



English/ Language Arts
Advanced Placement English Literature
Grade 12

Unit Name: Literature interpretation / AP Testing skills		3rd 9 weeks	
Date Taught	TEKS and AP Required Elements	Content/Vocabulary	Guiding Question
	<p>E4.1 (A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;</p> <p>E4.1 (B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;</p> <p>E4.1 (C) write in a voice and style appropriate to audience and purpose;</p> <p>E4.1 (D) employ literary devices to enhance style and voice;</p> <p>E4.1 (E) employ precise language to communicate ideas clearly and concisely; and</p> <p>E4.1 (F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>	<ul style="list-style-type: none"> • Logical, cohesive organization • rhetoric • transitions • tone • voice • parallelism • symbolism • universal truths • thesis • advanced vocabulary 	<p>As a student of AP Literature IV, how will you draw upon textual details to develop an extended explanation / interpretation of the meanings of a literary text?</p>
	<p>E4.2(A) use prewriting strategies to generate ideas, develop voice, and plan;</p> <p>E4.2 (B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;</p> <p>E4.2 (C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;</p> <p>E4.2 (D) use varied sentence structure to express meanings and achieve desired effect;</p> <p>E4.2 (E) revise drafts by rethinking content organization and style to better accomplish the task;</p> <p>E4.2 (F) use effective sequences and transitions to achieve coherence and</p>	<p>Literary Analysis: Expository, analytical essay in which students draw upon textual details to develop an extended explanation / interpretation of the meanings of a literary text</p> <p>Independent reading: Analysis of an author's implicit/explicit philosophical assumptions/beliefs about a subject -- critical interpretation of the validity and truthfulness of arguments set forth in a text</p>	



English/ Language Arts
Advanced Placement English Literature
Grade 12

<p>meaning;</p> <p>E4.2 (G) use technology for aspects of creating, revising, editing, and publishing texts; and</p> <p>E4.2 (H) refine selected pieces to publish for general and specific audiences.</p> <p>E4.3 (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;</p> <p>E4.3 (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;</p> <p>E4.3 (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;</p> <p>E4.3 (D) produce error-free writing in the final draft; and</p> <p>E4.3 (E) use a manual of style such as Modern Language Association (MLA)</p> <p>E4.4 (A) use writing to formulate questions, refine topics, and clarify ideas;</p> <p>E4.4 (B) use writing to discover, record, review, and learn;</p> <p>E4.4 (C) use writing to organize and support what is known and what needs to be learned about a topic;</p> <p>E4.4 (D) compile information from primary and secondary sources using available technology;</p> <p>E4.4 (E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;</p> <p>E4.4 (F) link related information and ideas from a variety of sources;</p> <p>E4.4 (G) compile written ideas and representations into reports, summaries,</p>	<ul style="list-style-type: none"> • Logical, cohesive organization • rhetoric • transitions • repetition • tone • voice • parallelism • symbolism • universal truths • thesis • advanced vocab/rhetoric • techniques • sound devices • a balance of generalization / specifics • variety of sentence structure • syntax 	
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English/ Language Arts
Advanced Placement English Literature
Grade 12

	<p>or other formats and draw conclusions; and</p> <p>E4.4 (H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.</p> <p>E4.5 (A) analyze strategies that writers in different fields use to compose;</p> <p>E4.5 (B) correspond with other writers electronically and in conventional ways;</p> <p>E4.5 (C) collaborate with other writers; and</p> <p>E4.5 (D) recognize how writers represent and reveal their cultures and traditions in texts.</p> <p>E4.6 (A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;</p> <p>E4.6 (B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and</p> <p>E4.6 (C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.</p> <p>E4.14 (A) generate relevant, interesting, and researchable questions;</p> <p>E4.14 (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;</p> <p>E4.14 (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;</p> <p>E4.14 (D) evaluate the credibility of information sources and their appropriateness for varied needs;</p>		
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English/ Language Arts
Advanced Placement English Literature
Grade 12

	<p>E4.14 (E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;</p> <p>E4.14 (F) produce research projects and reports in varying forms for audiences; and</p> <p>E4.14 (G) draw relevant questions for further study from the research findings or conclusions.</p>		
	<p>E4.7 (A) expand vocabulary through wide reading, listening, and discussing;</p> <p>E4.7 (B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;</p> <p>E4.7 (C) apply meanings of prefixes, roots, and suffixes in order to comprehend;</p> <p>E4.7 (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;</p> <p>E4.7 (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;</p> <p>E4.7 (F) discriminate between denotative and connotative meanings and interpret the connotative power of words</p> <p>E4.8 (A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;</p> <p>E4.8 (B) draw upon his/her own background to provide connection to texts;</p> <p>E4.8 (C) monitor his/her own reading strategies and modify when necessary;</p> <p>E4.8 (D) construct images such as graphic organizers based on text descriptions and text structures;</p>	<ul style="list-style-type: none"> • Diction • syntax • explication • figurative language • universal application • sound devices 	



English/ Language Arts
Advanced Placement English Literature
Grade 12

<p>E4.8 (E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;</p> <p>E4.8 (F) produce summaries of texts by identifying main idea and supporting detail;</p> <p>E4.8 (G) draw inferences and support them with textual evidence and experience;</p> <p>E4.9 (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;</p> <p>E4.9 (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;</p> <p>E4.9 (C) read British and other world literature, including classic and contemporary works; and</p> <p>E4.9 (D) interpret the possible influences of the historical context on a literary work.</p> <p>E4.10 (A) recognize distinctive and shared characteristics of cultures through reading;</p> <p>E4.10 (B) compare text events with his/her own and other readers' experiences; and</p> <p>E4.10 (C) recognize and discuss themes and connections that cross cultures.</p> <p>E4.11 (A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;</p> <p>E4.11 (B) use elements of text to defend, clarify, and negotiate responses and interpretations;</p> <p>E4.11 (C) analyze written reviews of literature, film, and performance to</p>		
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English/ Language Arts
Advanced Placement English Literature
Grade 12

	<p>compare with his/her own responses; and</p> <p>E4.11 (D) evaluate text through critical analysis.</p>		
	<p>E4.6 (A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;</p> <p>E4.6 (B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and</p> <p>E4.6 (C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.</p>		
	<p>E4.12 (E) analyze the melodies of literary language, including its use of evocative words and rhythms;</p> <p>E4.12 (F) connect literature to historical contexts, current events, and his/her own experiences; and</p> <p>E4.12 (G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p> <p>E4.13 (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;</p> <p>E4.13 (C) recognize logical, deceptive, and/or faulty modes of persuasion in text;</p> <p>E4.13 (D) apply modes of reasoning such as induction and deduction to think critically;</p> <p>E4.13 (E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and</p> <p>E4.13 (F) analyze aspects of texts such as patterns of organization and choice</p>	<ul style="list-style-type: none"> • Logical, cohesive organization • rhetoric • transitions • repetition • tone • voice • parallelism • symbolism • universal truths • thesis • advanced vocab/rhetoric • techniques • sound devices • a balance of generalization / specifics • variety of sentence structure 	



English/ Language Arts
Advanced Placement English Literature
Grade 12

	of language for their effect on audiences.		
	<p>E4.2 (D) use varied sentence structure to express meanings and achieve desired effect;</p> <p>E4.3 (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;</p> <p>E4.3 (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;</p> <p>E4.3 (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<ul style="list-style-type: none"> • mechanics • usage • sentence variety • syntax techniques 	
	<p>E4.15 (A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;</p> <p>E4.15 (B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;</p> <p>E4.15 (C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;</p> <p>E4.15 (D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and</p> <p>E4.15 (E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.</p> <p>E4.16 (A) use conventions of oral language effectively, including word choice, grammar, and diction;</p> <p>E4.16 (B) use informal, standard, and technical English to meet demands</p>	<ul style="list-style-type: none"> • Critical listening • Speaking • Purposes • Presentations • Evaluations 	



English/ Language Arts
Advanced Placement English Literature
Grade 12

	<p>of occasion, audience, and task;</p> <p>E4.16 (C) respond appropriately to the opinions and views of others;</p> <p>E4.16 (D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;</p> <p>E4.16 (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;</p> <p>E4.16 (F) make relevant contributions in conversations and discussions;</p> <p>E4.17 (A) present clear thesis statements and claims;</p> <p>E4.17 (B) support major thesis with logical points or arguments;</p> <p>E4.17 (C) choose valid evidence or proofs to support claims;</p> <p>E4.17 (D) use effective appeals to support points, claims, or arguments;</p> <p>E4.17 (E) use language and rhetorical strategies skillfully in informative and persuasive messages;</p> <p>E4.17 (F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;</p> <p>E4.17 (G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and</p> <p>E4.17 (H) use feedback to judge effectiveness in communicating and setting goals for future presentations.</p> <p>E4.18 (A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;</p> <p>E4.18 (B) apply valid criteria to analyze, evaluate, and critique literary</p>		
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English/ Language Arts
Advanced Placement English Literature
Grade 12

<p>performances;</p> <p>E4.18 (C) use praise and suggestions of others to improve his/her own communication; and</p> <p>E4.18 (D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.</p> <p>E4.19 (A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;</p> <p>E4.19 (B) analyze relationships, ideas, and cultures as represented in various media; and</p> <p>E4.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p> <p>E4.20 (A) investigate the source of a media presentation or production such as who made it and why it was made;</p> <p>E4.20 (B) deconstruct media to get the main idea of the message's content;</p> <p>E4.20 (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;</p> <p>E4.20 (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;</p> <p>E4.20 (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and</p> <p>E4.20 (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.</p> <p>E4.21 (A) examine the effect of media on constructing his/her own</p>		
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English/ Language Arts
Advanced Placement English Literature
Grade 12

	<p>perception of reality;</p> <p>E4.21 (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;</p> <p>E4.21 (C) use a range of techniques to plan and create a media text and reflect critically on the work produced;</p> <p>E4.21 (D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and</p> <p>E4.21 (E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms</p>		
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