording studio that students can use to create music.

- Garageband   http://www.apple.com/ilife/garageband/

iMovie

This is a way to make stories "come alive."

- iMovie   http://www.apple.com/ilife/imovie/

Inspiration

A visual learning tool that allow students to develop and organize their ideas.

- Inspiration   http://www.inspiration.com

Keynote
Keynote is a program that allows students to create stylish mixed-media presentations on a Macintosh computer.

- Keynote   http://www.apple.com/iwork/keynote/

Prezi
Prezi allows for more engaging/interactive presentations.

- Link   http://prezi.com/

SlideRocket
SlideRocket is a web application that allows students to collaboratively create stunning-looking PowerPoint-style multimedia presentations, which can then be viewed and shared online.

- Prezi   http://www.sliderocket.com/

Storykit
This is an iPod "app" that allows students to create electronic storybooks.

- Storykit   https://itunes.apple.com/us/app/storykit/id329374595?mt=8