

GRADING PERIOD 4				
Unit/Topics	Timeframe	State Standards	Textbook/Supplemental Materials	Assessments/Assignments
Course Unit #8: "Better Life" by Keith Urban	2-3 weeks	Language: Vocabulary Ongoing Language: 12.1 12.2 12.3 12.4 12.5 Speaking & Listening: 12.1 12.2 12.3 12.6 Reading: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.10 Writing: 12.1 12.2 12.3 12.4 12.5 12.7 12.8 12.10	Literature: "Tartuffe", "Sorting Laundry", "A Bedtime Story", "Elegy Written in a Country Churchyard", Miniver Cheevy" p. 785, "Loveliest of Trees", "Stopping by Woods on a Snowy Evening"	Activities for this unit include: 1. In-class discussion of the work read 2. Discussion of inversion, truisms, theme, and personification in "Elegy Written in a Country Churchyard" 3. Discussion devices of farce and neoclassical theater in Tartuffe 4. Discussion of rhetorical structure in "Stopping by Woods on a Snowy Evening" 5. Three in-class writings (short dialogue from Miniver Cheevy's idea of fate – be prepared to present) 6. Unit test 7. Paper: Discuss the ending of Moliere's Tartuffe. The playwright makes use of what is called a <i>deus ex machina</i> ("god from the machine"), a technique whereby resolution is achieved by divine, or in this case royal, intervention in a convenient but unexpected way. In your opinion, does the ending detract from your enjoyment of the play? Why or why not? If you don't like Moliere's ending, what sort of ending would you have preferred? (3-5 pages) Students will also take an AP practice test
Course Unit # 9: "Revolution" by the Beatles	1-2 weeks	Language: Vocabulary Ongoing Language: 12.1 12.2 12.3 12.4 12.5 Speaking & Listening: 12.1	Literature: <i>A Tale of Two Cities</i> (Dickens)	Activities for this unit will include: 1. Completely independent reading and assignments as reading takes place 2. Discussion will come after the entire novel is read 3. Assignments include: a. Character list, including elements from all five types of characterization b. Theme list compiled from careful reading and independent analysis

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		12.2 12.3 12.6 Reading: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.10 Writing: 12.1 12.2 12.3 12.4 12.5 12.7 12.8 12.10		c. Literary era description that will explain how the novel fits into the Victorian era of British literature d. Symbol list compiled through deliberate reading and analysis 4. The unit will be three parts because the novel has three books. Each book will have a due date and a quiz. No significant discussion will take place until all three books are read. 5. Discussion of the following elements in class: a. Foil characters b. War literature c. Symbolism d. Themes 6. One in-class writing on parallelism in the novel. 7. Unit test with essays when the novel is completely finished. 8. Paper: Based on research from at least three sources on how <i>A Tale of Two Cities</i> fits into the Victorian Era, explain to what extent Dickens' <i>A Tale of Two Cities</i> is a historically accurate representation of the Victorian Era at the time of the French Revolution (5-8 pages). During this unit, students will continue Book Talks
Course Unit #10: AP Test Review	2 weeks	Language: Vocabulary Ongoing Language: 12.1 12.2 12.3 12.4 12.5 Speaking & Listening: 12.1 12.2 12.3 12.6 Reading: 12.1 12.2 12.3		Activities for the unit will include: 1. Daily portions of actual past AP tests 2. Follow-up discussion of answers 3. Timed practices 4. Peer advice and review 5. Practice scoring

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		12.4 12.5 12.6 12.7 12.10 Writing: 12.1 12.2 12.3 12.4 12.5 12.7 12.8 12.10		
Course Unit #11: Portfolio Evaluation	1 week	Writing: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.8 12.10 Reading: 12.1 12.2 12.3 12.5 12.6 12.7 12.10		Quarter Four Paper: In this unit, students will complete an evaluation of their portfolios that contain all the writing they have done during the school year, including in-class writings, journals, monthly three to five-page papers, quarterly five to eight-page papers, the independent study paper, college application essays, the movie compare/contrast, practice AP test essays, unit test essays, and any other writings. All writing will be inventoried on the folder. Students will complete several steps: 1. Evaluate each piece of writing and give it a rating of 1 (low) to 9 (high). 2. For papers of at least three pages, identify one strength and one weakness of each paper. 3. Compile a T chart listing strengths and weaknesses. 4. Choose what you believe to be your strongest paper and your weakest paper. Write a short rationale as to why you chose them. 5. Answer the following questions in thoughtful, complete answers: a. What do you consider to be your five greatest strengths as a writer? b. What do you consider to be your five weakest areas as a writer? c. What piece are you most proud of in your portfolio? d. How prepared do you feel to enter a college English course?

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				<p>e. What area of writing would you have liked to have spent more time on in the course?</p> <p>f. How prepared were you for the AP test? Be sure to include both areas in which you felt well prepared and areas for which you would have liked to have had more preparation.</p> <p>g. Any additional comments you have on the course or on your writing.</p>
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