

## EWHS Course Scope & Sequence

<b>Course Title</b>	AP English Literature and Composition						
<b>Course Overview</b>	<p>The Advanced Placement English Language &amp; Composition course is a college-level course that follows the precepts of the College Entrance Examination Board. The ultimate purpose of this course is to “cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works..”[1] Students will read and analyze these full-length works of fiction– in addition to ample supplementary works of poetry and other narrative excerpts. The texts listed below were chosen to support the year-long question: In what ways does literature reveal the intersectionalities of the human condition?</p> <hr/> <p>[1] <a href="https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course?course=ap-english-literature-and-composition">https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course?course=ap-english-literature-and-composition</a></p>						
<b>Unit Component</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>
<b>Title</b>	Foundations of AP Literature & Composition	Allegories as Cautionary Tales: <i>The Crucible</i> - Arthur Miller	Ethical Dilemmas: <i>Frankenstein</i> - Mary Shelley	Social Arguments: <i>The Great Gatsby</i> - F. Scott Fitzgerald	Book Groups	Nature vs. Civilization: <i>Wuthering Heights</i> - Emily Bronte	Truth: Objective or Subjective: <i>Hamlet</i> - William Shakespeare
<b>Guiding or Essential Questions (if applicable)</b>	In the opening of the year, scholars will be introduced to foundational and transferable analyses, such as focusing on narrative voice and plot structure, in order to explore the year-long focus that there is always a meaning beneath the	Unit 2 asks scholars to consider historical context in the creation of a novel and analyze both the author’s intentions of their allegory, as well as the societal commentary within the text itself. In what ways do people’s intersectionalities and levels of power impact their ability to survive in a	How and why do people make the choices they do and why do some people crave power over others? Through an examination of both creator and created, scholars will determine how one’s life’s experiences	Unit 4 asks scholars to zoom in on the impact of socio-economics on both the individual and society. Scholars will examine how social constructs like money and status influence the ability to develop into your authentic self and further augment or stagnate one’s humanity.	In this unit, scholars will work in a small group reading a self-selected text (from the list above). Through their reading, they will focus on the main ideas of the text and be tasked with crafting a presentation that reveals the impact of at least one character’s intersectionality and how that provides a deeper or more nuanced understanding	<i>Wuthering Heights</i> provides opportunities for scholars to examine how familial relationships, setting, and what it means to be civilized influence the development of the self. For example, although two people may grow up in similar circumstances, their humanities will differ due to their	Themes of this unit include revenge, death, and impetus of action. Scholars will apply their understanding of individual’s intersectionality in order to provide in-depth characterizations of Hamlet, Ophelia, and Laertes’ motivations.

<p><b>Topic</b> This should be the overarching theme or big idea. Brief overview of the unit.</p>	<p>surface of a text. Scholars will read, annotate, and discuss short stories and poetry in order to mine for larger messages of the complexities of the human condition.</p>	<p>surveillance state and how do these quandaries provide advice for the reader?</p>	<p>influence one's moral journey.</p>		<p>of the meaning of the work.</p>	<p>naturally varying intersectionalities.</p>	
<p><b>Length</b> <i>(in weeks)</i></p>	<p>~3 weeks</p>	<p>~6 weeks</p>	<p>~5 weeks</p>	<p>~6 weeks</p>	<p>~5 weeks</p>	<p>~6 weeks</p>	<p>~5 weeks</p>