

GRADING PERIOD 3				
Unit/Topics	Timeframe	State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>Course Unit #6: "I will Always Love You" by Whitney Houston</p> <p>Metaphysic Poetry</p>	3 weeks	<p>Language: Vocabulary Ongoing</p> <p>Language:</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p> <p>12.5</p> <p>Speaking & Listening:</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.6</p> <p>Reading:</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p> <p>12.5</p> <p>12.6</p> <p>12.7</p> <p>12.10</p> <p>Writing:</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p> <p>12.5</p> <p>12.7</p> <p>12.8</p> <p>12.10</p>	<p>Literature: "The Flea", "To Make to The Virgins", "She Walks in Beauty", "When my Love Swears that She is Made of Truth", "A Rose for Emily" p. 556, "the Love Song of J. Alfred Prufrock", Love's Deity" p. 801, "The Indifferent" p. 800, Women Who Love Angels" p. 950</p>	<p>Activities will include:</p> <ol style="list-style-type: none"> 1. In-class discussion of the work read 2. Discussion of Southern Gothic Literature and its symbolism and imagery 3. Discussion wit and controlling metaphor in "The Flea" 4. Discussion of symbolism, imagery and allegory in "She walks in Beauty" 5. Discussion of modernism, free verse and epigraph in the Love Song of J. Alfred Prufrock" 6. Discussion of repletion, diction and mood in "Love's Deity" 5. Three in-class writings (journal, 3x3 and T chart) 6. Unit test 7. Paper: What sort of imagery seems to be most commonly employed in texts dealing with courtship? Analyze similar imagery in two or more of these selections, and explain why such imagery might be so popular (3-5 pages) <p>Students will also take an AP practice test</p>
<p>Course Unit #7: "Fortunate Son" by CCR</p>	5 weeks	<p>Language: Vocabulary Ongoing</p> <p>Language:</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p>	<p>Literature: Hamlet, Prince of Denmark, "Bartleby, The Scrivener" p. 599, "For a Lady I Know" p. 955, "A Good Man is Hard to Find" p. 454, The Headstrong Historian, Do Not Go gentle into that Good Night", "Her Kind" p. 999, "Much Madness is Divined Sense", "Standing Woman"</p>	<p>Activities for this unit will include:</p> <ol style="list-style-type: none"> 1. Independent reading of the play by act 2. Character analyses 3. Structural breakdown of play 4. Discussion of: <ol style="list-style-type: none"> a. Tragedy b. Madness c. Love d. Betrayal

Waynesville High School

Pacing Guide - Advanced Placement English Literature and Composition Quarter 3

L. Applegate

		<p>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</p>	<p>e. Hero f. Foil characters g. Comedy h. Suicide i. Irony 5. Three in-class writings on the following prompts: a. What is Hamlet's/Macbeth's tragic flaw? When was it first revealed? b. Describe the types of women present in the play. How do they compare with the women seen in other Renaissance writing? c. Evaluate the authenticity of the oedipal complex between Hamlet and his mother. Is it realistic or forced? 6. Unit test 7. Paper: Explain the cause/effect relationship of Hamlet's actions on all the other characters (3-5 pages) or explain the cause/effect of the manipulation by the witches or by main characters and how it affects the plot in Macbeth. Be sure to provide specific textual support to solidify your response. During this unit, students will have an AP practice test.</p>
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