

AP English Literature & Composition 2018-2019
Course Theme: The Individual's Place in Society

First Quarter – Outside Determining Forces & One's Role in Society: The structure and dynamics of society and our personal role are influenced by outside forces. Poverty, racism, gender, historical incidents, geography, and a plethora of human emotions and cosmic accidents can play determining roles in what society is and our role within it. Essential questions include: What outside forces shape society and our role? How can we successfully confront these forces? What happens if we fail?

Unit 1: August & September

Focal Essential Question: How does appearance influence an individual's reputation?

Major Texts	Short Stories	Poetry
<ul style="list-style-type: none"> Foster: <i>How to Read Literature like a Professor</i> Shakespeare: <i>Othello</i> 	<ul style="list-style-type: none"> Grimm: "Godfather Death" Chopin: "The Story of an Hour" 	<ul style="list-style-type: none"> Shakespeare: Sonnet 116 Drayton: Sonnet 61 Wroth: "In This Strange Labyrinth" Dickinson: "Because I Could Not" Collins: "My Number" Donne: "Death Be Not Proud" Cummings: "Buffalo Bill's"
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> <i>Othello</i> 	
Quizzes	<ul style="list-style-type: none"> Poetry Literary Terms Literature Literary Terms Drama Literary Terms Comprehension Quiz: <i>How to Read Literature like a Professor</i> Parts of Speech Vocabulary: Membean (1 quiz) 	
Writing Assignments	<ul style="list-style-type: none"> Dialectical Journals: <i>How to Read Literature like a Professor</i> Data Sheet: <i>Othello</i> 	
Socratic Seminars	<ul style="list-style-type: none"> <i>Othello</i>: 5 seminars Short Story: 1 seminar Poetry: 3 seminars 	
In-Class Activities (not graded)		
Poetry Analysis	<ul style="list-style-type: none"> TP-FASTT (Title, Paraphrase, Figurative Language, Attitude, Shifts, Title, Theme) strategy Sonnet Structure 	
Grammar	<ul style="list-style-type: none"> No Red Ink: "Identifying Parts of Speech I, II, and III" 	
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> Sonnet 116 <i>Othello</i> Act I, Scene 3 Sonnet 61 "In This Strange Labyrinth" <i>Othello</i> Act III, Scene 3, Part 1 <i>Othello</i> Act III, Scene 3, Part 2 <i>Othello</i> Act V, Scene 2 2016 Free Response Question 3 	
Writing Workshop Topics	<ul style="list-style-type: none"> Breaking down prompts Writing thesis statements Understanding rubric criterion College Application Essays: development, voice, organization, & conventions 	
Multiple Choice Practice	<ul style="list-style-type: none"> <i>Othello</i>, <i>Applied Practice</i>, Passage #3 	
Focal Literary Devices	<ul style="list-style-type: none"> Literary Theories: formalist, biographical, historical, mythological, cultural, etc. 	
Reflection Journals	<ul style="list-style-type: none"> Discuss your epiphanies, insights, or deeper understandings of <i>Othello</i> after today's seminar (5 entries) 	

Unit 2: October

Major Texts	Short Stories	Poetry
<ul style="list-style-type: none"> • McEwan: <i>Atonement</i> • Austen: <i>Pride & Prejudice</i> 		<ul style="list-style-type: none"> • Cofer: "The Changeling" • Chudleigh: "To the Ladies" • Mazur: "Desire" • Bishop: "One Art" • Thomas: "Do not go gentle into that good night"
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> • <i>Atonement</i> TW 	
Quizzes	<ul style="list-style-type: none"> • Vocabulary: Membean (1 quiz) 	
Writing Assignments	<ul style="list-style-type: none"> • Data Sheet: Independent Reading Project (IRP) • Data Sheet: <i>Atonement</i> • Dialectical Journals: <i>Atonement</i> 	
Socratic Seminars	<ul style="list-style-type: none"> • IRP: 1 seminar • Poetry: 2 seminars • <i>Atonement</i>: 3 seminars 	
In-Class Activities (not graded)		
Poetry Analysis	<ul style="list-style-type: none"> • TP-FASTT strategy • Villanelle Structure 	
Grammar	<ul style="list-style-type: none"> • Sentence Patterns (subject-verb, subject-verb-object, etc) • Subjects & Predicates (identify, diagram, and use No Red Ink to scaffold) • Adjectives & Adverbs (identify and diagram) • Direct & Indirect Objects (identify, diagram, and use No Red Ink to scaffold) 	
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> • "The Changeling" Poem Explication • "To the Ladies" Poem Explication • <i>Atonement</i> Analysis • Extension Activity 	
Writing Workshop Topics	<ul style="list-style-type: none"> • Writing thesis statements • Understanding rubric criterion • Writing an introductory paragraph • No Red Ink: Active & Passive Voice 	
Focal Literary Devices	<ul style="list-style-type: none"> • Point of View • Structure • Unreliable narrator 	
Reflection Journals	<ul style="list-style-type: none"> • Discuss your epiphanies, insights, or deeper understandings of <i>Atonement</i> after today's seminar (3 entries) 	

Second Quarter – Social Barriers to Personal Fulfillment & Happiness: We all wrestle with the question of what will make us happy, but so often find that society is a barrier to our goals. Even apart from economic, family, moral, and structural limitations on personal choices, there is the fundamental challenge of what constitutes a well-spent life. Essential questions include: What will best give us happiness and fulfillment? What responsibilities to we have to society? What answers are provided by society, including organized religion and philosophy?

Unit 3: November

Focal Essential Question: How can we overcome discrimination?

Major Text	Graphic Novel	Poetry
<ul style="list-style-type: none"> Conrad: <i>Heart of Darkness</i> 	<ul style="list-style-type: none"> Lewis: <i>March</i> 	<ul style="list-style-type: none"> Kipling: "White Man's Burden" Johnson: "Black Man's Burden" Robinson: "Richard Cory" Dickinson: "Tell the Truth but tell it slant" Hardy: "The Darkling Thrush" Lawrence: "How Beastly the Bourgeois Is"
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> <i>Heart of Darkness</i> 	
Quizzes	<ul style="list-style-type: none"> Vocabulary: Membean (2 quizzes) Comprehension Quiz: <i>Heart of Darkness</i> (3 quizzes, one on each part) Sentence Diagrams: Quiz #1 	
Writing Assignments	<ul style="list-style-type: none"> Data Sheet: <i>Heart of Darkness</i> Dialectical Journals: <i>Heart of Darkness</i> Poetry Discussion Boards: 3 boards analyzing pairs of poems (Kipling & Johnson, Robinson & Dickinson, Hardy & Lawrence) 	
Socratic Seminars	<ul style="list-style-type: none"> <i>Heart of Darkness</i>: 3 seminars <i>March</i>: 1 seminar Critical Essay Analysis: 1 seminar 	
Project Component(s)	<ul style="list-style-type: none"> Current Events Assignment Advisory Lesson Plan & Pitch 	
In-Class Activities (not graded)		
Poetry Analysis	<ul style="list-style-type: none"> TP-FASTT strategy 	
Grammar	<ul style="list-style-type: none"> Direct & Indirect Objects (identify and diagram) Subject & Object Complements (identify and diagram) 	
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> Close Readings: <i>Heart of Darkness</i> (6 passages) 	
Writing Workshop Topics	<ul style="list-style-type: none"> Avoiding passive voice MLA style guide Verb Choice No Red Ink: "Providing Strong Context for Literary Evidence" & "Integrating & Punctuating Evidence" 	
Multiple Choice Practice	<ul style="list-style-type: none"> HoD, <i>Applied Practice</i>, Passage #3, 4, 5, 6 	
Focal Literary Devices	<ul style="list-style-type: none"> Imagery, Symbolism, & Atmosphere Framed Narrative Unreliable narrator 	
Reflection Journals	<ul style="list-style-type: none"> Discuss your epiphanies, insights, or deeper understandings of <i>Heart of Darkness</i> after today's seminar (3 entries) 	

Unit 4: December & January

Major Text	Short Stories	Poetry
<ul style="list-style-type: none"> Kingsolver: <i>The Poisonwood Bible</i> 		<ul style="list-style-type: none"> Hopkins: "Thou Art Indeed Just, Lord" Cummings: "I thank You God for most this amazing" Kipling: "White Man's Burden" Johnson: "Black Man's Burden"
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> <i>The Poisonwood Bible</i> 	
Quizzes	<ul style="list-style-type: none"> Vocabulary: Membean (2 quizzes) Sentence Diagrams: Quiz #2 Sentence Diagrams: Quiz #3 	
Writing Assignments	<ul style="list-style-type: none"> Data Sheet: <i>The Poisonwood Bible</i> Data Sheet: Independent Reading Project (IRP) 	
Socratic Seminars	<ul style="list-style-type: none"> Poetry: 3 seminars <i>The Poisonwood Bible</i>: 5 seminars IRP: 1 seminar 	
In-Class Activities (not graded)		
Poetry Analysis	<ul style="list-style-type: none"> TP-FASTT strategy 	
Grammar	<ul style="list-style-type: none"> Absolute phrases (identify, diagram, and create) No Red Ink: "Commas for Clarity" Appositive phrases (identify, diagram, create, and use No Red Ink to scaffold) 	
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> Close Reading Close Reading Title Essay 	
Writing Workshop Topics	<ul style="list-style-type: none"> Avoiding passive voice Power verbs 	
Multiple Choice Practice	<ul style="list-style-type: none"> HoD, <i>Applied Practice</i>, Passage #11 TPB, <i>Applied Practice</i>, Passage #1, 5, 9, & 11 	
Focal Literary Devices	<ul style="list-style-type: none"> Imagery, Symbolism, & Atmosphere Diction, Allusion, Analogy Mood Repetition, Selection & Order of Details, and Epiphany 	
Reflection Journals	<ul style="list-style-type: none"> How does the first paragraph of the novel create a somber mood? Explain the effect of the literary devices used in the first paragraph (of Passage #1) Discuss your epiphanies, insights, or deeper understandings of <i>The Poisonwood Bible</i> after today's seminar (5 entries) 	

Third Quarter – Society’s Impact on Individual Independence: A defining characteristic of civilized society is its system of rules and expectations. A continuing challenge is squaring this encompassing, sometimes oppressive force with our need for personal independence. Literature explores the limits of this on-going tension, sometimes advocating the importance of stability and structure, at other times society’s destructive effects on individualism. Essential questions include: What are the contours of social expectations? What personal freedom do we have to challenge society? What happens when we rebel?

Unit 5: February

Major Text	Short Stories	Poetry
<ul style="list-style-type: none"> • Martel: <i>Life of Pi</i> 	<ul style="list-style-type: none"> • Crane: “The Open Boat” 	<ul style="list-style-type: none"> • Coleridge: “Kubla Khan”
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> • <i>Life of Pi</i> M/C: <i>Applied Practice</i>, Passage #8 & 10 	
Quizzes	<ul style="list-style-type: none"> • Vocabulary: Membean (2 quizzes) • Sentence Diagrams: Quiz #4 (Phrases, Part 1) • Sentence Diagrams: Quiz #5 (Phrases, Part 2) 	
Writing Assignments	<ul style="list-style-type: none"> • Data Sheet: <i>Life of Pi</i> • Essential Question Paragraph • Dialectical Journals: <i>Life of Pi</i> 	
Socratic Seminars	<ul style="list-style-type: none"> • Poetry: 3 seminars (analyzing Kubla Khan from each literary perspective) • Short Story: 1 seminar • <i>Life of Pi</i>: 5 seminars 	
Project Components	<ul style="list-style-type: none"> • Annotated Articles • Class Presentation 	
In-Class Activities (not graded)		
Poetry Analysis	<ul style="list-style-type: none"> • TP-FASTT strategy • Analyzing “Kubla Khan” from three focal literary theories: formalist, mythological, & psycho-analytical 	
Grammar	<ul style="list-style-type: none"> • Prepositional Phrases (identify, diagram, create, and use No Red Ink to scaffold) • Participial Phrases (identify, diagram, create, and use No Red Ink to scaffold) • Gerund Phrases (identify, diagram, create, and use No Red Ink to scaffold) 	
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> • Character Motivations • Peer Review: Synthesis Essay • Extension Activity 	
Writing Workshop Topics	<ul style="list-style-type: none"> • Avoiding passive voice • Organization • No Red Ink: “Body Paragraphs: Transition Words & Phrases” • No Red Ink: “Conclusion Paragraphs” • No Red Ink: “Introductory Paragraphs” • Evidence & Commentary 	
Focal Literary Devices	<ul style="list-style-type: none"> • Simile & Metaphor • Irony • Framed Narrative • Magical Realism • Imagery • Anthropomorphism • Literary Theories: formalist, mythological, and psychoanalytical 	
Reflection Journals	<ul style="list-style-type: none"> • Existentialism Journal: Define/explain existentialism and reflect – do you agree? Why or why not? • Essential Question Journals (8 entries) (Ex: Formalist-- Are there any paradoxes in the work? Any ironies? What are they? What effect do they have on the tone or plot of the work?) • Summarizing Literary Theories after each presentation day (Define/explain the theory and apply it to another literary work) • Discuss your epiphanies, insights, or deeper understandings of <i>Life of Pi</i> after today’s seminar (5 entries) 	

Unit 6: March & April (first half)

Focal Essential Question: How do we successfully navigate a world that does not live up to our expectations?

Major Text	Short Stories	Poetry
<ul style="list-style-type: none"> Irving: <i>A Prayer for Owen Meany</i> 	<ul style="list-style-type: none"> Steinbeck: "The Chrysanthemums" Walker: "Everyday Use" 	<ul style="list-style-type: none"> Yeats: "The Second Coming" Eliot: "The Winter Evening Settles Down" Frost: "Mending Wall" Frost: "Design" Theil: "<i>Memento Mori</i> in Middle School" Updike: "Ex-Basketball Player" Donne: "Batter My Heart, Three-Personed God, For You" Frost: "The Silken Tent" Phillips: "Running on Empty"
Graded Assessments		
Test(s)	<ul style="list-style-type: none"> <i>A Prayer for Owen Meany</i> Grammar: Phrases Grammar: Clauses 	
Quizzes	<ul style="list-style-type: none"> Vocabulary: Membean (2 quizzes) Sentence Diagrams: Quiz #6 (Phrases, Part 3) 	
Writing Assignments	<ul style="list-style-type: none"> Data Sheet: <i>A Prayer for Owen Meany</i> Data Sheet: IRP Dialectical Journals: <i>A Prayer for Owen Meany</i> Literary Analysis Essay 	
Socratic Seminars	<ul style="list-style-type: none"> Poetry: 5 seminars <i>A Prayer for Owen Meany</i>: 9 seminars IRP: 1 seminar Short Stories: 1 seminar 	
Project Components	<ul style="list-style-type: none"> Research Articles Advisory Lesson Plan & Pitch 	
In-Class Activities (not graded)		
Analysis Practice	<ul style="list-style-type: none"> TP-FASTT strategy March Madness: compare & contrast the literary merit of literary works studied throughout the course 	
Grammar	<ul style="list-style-type: none"> Absolute Phrases (identify, diagram, and create) Infinitive Phrases (identify, diagram, and create) Clause Types (simple, compound, complex, compound-complex) Adjective Clauses (identify and create) Adverb Clauses (identify and create) Noun Clauses (identify and create) 	
Timed Writings (practice timed writing, peer review, writing workshops, revision)	<ul style="list-style-type: none"> Yeats' Imagery Eliot's Imagery Chrysanthemums Symbolism "Mending Wall" Symbolism 	
Writing Workshop Topics	<ul style="list-style-type: none"> Avoiding passive voice Word choice Developing authorial tone and voice 	
Multiple Choice Practice	<ul style="list-style-type: none"> 2018 AP Practice Exam A (from College Board) 2018 AP Practice Exam B (from College Board) 	
Focal Literary Devices	<ul style="list-style-type: none"> Personification, Pathetic Fallacy, Synecdoche, & Metonymy Imagery Tropes Dependent on Contrasting Levels of Meaning Symbolism Figures of Speech/Schemes Meter Figurative Language 	
Reflection Journals	<ul style="list-style-type: none"> Discuss your deeper understandings of <i>A Prayer for Owen Meany</i> after today's seminar (9 entries) 	

Fourth Quarter – Intersections Between a Materialistic Society & Our Spiritual Lives: We all face the challenge of reconciling society's material focus and our personal spiritual needs, especially our perceptions, interests, dreams, and values. Literature can help us understand the tension between society and our personal identity. Essential questions include: Who am I? What gives us our identity? What happens when our spiritual and society's materialistic sides collide?

Unit 7: April (last half), May, & June

Focal Essential Question: How does experience shape an individual?

Major Texts		Short Stories	Poetry
Literature Circles <ul style="list-style-type: none"> • Miller: <i>Death of a Salesman</i> • Williams: <i>A Streetcar Named Desire</i> Literature Circles <ul style="list-style-type: none"> • Hesse: <i>Siddhartha</i> • Camus: <i>The Stranger</i> 			
Graded Assessments			
Test(s)	<ul style="list-style-type: none"> • DoaS • ASND 		
Quizzes	<ul style="list-style-type: none"> • Vocabulary: Membean (3 quizzes) 		
Writing Assignments	<ul style="list-style-type: none"> • Data Sheet: <i>Death of a Salesman</i> or <i>A Streetcar Named Desire</i> • My Hero's Journey • Letter to My Sage 		
Socratic Seminars	<ul style="list-style-type: none"> • <i>DoaS/ASND</i>: 2 seminars • <i>Sid/TS</i>: 3 seminars 		
Project Components	<ul style="list-style-type: none"> • Expression of Gratitude • Class Presentation • Video Project 		
In-Class Activities (not graded)			
Grammar	<ul style="list-style-type: none"> • No Red Ink: "Hyphens" • No Red Ink: "Connecting Clauses with Colons & Semicolons" • No Red Ink: "Punctuation with Conjunctions (All)" 		
Timed Writings (practice timed writing, peer review, writing workshops, drafting/revision)	<ul style="list-style-type: none"> • Tragedy Classification 		
Focal Literary Devices	<ul style="list-style-type: none"> • Dialogue 		
Reflection Journals	<ul style="list-style-type: none"> • Discuss your epiphanies, insights, or deeper understandings of <i>DoaS/ASND</i> after today's seminar (5 entries) • Reflection Journal: An Experience that Has Shaped Me (5 entries) 		
Life Skills Workshops (Post AP Exam Topic)	<ul style="list-style-type: none"> • Productivity Skills • Work-Related Skills • Emotional Skills • Relationship Skills • Financial Literacy Skills 		