

AP[®] English Literature and Composition

Syllabus

Curricular Requirements

CR1	The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation.	See page: 2
CR2	The course includes works of short fiction, poetry, and longer fiction or drama from the range of literary periods (pre-20th century and 20th/21st centuries).	See page: 2
CR3	The course provides opportunities for students to develop the skills in Skill Category 1: Explain the function of character.	See pages: 4, 6, 8
CR4	The course provides opportunities for students to develop the skills in Skill Category 2: Explain the function of setting.	See pages: 4, 6, 10
CR5	The course provides opportunities for students to develop the skills in Skill Category 3: Explain the function of plot and structure.	See pages: 5, 7, 8
CR6	The course provides opportunities for students to develop the skills in Skill Category 4: Explain the function of the narrator or speaker.	See pages: 8, 9, 10
CR7	The course provides opportunities for students to develop the skills in Skill Category 5: Explain the function of word choice, imagery, and symbols.	See pages: 7, 9, 10
CR8	The course provides opportunities for students to develop the skills in Skill Category 6: Explain the function of comparison.	See pages: 5, 8, 10
CR9	The course provides opportunities for students to develop the skills in Skill Category 7: Develop textually substantiated arguments about interpretations of a portion or whole text.	See pages: 3, 4, 5, 6, 7, 8, 10
CR10	The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with their teachers and/or peers.	See pages: 3, 5, 6, 7, 8, 9

Course Description

AP[®] English Literature and Composition is an introductory college-level literature course that prepares students for the AP[®] English Literature and Composition Exam in which students develop the fundamentals of literary analysis and introductory college composition. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a collection of literary periods and authors. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language in literature from a variety of perspectives. Through a wide-range of instruction and collaborative writing activities, students articulate their interpretation of literature in writing. The course exam preparation and practice anticipates and addresses common student misconceptions.

This content is presented in an online course through which students view lectures from experienced, highly qualified instructors; access literary texts in electronic format; and practice close reading and writing skills. Students are provided with continual feedback from instructors via phone, instant messages, emails, discussion threads, and live chats, as well as written feedback on their assignments. In addition to scaffolded learning focused on the big ideas of the course, each unit includes a unit length project that extends learning and practice both independently and collaboratively.

Course Overview **CR1**

The course follows the literary genre unit-based model, allowing students to engage with short fiction, poetry, drama, and novels. The big ideas are spiraled throughout the course to provide ample opportunities for students to develop enduring understandings.

Semester One

- Unit 1: Short Fiction I
 - CHR 1.A; SET 2.A; STR 3.A, 3.B; NAR 4.A, 4.B; LAN 7.A
- Unit 2: Poetry I
 - CHR 1.A; STR 3.C, 3.D; FIG 5.B, 6.A, 6.B; LAN 7.A
- Unit 3: *The Strange Case of Dr. Jekyll and Mr. Hyde*
 - CHR 1.A, 1.B; SET 2.A; STR 3.E, 3.F; LAN 7.A, 7.B, 7.C, 7.D, 7.E
- Unit 4: Short Fiction II
 - CHR 1.A, CHR 1.C, CHR, 1.D, SET 2.B, 2.C; STR 3.A, 3.D; NAR 4.A, 4.B, 4.C; LAN 7.B, 7.C, 7.D, 7.E
- Unit 5: Poetry II
 - STR 3.C; FIG 5.A, 5.B, 5.D, 6.B, 6.C, 6.D; LAN 7.B, 7.C, 7.D, 7.E
- Semester 1 Cumulative Exam

Semester Two

- Unit 6: *The Tragedy of Hamlet*
 - CHR 1.A, 1.C, 1.E; STR 3.A, 3.B, 3.D; NAR 4.C, 4.D; FIG 5.C; LAN 7.B, 7.C, 7.D, 7.E
- Unit 7: Short Fiction III
 - CHR 1.B, 1.D; SET 2.B, 2.C; STR 3.A, 3.B; NAR 4.D; FIG 5.C, 5.D, 6.A, 6.C; LAN 7.B, 7.C, 7.D
- Unit 8: Poetry III
 - STR 3.C, 3.D; FIG 5.B, 5.C, 6.B, 6.D; LAN 7.B, 7.C, 7.D, 7.E
- Unit 9: *The Awakening*
 - CHR 1.B, 1.E; STR 3.E, 3.F; NAR 4.C; LAN 7.B, 7.C, 7.D

Preliminary Literature List **CR2**

The course includes short stories, poetry, drama, and novels from a range of historical periods, diverse authors, and multiple perspectives, such as:

Short fiction: “A Story of an Hour,” Kate Chopin; “A Rose for Emily,” William Faulkner; “Big Black Good Man,” Richard Wright; “Civil Peace,” Chinua Achebe; “The Yellow Wallpaper,” Charlotte Perkins Gilman; “Everyday Use,” Alice Walker; “A Very Old Man with Enormous Wings,” Gabriel Garcia Marquez; “Cell One,” Chimamanda Ngozi Adichie; “Hint of Explanation,” by Graham Greene; selected works from Flannery O’Connor, Sandra Cisneros, Jhumpa Lahiri

Poetry: “My Last Duchess,” Robert Browning; “The Prodigal,” by Elizabeth Bishop; “I Am Offering This Poem,” Jimmy Santiago Baca; “My Country Tis of Thee,” W. E. B. Dubois; “The Mothering Blackness,” Maya Angelou; “Morte d’Arthur,” Alfred Tennyson; “The Pardoner’s Tale,” Geoffrey Chaucer; “Hope” is the thing with feathers, Emily Dickinson; Haikus of Basho, Buson, and Issa; “To Be in Love,” Gwendolyn Brookes; “The Black Unicorn,” Audre Lorde; selections from Rabindranath Tagore, William Carlos Williams, Langston Hughes, Sylvia Plath, Amanda Gorman

Drama: *The Tragedy of Hamlet*, William Shakespeare; *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities*, Anna Deavre Smith

Novels: *The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson; *The Awakening* by Kate Chopin

Student Practice

Unit-level projects provide ample opportunities for students to practice the skills learned in the unit. At this level, teachers may provide students with topic questions from AP Classroom® to be used for candid self-evaluation. The rationales for these questions will provide students with the guidance necessary to identify and remedy misunderstandings about key concepts. AP® test preparation skill lessons conclude each unit and target common misconceptions or challenging concepts. At this time, students also have the opportunity to return to the AP Classroom® to complete progress checks that provide targeted feedback on skill mastery. Teachers and students work together to revisit and reinforce necessary skills.

Writing Expectations **CR9** **CR10**

Short Writing Activities: The course provides numerous opportunities to practice writing about character, setting, structure, narration, figurative language, and literary analysis. The short writing prompts target key literary analysis and writing skills, allowing students to perfect their craft in shorter, tightly focused activities.

Essays: Throughout the course, students engage in recursive and collaborative writing processes to produce a variety of essays. Teachers may accept outlines, drafts, and revisions digitally, or require students to complete essays offline in the classroom.

Free-Response Questions: Each unit-level project, includes a sample FRQ for additional exam practice. Students will complete their essays using pen and paper, in a timed, classroom environment to better mimic the exam.

Speaking and Listening Obligations

Group Discussions: Students work collaboratively on projects that include discussion components. These projects require students to participate in and lead discussion about the literature under study. Such discussions require students to effectively prepare and present their literary interpretations, while also learning how to listen and respond to the ideas presented by peers.

Poetry Recitations: As part of three unit-level poet studies, students are memorize and recite a minimum of 40 lines. Students are encouraged to closely study poetry by one or more poets and choose a poem for recitation they feel a personal connection to. These recitations will be done in front of peers and the teacher.

Reading Guides and Author Studies

As noted above, each unit contains one, unit-level project that provides ample opportunities for students to practice the skills learned in the unit. These reading guides include a variety of activities, such as: journaling, completing graphic organizers, responding to short-answer questions, collaborating with peers, and responding to free-response questions.

Assessments

Formal assessments occur regularly throughout the course. A timed, multiple-choice unit test concludes each unit and assesses skill mastery based on unit instruction and literature. Each semester concludes with a timed, AP-style multiple-choice cumulative exam assessing the skills covered throughout the semester. At the end of the second semester, students complete two AP Practice Exams.

Materials Needed

Texts

All texts required for the course are provided electronically. No textbook is required.

Supplemental Website

<http://apcentral.collegeboard.com> (Teachers and students are encouraged to make use of the additional resources provided through the website. Students may access additional instructional supports, complete progress checks, and take practice exams.)

Course Outline

Unit 1 – Short Fiction I

Overview:

Through short literary fiction selections, students are introduced to skills necessary for the interpretation of fiction. Students will develop and practice foundational skills associated with the analysis and evaluation of character, setting, structure, and narration. Students articulate their literary analysis in a variety of short writing assignments that allow them to develop paragraphs with evidence in defense of a claim. In addition to experiencing short fiction within lessons, students will conduct an author study in which they read short fiction selections by Sandra Cisneros.

Big Ideas/Skills:

Character: 1.A (CHR-1.A, B, C, D)

Setting: 2.A (SET-1.A)

Structure: 3.A (STR-1.A, B) 3.B (STR-1.C)

Narration: 4.A (NAR-1.A, B, C) 4.B (NAR-1.D, E, F, G, H, I)

Literary Argumentation: 7.A (LAN-1.A, B, C)

Texts **CR2**

“A Story of an Hour” by Kate Chopin

“A Rose for Emily” by William Faulkner

“Big Black Good Man” by Richard Wright

“Miss Brill” by Katherine Mansfield

Selections by Sandra Cisneros

Example Activities:

Assignments are based on analyzing aspects of character, setting, structure, and narration through a variety of short literary fiction selections. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. After completing a close read of “A Story of an Hour,” students will complete a graphic organizer that allows them to identify details that reveal character, organize those details into logical categories, and analyze the details to identify relationships and patterns. The analysis will lead the student to form claims about the character’s perspective and to identify relevant details from the organizer that effectively support the claims. **CR3**
2. Using the completed graphic organizer from the above activity, students develop and revise a paragraph that asserts a claim about character perspective and includes textual evidence and commentary as support. **CR9**
3. After completing a close read of “A Rose for Emily,” students will complete a graphic organizer that allows them to identify details that reveal setting, organize those details into logical categories, and analyze the details to identify relationships and patterns. The analysis will lead the student to form claims about the role of setting in the story and identify relevant details from the organizer that effectively support the claims. **CR4**

Unit 2 – Poetry I

Overview:

In this first poetry unit, students will begin to develop the fundamental skills necessary for in-depth analysis and interpretation of poetry. The unit will begin by exploring the characters and speakers in poems before analyzing how a variety of poetic structures contribute to meaning. As the unit progresses, students will consider other elements of poetry such as contrast, comparisons, word choice, alliteration, simile, and metaphor. Students will continue to improve their composition skills by developing paragraphs that present and defend a claim about the poetry under study. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Amanda Gorman.

Big Ideas/Skills: Character: 1.A (CHR-1.E) Structure: 3.C (STR-1.D, E, F) 3.D (STR-1.G, H, I, J) Figurative Language: 5.B (FIG-1.A, B, C, D) 6.A (FIG-1.E, F, G) 6.B (FIG-1.H, I, J, K) Literary Argumentation: 7.A (LAN-1.A, B, C)	Texts CR2 <i>Gilgamesh</i> <i>The Iliad</i> by Homer <i>Beowulf</i> “My Last Duchess” by Robert Browning “The Prodigal” by Elizabeth Bishop “I am Offering This Poem” by Jimmy Santiago Baca “Metaphors” by Sylvia Plath Selections by Amanda Gorman
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Activities:

Assignments are based on analyzing aspects of character, structure, and figurative language through a variety of poetry selections. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. Students read “I Am Offering This Poem” by Jimmy Santiago Baca. In pairs, students will complete a graphic organizer that allows them to analyze and summarize each stanza of the poem. Upon completion, students will identify patterns and relationships among the stanzas to draw conclusions about how the structure contributes to meaning. CR5
2. Students read and analyze “Metaphors” by Sylvia Plath. Students write a paragraph that presents a defensible claim about the central metaphor and how the accumulation of the metaphors impart meaning. CR8 CR9
3. Throughout the unit, students will study a selection of poems by Amanda Gorman. As part of the study, students will read, analyze, and respond in writing to Gorman’s poem “In This Place (An American Lyric)” with a focus on the function of comparisons. In response to an FRQ style prompt, students will work through a recursive writing process in which they (1) submit a thesis statement to their teacher for review and revision prior to drafting the essay; (2) draft an essay in response to the prompt; (3) conduct peer reviews and revisions of the draft; (4) submit a final draft for teacher review; (5) revise the essay according to teacher feedback and submit a final product. CR8 CR10

Unit 3 – *The Strange Case of Dr. Jekyll and Mr. Hyde*

Overview:

In the third unit, students will apply learned literary analysis skills to a full-length literary text. The application of skills challenges students to extend their analysis of character, setting, and structure over an extended, complex reading. Students will explore shifts and contrasts in characters that reveal complex motives, perspectives, and values. When analyzing plot, students will look closely at how the complexity of characters creates highly conflicting and suspenseful plots, as well as what the characters, setting, and plot reveal about human nature and society. With a solid foundation in writing paragraphs that defend claims, students will focus on building effective lines of reasoning and communication in writings.

Big Ideas/Skills: Character: 1.A (CHR-1.F, G, H, I, J, K) 1.B (CHR-1.L, M, N) Setting: 2.A (SET-1.B) Structure: 3. E (STR-1.K, L, M) 3.F (STR-1.N, O, P, Q) Literary Argumentation: 7.A (LAN-1, B, C) 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.L)	Texts CR2 <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> “The Tell-Tale Heart” by Edgar Allan Poe
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Activities:

Assignments are based on analyzing aspects of character, setting, and structure in a full-length fictional text. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. In a short writing activity, students will articulate their interpretation of the setting as it relates to the social, cultural, and historical context of the text. CR4 CR9
2. Students will analyze the psychological factors of key characters to make inferences about why changes in behavior occur, or why characters remain unchanged. They will make connections between these characters and the text as a whole. Students will articulate their interpretations in a short writing assignment. CR3 CR9
3. In preparation for essay writing, students will receive instruction on developing a thesis statement in response to the text as a whole. The instruction will allow the student to use the short writing assignments from the unit to inform their choices, develop a line of reasoning, and choose supporting evidence. Students will work through a writing process that includes multiple drafts and peer review to produce an essay. CR10

Unit 4 – Short Fiction II

Overview:

Building on the fundamental skills learned in unit 1, students extend their knowledge to explore the complex and nuanced nature of characters, plots, and dramatic situations. Students will explore the role of conflict and contrast in creating rich layers of meaning and reveal complex value systems among characters. Students will build upon fundamental composition skill by engaging in short writing activities and recursive writing processes that focus on developing a thesis through body paragraphs establishing an effective line of reasoning and evidence. Students will also receive instruction in grammar and conventions. In addition, to experiencing short fiction within lessons students will conduct an author study in which they read short fiction selections by Jhumpa Lahiri.

Big Ideas/Skills: Character: 1.A (CHR-1.O, P) 1.C (CHR-1.Q, R) 1.D (CHR-1.S) Setting: 2.B (SET-1.C) 2.C (SET-1.D) Structure: 3. A (STR-1.R) 3.D (STR-1.S, T) Narration: 4.A (NAR-1.J) 4.B (NAR-1.K, L) 4.C (NAR-1M, N, O) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, M, N) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.O, P)	Texts CR2 “Civil Peace” by Chinua Achebe “Yellow Wallpaper” by Charlotte Perkins Gilman “Everyday Use” by Alice Walker Selections by Jhumpa Lahiri
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Activities:

Assignments are based on analyzing aspects of character, setting, structure, and narration in short fiction texts. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. In a short writing activity, students will explore the influence of setting on characters in the story. **CR4 CR9**
2. As part of the unit-length author studies, students will complete a graphic organizer in which they trace the plot of a short story to recognize causal relationships and draw conclusions about how contrasts and conflicts that arise create complex layers of meaning. **CR5**
3. Students practice composition by writing an informative essay about Utopian societies after reading Ursula Le Guin’s “The Ones Who Walk Away from Omelias.” Students will engage in a prewriting, drafting, peer reviews, and revising prior to submitting their final product. **CR10**

Unit 5 – Analyzing Poetry II

Overview:

In this second poetry unit, students will further refine poetry analysis skills by interpreting word choice, imagery, and comparisons that reveal complex layers of meaning and influence how readers and listeners interpret the poem. Students will continue to improve their composition skills by carefully selecting relevant and sufficient evidence that develops and supports a line of reasoning, as well as improving cohesiveness among ideas. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Phillis Wheatley.

Big Ideas/Skills:

Structure: 3.C (STR-1.U, V, W)

Figurative Language: 5.A (FIG-1.L) 5.B (FIG-1.M, N) 5.D (FIG-1.O, P, Q) 6.B (FIG-1.R, S, T, U) 6.C (FIG-1.V) 6.D (FIG-1.W)

Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.Q)

Texts **CR2**

“Kubla Khan” by Samuel Taylor Coleridge

Excerpts from *The Canterbury Tales* by Geoffrey Chaucer

Excerpts from *Le Morte d’Arthur* by Thomas Malory

Selections by John Keats

“The Mothering Blackness” by Maya Angelou

Selections by Langston Hughes

Selections by Phillis Wheatley

Activities:

Assignments are based on analyzing aspects of structure and figurative language through a variety of poetry selections. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. Students will read “Ode to a Grecian Urn” and “Ode to a Nightingale” to explore the function of specific words and phrases in a text. Students will identify patterns that reveal a unique poetic style. In a well-crafted paragraph, students will explain how Keats creates meaning through carefully chosen words and phrases. **CR7 CR9**
2. As part of the unit-long poet study, students will work in small groups to analyze the structure of a Wheatley poem. The analysis will be used to draw conclusions about how the structure of the poem contribute to meaning. **CR5**
3. Students will write a literary analysis explaining how three romantic poems connect to William Wordsworth’s ideas about poetry. The writing process allows students to conduct prewriting, a draft, and a revision. **CR10**

Unit 6 – *The Tragedy of Hamlet*

Overview:

In Unit 6, students will continue to apply previous learning while diving deeper into literary analysis for the study of *The Tragedy of Hamlet* by William Shakespeare. Students will explore stark contrasts between characters, inconsistencies displayed by characters, and interruptions and contrasts in plot. Students will analyze the dialogue and actions of characters to interpret perspectives, biases, and motivations, as well as understanding how different speakers influence the audience. Students will analyze symbols from the text to draw interpretive conclusions about complex layers of meaning. Students will continue to grow their composition skills through a variety of short writing activities and an essay resulting from a recursive writing process that includes peer collaboration.

Big Ideas/Skills: Character: 1.A (CHR-1.T) 1.C (CHR-1.U) 1.E (CHR-1.V, W) Structure: 3.A (STR-1.X) 3.B (STR-1.Y) 3.D (STR-1.Z) Narration: 4.C (NAR-1.P, Q, R, S) 4.D (NAR-1.T, U, V) Figurative Language: 5.C (FIG-1.X, Y, Z, AA) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.R, S, T)	Texts CR2 <i>The Tragedy of Hamlet</i> , by William Shakespeare
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Activities:

Assignments are based on analyzing aspects of character, structure, narration, and figurative language in a full-length dramatic text. Through projects, short writing assignments, multiple-choice questions paired with lessons, and an essay students practice the skills and concepts covered in the unit.

1. Students will conduct a deep character analysis of Hamlet by comparing six of the character’s soliloquies. Here students will explore the inconsistencies and conflicts that make the character complex. Students will evaluate the character’s reliability based on their analysis and explore how the character may or may not influence the audience’s understanding of the play. Students will then engage in student-led group discussions about their interpretation of the character. CR3 CR6 CR8
2. Students will closely study a key plot event to analyze and evaluate its significance to the text as a whole. The analysis will be articulated in a well-crafted short writing assignment. CR5 CR9
3. In preparation for essay writing, students will receive instruction on writing an analytical essay through a formalist, feminist, and historical lens. Students will work through a recursive writing process that includes peer reviews. CR10

Unit 7 – Short Fiction III

Overview:

In this final short fiction unit, students will challenge their knowledge of literary analysis to consider how short fiction reflects societies and cultures. Students will learn how to analyze and interpret shifts, contradictions, and changes in character, narrator, and plot. Students will draw from their knowledge about figurative language and apply to their study of short fiction. Students will continue to improve their composition skills through challenging short writing and extended writing activities. In addition, to experiencing texts within lessons, students will conduct an author study in which they read stories from Jamaica Kincaid.

Big Ideas/Skills: Character: 1.B (CHR-1.X, Y, Z, AA) 1.D (CHR-1.AB, AC, AD) Setting: 2.B (SET-1.E, F) 2.C (SET-1.G, H) Structure: 3.A (STR-1.AA) 3.B (STR-1.AB) Narration: 4.D (NAR-1.W) Figurative Language: 5.C (FIG-1. AB, AC) 5.D (FIG 1.AD) 6.A (FIG-1.AE) 6.C (FIG-1.AF) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K, V)	Texts CR2 “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez “The Mark on the Wall” by Virginia Woolf “Cell One” by Chimamanda Ngozi Adichie Selections by Flannery O’Connor Selections by Jamaica Kincaid
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Activities:

Assignments are based on analyzing aspects of character, setting, structure, narration, and figurative language in short fiction texts. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. Students will read “Good Country People” and “A Good Man is Hard to Find” by Flannery O’Connor. Students will analyze and compare O’Connor’s use of imagery and symbols to impart meaning to a reader. Students will discuss their interpretation of the texts in literary circles. **CR7**
2. In a short writing assignment, students will analyze the role of pacing and sequence in “Cell One” by Chimamanda Ngozi Adichie. **CR5**
3. Throughout the unit, students will study a selection of stories by Jamaica Kincaid. As part of the study, students will read, analyze, and respond in writing to one of the stories with a focus on narration. In response to an FRQ style prompt, students will work through a recursive writing process in which they (1) submit a thesis statement to their teacher for review and revision prior to drafting the essay; (2) draft an essay in response to the prompt; (3) conduct peer reviews and revisions of the draft; (4) submit a final draft for teacher review; (5) revise the essay according to teacher feedback and submit a final product. **CR6 CR10**

Unit 8 – Analyzing Poetry III

Overview:

In this final poetry unit, students will expand on their analysis skills to make connections between elements a poet uses and the overall meaning of a poem. Students encounter and interpret a poet’s use of ambiguity, irony, juxtaposition, and paradox to impart complex layers of meaning to readers and listeners. Students will continue to improve their composition skills through a variety of short and longer writing activities about the poetry under study. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Sylvia Plath.

Big Ideas/Skills:

Structure: 3.C (STR-1.AC, AD, AE) 3.D (STR-1.AF, AG, AH)
Figurative Language: 5.B (FIG-1.AG) 5.C (FIG-1.AH) 6.B (FIG-1.AI, AJ, AK) 6.D (FIG-1.AL)
Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.W)

Texts **CR2**

“Digging” by Seamus Heaney
“To Be in Love” by Gwendolyn Brooks
“The Black Unicorn” by Audre Lorde
Selections by Rabindranath Tagore
Selections by William Carlos Williams
Selections by W. H. Auden
Selections from Sylvia Plath

Activities:

Assignments are based on analyzing aspects of structure and figurative language through a variety of poetry selections. Through projects, short writing assignments, and multiple-choice questions paired with lessons, students practice the skills and concepts covered in the unit.

1. In a short writing activity, students will compare how poets impart meaning to a reader through images and structure. The comparative analysis will include the poems “An Irish Airman Foresees His Death” and “Do Not Go Gentle into That Good Night.” **CR5 CR7**
2. After reading “The Flea” by John Donne, students will complete a think-pair-share activity in which they interpret and draw conclusions about the poet’s use of conceit to impart complex meaning. **CR7**
3. As part of the unit-long poet study, students will engage in a classroom discussion to explore stylistic and thematic patterns discovered in Sylvia Plath’s poetry. **CR3 CR5 CR6 CR7**

Unit 9 – *The Awakening*

Overview:

In this full-length text unit, students further develop analytical and evaluative skills to interpret literature at a more complex level. As students read, they will explore the complexity of character development over the course of a narrative while considering how a reader's interpretation of text is affected. Students will closely study how characters respond to the resolution of a story and what those reactions reveal about theme. Students will analyze critical plot events with an emphasis on how deeper meaning is revealed through suspenseful conflict and eventually resolution. Students will continue to practice composition skills, by developing strong thesis statements supported by an effective line of reasoning rooted in claims and sound evidence.

Big Ideas/Skills: Character: 1.B (CHR-1.AE, AF) 1.E (CHR-1.AG, AH) Structure: 3.E (STR-1.AI, AJ) 3.F (STR-1.AK, AL, AM) Narration: 4.C (NAR-1.X, Y, Z) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K)	Texts <i>The Awakening</i> by Kate Chopin
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Activities:

Assignments are based on analyzing aspects of character, structure, and narration in a full-length fictional text. Through projects, short writing assignments, multiple-choice questions paired with lessons, and an essay students practice the skills and concepts covered in the unit.

1. Students will analyze critical plot events that create anticipation and suspense. Students will form a claim about how the event reveals contrast and thematic meaning. Students will articulate their interpretation of the literature in a short writing activity. **CR5 CR8 CR9**
2. In another short writing exercise, students will analyze how contrasting and inconsistent perspectives contribute to the complexity of the text. **CR3 CR6 CR8 CR9**
3. Students will complete a project that results in a multimedia presentation to presents their interpretation of a theme from the text. Students will use the presentation to make a claim about a theme and support their understanding with evidence from the text: characters, setting, plot, narration, and symbolism. The presentation should present a clear line of reasoning. Teachers may choose to have students complete this activity in groups. **CR3 CR4 CR5 CR6 CR7 CR8 CR9**

Unit 10 – Preparing for the Exam

Overview:

Unit ten is a review unit consisting of short lessons revisiting major concepts from each of the previous units. Students complete a unit-level project that includes analysis of a dramatic reading of *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities* by Anna Deavre Smith. These lessons are followed by the completion of two full-length practice exams, including both the multiple-choice and free-response questions (poetry analysis, prose fiction analysis, literary argument).