

Advanced Placement English Literature & Composition Course Syllabus

About the Course

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis within the context of literary works.

This course will give students credit for English Studies 12, Literary Studies 12, and AP English Literature and Composition. Most of the first semester will focus on the BC Curricular Competencies with an introduction to the AP College Board Big Ideas, and then we will continue to focus on the latter and prepare for the optional exam in May. This is a rigorous, enriched class where students who are passionate about literature and writing will have an opportunity to hone their analytic skills at a university level.

Performance Tasks/Assignment Types

Below are some of the types of assignments/tasks that you can expect to do during English 12 AP:

Practice Assessments

Throughout the units, students will be asked to think about texts as they are related to the big ideas of the course. At the end of each unit, students will be given the opportunity to practice their skills using the online Personal Progress Checks on AP Classroom. These will not count towards your grade, but will be used as formative assessment to see how students are progressing with the required AP Skills

Writing

During this course, we will be writing...A LOT! Most writing for this course will be completed in class and will be timed. This is to help students prepare for the rigor of the timed AP exam. While there will be opportunities to take some assignments home, most formal writing assignments are in class. Here are a few examples of types of writing pieces you can expect to complete during this course:

- Timed paragraphs/essays responding to texts read in class. You can expect these to start off as paragraphs at the beginning of the course and transition into longer essays as we progress. These are often first draft responses and are marked as such. These are worded similar to the AP poetry and prose question prompts on the exam.
- Essay questions as required of college-level writers where you will go through the entire writing process including brainstorming, outlining, drafting, peer editing, revision, and self-evaluation. These are generally between two to five pages in length. These are done in class, but you will be given more time to complete them. These ask you to critically think about a text and craft a carefully composed, sophisticated literary argument about the particular work. You will receive feedback on these drafts from your peers and teacher and will be given opportunities to revise. Feedback may be given in written or conference form.
- Imaginative writing including but not limited to: poetry, narrative, and/or imitative structures

- Personal essay/memoir
- Literature reports: These are independent novel study and book reports on a selection of texts from the AP list of longer fiction. Each student will do a different text from the list and will report out to the rest of the class on their findings. There will be four assignments spread throughout the course: a critical analysis poster, seminar/elevator pitch, creative/artistic representation, and a formal presentation. Each of these assignments focuses primarily on the big ideas/function of character, setting, structure, and narration techniques.

Reading

- Reading/responding to/analyzing novels, drama, fiction, nonfiction, and poetry and keeping track of your learning. These journals/reflections are assessed based on your engagement with the materials studied in class, your analysis of the big ideas in the texts read, and completion.
- Use of close reading techniques (such as DIDLS and TPCASTT)

Speaking:

Students will be given various opportunities to demonstrate their speaking abilities in several formal and informal settings.

- Informal settings: Students will practice sharing their interpretations of texts in small group discussions during warm-ups, rotation activities, and informal class discussions. These will happen on a daily basis as we engage with the texts and build a shared understanding as a class.
- Formal settings: Students will be able to formally demonstrate their understandings of course texts in formal literary presentations and during novel study units including Socratic seminars.

Preliminary list of texts and course materials

In the AP English Literature course, all course materials will be made available to students. Some materials will be signed out and sent home, others will be photocopied versions. Some texts are also available online (pending copyright laws) Here is a preliminary list of novels, dramas, and anthologized material. Please note that these are subject to change based on the needs of our class:

Novels, drama, and longer fiction: *Hamlet*, William Shakespeare; *The Handmaid's Tale*, Margaret Atwood; *The Lord of the Flies*, William Golding; *The Great Gatsby*, F. Scott Fitzgerald; *Frankenstein*, Mary Shelley; *Heart of Darkness*, Joseph Conrad; *1984*, George Orwell

Short stories may include the following among others:

"Story of an Hour," Kate Chopin; "The Lottery," Shirley Jackson; "The Legend of the Sugar Girl," Joseph Boyden; "The Ones Who Walk Away from Omelas," Ursula Le Guin; "A Good Man is Hard to Find," Flannery O'Connor; "A Rose for Emily," William Faulkner; "The Jilting of Granny Weatherall," Katherine Anne Porter; "The Masque of the Red Death," Edgar Allan Poe

Poetry may include the following among others:

"If," Rudyard Kipling; "I Am Indian Woman," Jeanette Armstrong; "Photograph of Me," Margaret Atwood; "We Real Cool," Gwendolyn Brooks; "Girl," Jamaica Kincaid; "Still I Rise," Maya Angelou; "I Am Offering This Poem," Jimmy

Santiago Baca; "To A Mouse," Robert Burns; "My Last Duchess," Robert Browning; "How Do I Love Thee," Elizabeth Barrett Browning; "The Sun Rising," John Donne; "A Lament," Percy Shelly; "Crossing the Bar," Alfred Lord Tennyson; "Do Not Go Gentle Into That Good Night," Dylan Thomas; "The Raven," Edgar Allen Poe; "Sounds of Silence," Simon and Garfunkel; "Hollow Men," T.S. Eliot; "Sonnets 18 & 81," William Shakespeare; "Ozymandias," Percy Shelly, "Theme for English B", Langston Hughes

Course Big Ideas

All activities and texts have been carefully crafted and selected to fulfill the College Board's Big Ideas for AP Literature and Composition.

- **CHARACTER (CHR)**
Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **SETTING (SET)**
Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **STRUCTURE (STR)**
Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- **NARRATION (NAR)**
Enduring Understanding NAR-1: A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text
- **FIGURATIVE LANGUAGE (FIG)**
Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- **LITERARY ARGUMENTATION (LAN)**
Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Course Schedule/Student Activities

This is a linear course where students gain credit for three classes. That means you will have English every day for one block all year.

This schedule outlines what skills we will be focusing on and a list of *possible* texts that we will read during that unit. However, this list is not exhaustive or final as I may add or delete texts to fit the needs of our class. The timeline is also flexible and meant as a guideline as we may need to spend additional time on particular skills if the class needs more practice.

Course Theme:

Power and privilege in society – who creates it, who has it, how much of it do we have, how much does it influence us?

Unit Title & Approximate Timing	Possible Texts/Readings	Skills	Examples of Instructional Activities
Introductory Unit 2-3 weeks	<ul style="list-style-type: none"> - <i>Prisoner of Tehran: A Memoir</i> by Marina Nemat - “There’s No Recipe for Growing Up” by Saachi Koul - “Me Talk Pretty One Day” by David Sedaris - “Goodbye to All That” by Joan Didion - “The Truth About Stories” by Thomas King 		<ul style="list-style-type: none"> - Introduction to course structure, AP Exam, and course theme of power - Assessment: Initial writing assessment (formative) - Memoir readings and narrative writing - Writing boot camp (basic grammar and sentence structure activity) - Historical context research (literary eras/movements presentation)
UNIT 1-3 Theme/Essential Question: <i>Power and Identity</i> How does the power of society and culture shape our identity?			
Unit 1: Short Fiction I 3 weeks	A selection of short fiction which may include, but is not limited to, the following: <ul style="list-style-type: none"> - “Story of an Hour” by Kate Chopin - “The Lottery” by Shirley Jackson - “The True Tragedy of Attiwapiskat” by Joseph Boyden (Article) - “The Legend of the Sugar Girl” by Joseph Boyden - “The Ones Who Walk Away from Omelas” - “A Good Man is Hard to Find” Flannery O’Connor 	<p>CHARACTER CHR-1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p>SETTING SET-2.A Identify and describe specific textual details that convey or reveal a setting.</p> <p>STRUCTURE STR-3.A Identify and describe how plot orders events in a narrative. STR-3.B Explain the function of a particular sequence of events in a plot.</p> <p>NARRATIVE NAR-4.A Identify and describe the narrator or speaker of a text.</p>	<ul style="list-style-type: none"> - Activity: for “The Story of an Hour,” we will be reviewing strategies for how to read and annotate a text. Students will practice their conversation with the text while focusing on what textual details are given that can reveal details about character (CHR-1.A). After reading, students will chunk the text into 4 sections: when Mrs. Mallard hears the news, holding back, letting go, and the revelation. Students will explain how each section of the story reveals additional information about Mrs. Mallard’s character development throughout the story, first by annotating on the text itself and then by using a graphic organizer in their learning logs. - Practice: Complete Personal Progress Check MCQ for Unit 1 - Practice: Complete Personal Progress Check FRQ for Unit 1 - Assessment: Using the graphic organizer for “The Story of an Hour,” students will develop and revise a paragraph that asserts a claim about Mrs. Mallard’s perspective as it is shaped by her husband, by the environment,

		<p>NAR-4.B Identify and explain the function of point of view in a narrative.</p> <p>LITERARY ARGUMENTATION LAN-7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p>	<p>or by society. Students will practice making a claim and using details from the text as evidence.</p> <ul style="list-style-type: none"> - Assessment: Students will complete a paragraph where they will respond to the prompt: "What kind of power structures exist in 'The Lottery' and 'The Ones Who Walk Away From Omelas' and how are they upheld by these societies? How are these accentuated through the author's tone and diction?" - Assessment (tied back to course theme): Students will respond to the following prompt using any story of their choosing from the Short Fiction I unit. The paragraph must include a claim and textual evidence to support that claim: "Society/culture has the power to shape one's identity". Students will share these in groups (ideally with those who analysed the same text), get peer feedback, revise, and resubmit for teacher assessment using the AP rubric.
<p>Unit 2: Poetry I 3 weeks</p>	<p>A selection of poetry which may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> - "I Am Indian Woman" by Jeanette Armstrong (poem) - "Photograph of Me" by Margaret Atwood - "We Real Cool" by Gwendolyn Brooks - "Still I Rise" by Maya Angelou - "I Am Offering This Poem" by Jimmy Santiago Baca - "To A Mouse" by Robert Burns - "My Last Duchess" by Robert Browning 	<p>CHARACTER CHR-1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>STRUCTURE STR-3.C Explain the function of structure in a text. STR-3.D Explain the function of contrasts within a text.</p> <p>FIGURATIVE LANGUAGE FIG-5.B Explain the function of specific words and phrases in a text. FIG-6.A Identify and explain the function of a simile. FIG-6.B Identify and explain the function of a metaphor.</p> <p>LITERARY ARGUMENTATION FIG-7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself</p>	<ul style="list-style-type: none"> - Activity (focus on structure and figurative language): Students will read "I am Offering This Poem" in chunks focusing on stanza structure. Each group will be given a different stanza that they are responsible for summarizing. Then they will read the whole poem as a class and explore how each stanza conveys meaning on its own, but also how it relates to the stanza that comes before it. Students will reflect on how the author's deliberate structure impacts meaning. After, students will shift focus to figurative language and the use of metaphor and simile in the poem, paying particular attention to how specific traits of the objects in the poem are compared. Students will use chart paper/ graphic organizers to gather their thoughts and then report back to the class. - Practice: Complete Personal Progress Check MCQ for Unit 2 - Practice: Complete Personal Progress Check FRQ for Unit 2 - Assessment: Students will write a timed, in-class essay in response to a past AP Poetry Analysis Prompt to introduce them to the expectations of the exam. - Assessment (tied back to course theme): Students will respond to the following prompt

			<p>using any poem of their choosing from the Poetry I unit. The paragraph must include a claim and textual evidence to support that claim: "Society/culture has the power to shape one's identity". Students will share these in groups (ideally with those who analysed the same text), get peer feedback, revise, and resubmit for teacher assessment using the AP rubric.</p> <ul style="list-style-type: none"> - Assessment Note: Independent Novel Study assignment #1 is due at the end of this unit.
<p>Unit 3: Longer Fiction I</p> <p>Longer fiction: 3 weeks</p>	<p><i>Frankenstein</i> by Mary Shelley</p>	<p>CHARACTER CHR-1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. CHR-1 .B Explain the function of a character changing or remaining unchanged.</p> <p>SETTING SET-2.A Identify and describe specific textual details that convey or reveal a setting.</p> <p>STRUCTURE STR-3.E Explain the function of a significant event or related set of significant events in a plot. STR-3.F Explain the function of conflict in a text.</p> <p>LITERARY ARGUMENTATION LAN-7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<ul style="list-style-type: none"> - Activity/Assessment: For this unit, we will be structuring our reading of Shelley's <i>Frankenstein</i> in literature circle groups. Each group will have four students, each rotating roles each week. Each role focuses on a different skill/big idea from the AP curriculum; these include describing the function of character, structure/plot, and setting and practicing literary argument/paragraph writing skills. For the first three roles, there will be some flexibility in how students choose to demonstrate their understanding of these big ideas. Students will also have the opportunity to demonstrate their understanding of the big ideas in oral form as we will be holding Socratic seminars (student-run discussions) after each section. - Timing for the unit: <ul style="list-style-type: none"> o Reading/work day #1 o Discussion day & assignment #1 due o Reading/work day #2 o Discussion day & assignment #2 due o Reading/work day #3 o Discussion day & assignment #3 due o Reading/work day #4 o Discussion day & assignment #4 due - Practice: Complete Personal Progress Check MCQ for Unit 3 - Practice: Complete Personal Progress Check FRQ for Unit 3 - Assessment: Essay Students will go through the entire writing process to write this essay including pre-writing, drafting, peer/teacher feedback, revision, and submission. This will be done in class over several periods. Students will be given a choice from a few different prompts and these will be given out on the day the

		<p>LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>LAN-7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>essay is assigned. The prompts could focus on, but are not limited to, the unit theme, setting, character, or structure.</p> <ul style="list-style-type: none"> - Using Mary Shelley's <i>Frankenstein</i>, students write a claim arguing that either Victor or the Creature is the villain of the novel. Students will develop their thesis statement to include their claim as well as a clause or phrase that analyzes how the complex nature of the character's villainy contributes to an interpretation of the work as a whole. Students will then complete a first draft of an essay using the newly drafted thesis and revise it over the course of several class periods. Students will go through the writing process gaining specific feedback on the quality of their thesis statement and the evidence selected to support that statement/ line of reasoning. This will be assessed using the AP 6-point rubric.
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UNIT 4-6 Theme/Essential Question: Power and Mortality
How does the consciousness of our mortality have power over us?

<p>Unit 4: Short Fiction II</p> <p>3 weeks</p>	<p>A selection of short fiction which may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> - "A Rose for Emily" by William Faulkner - "Girl" by Jamaica Kincaid - "If" by Rudyard Kipling (poem) - "The Jilting of Granny Weatherall" by Katherine Anne Porter - "The Masque of the Red Death" by Poe 	<p>CHARACTER</p> <p>CHR-1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>CHR-1.C Explain the function of contrasting characters.</p> <p>CHR-1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.</p> <p>SETTING</p> <p>SET-2.B Explain the function of setting in a narrative.</p> <p>SET-2.C Describe the relationship between a character and a setting.</p> <p>STRUCTURE</p> <p>STR-3.A Identify and describe how plot orders events in a narrative.</p> <p>STR-3.D Explain the function of contrasts within a text.</p> <p>NARRATION</p>	<ul style="list-style-type: none"> - Activity: Read the short story "A Rose for Emily" as a class and students will practice their annotation skills on the text. Students will be divided into groups and assigned a section of the story. Students will focus the reading of their section on setting details and will list specific textual evidence that reveals the setting. - Activity 2: Students will focus their analysis on narration and the narrator's perspective. Students will work in groups using a graphic organizer to identify the narrator and determine the narrator's reliability. In their graphic organizer, students will consider key details about Emily provided by the narrator, plausible explanations for how the narrator could know these key details, and key details about Emily that the narrator does not provide. Students will then share their findings back to the class in an informal class discussion. - Activity 3: Students will shift their analysis on how diction, imagery, details, language, and syntax in certain portions of the story convey the narrator's and the other community members' complex relationship with Emily. They will add this information to their graphic organizers from the previous class.
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		<p>NAR-4.A Identify and describe the narrator or speaker of a text. NAR-4.B Identify and explain the function of point of view in a narrative. NAR-4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</p> <p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN-7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<ul style="list-style-type: none"> - Assessment/Essay #2: Students will have an opportunity to express their opinions/analysis from "A Rose for Emily" in a literary argument essay. The topics will be focused on the reliability of the narrator, how setting contributes to the meaning, and/or how a group force functions as a character in the story. - Practice: Complete Personal Progress Check MCQ for Unit 4 - Practice: Complete Personal Progress Check FRQ for Unit 4
<p>Unit 5: Poetry II 2-3 weeks</p>	<p>A selection of poetry which may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> - "How Do I Love Thee" Browning - "The Sun Rising" by John Donne - "A Lament" by Percy Shelly - "Crossing the Bar" by Alfred Lord Tennyson - "Do Not Go Gentle Into That Good Night" by Dylan Thomas 	<p>STRUCTURE STR-3.C Explain the function of structure in a text.</p> <p>FIGURATIVE LANGUAGE FIG-5.A Distinguish between the literal and figurative meanings of words and phrases. FIG-5.B Explain the function of specific words and phrases in a text. FIG-5.D Identify and explain the function of an image or imagery. FIG-6.B Identify and explain the function of a metaphor. FIG-6.C Identify and explain the function of personification. FIG-6.D Identify and explain</p>	<ul style="list-style-type: none"> - Activity (skill focus on Figurative language): students will read "A Lament," "Crossing the Bar," and "Do Not Go Gentle into That Good Night" as a class. After reading each poem, students will identify words that reveal the author's tone and contribute to the meaning in groups. Students will use chart paper/graphic organizers to share their selected words. - Practice: Complete Personal Progress Check MCQ for Unit 5 - Practice: Complete Personal Progress Check FRQ for Unit 5 - Assessment Essay #3: Students will respond to the following prompt using any story/poems from Short Fiction II and Poetry II. The essay must include a claim, evidence to support that claim, and follow a line of reasoning. They should include one poem and one story in the literary analysis. This is a way for students to

	<ul style="list-style-type: none"> - “The Raven” by Edgar Allan Poe - “The Odyssey” by Homer - “Siren Song” by Atwood - A variety of other poems during stations activities to analyze various devices 	<p>the function of an allusion.</p> <p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN-7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>connect what we have read this unit to the course themes.</p> <ul style="list-style-type: none"> ○ Prompt: How does the consciousness of our mortality have power over us? <p>- Assessment Note: Independent Novel Study assignment #2 is due at the end of this unit.</p>
<p>Unit 6: Longer Fiction II 3-4 weeks</p>	<p><i>Hamlet</i> by William Shakespeare</p>	<p>CHARACTER CHR-1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. CHR-1.C Explain the function of contrasting characters. CHR-1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p> <p>STUCTURE STR-3.A Identify and describe how plot orders events in a narrative. STR-3.B Explain the function of a particular sequence of events in a plot. STR-3.D Explain the function of contrasts within a text.</p> <p>NARRATION NAR-4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s</p>	<ul style="list-style-type: none"> - Activities: Read the text scene-by-scene as a class and focus on topical/thematic issues throughout each scene. Students will be asked to do the following during each scene/section as noted on the unit PowerPoint: <ul style="list-style-type: none"> ○ Warm-up questions in learning logs ○ Informal group discussions ○ Personal reflections/journals to make text to self connections ○ Scene packs that analyze character, plot, and literary devices ○ Connections back to texts read in previous units (“Masque of the Red Death” and “Do Not Go Gentle into That Good Night”) - Assessment/In-class writing practice: ACT 3 Have students draft a literary argument that analyzes how Hamlet’s “To be or not to be” soliloquy reveals his conflicting perspectives and motives, particularly through the contrasting ideas and images in the soliloquy. In pairs, ask students to read each other’s arguments and critique the degree to which the peer has justified their claims through clear, logical explanations that articulate relationships among textual evidence, the line of reasoning, and the thesis.

		<p>perspective. NAR-4.D Explain how a narrator’s reliability affects a narrative.</p> <p>FIGURATIVE LANGUAGE FIG-5.C Identify and explain the function of a symbol.</p> <p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN-7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<ul style="list-style-type: none"> - Practice: Complete Personal Progress Check MCQ for Unit 6 - Practice: Complete Personal Progress Check FRQ for Unit 6
<p>UNIT 7-9 Theme/Essential Question: Power and Immortality How does literature have the power to immortalize?</p>			
<p>Unit 7: Short Fiction III 3-4 weeks</p>	<p>A selection of short fiction which may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> - “Barney” by Will Stanton - Excerpts from <i>The Picture of Dorian Gray</i> by Oscar Wilde 	<p>CHARACTER CHR-1.B Explain the function of a character changing or remaining unchanged. CHR-1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</p> <p>SETTING SET-2.B Explain the function of setting in a narrative. SET-2.C Describe the relationship between a character and a setting.</p> <p>STRUCTURE STR-3.A Identify and describe how plot orders events in a narrative. STR-3.B Explain the function</p>	<ul style="list-style-type: none"> - Activity/Assessment: This novel is an account of Marlow’s two journeys—his physical trip up the river and the psychological development that trip elicits. The travelogue will allow students to record story elements in a timely fashion to better understand how each of the journeys affects the other. <ul style="list-style-type: none"> ○ For each section of the novel, fold a sheet of paper in half vertically. On one half of the sheet, students should record details of the story and their realizations about the physical journey—places, plot events, characters encountered, and so on. ○ On the other half, students should record Marlow’s psychological realizations as they occur. Record the elements approximately as they occur. For instance, if a realization comes halfway through a section, that realization should

		<p>of a particular sequence of events in a plot.</p> <p>NARRATION NAR-4.D Explain how a narrator’s reliability affects a narrative.</p> <p>FIGURATIVE LANGUAGE FIG-5.C Identify and explain the function of a symbol. FIG-5.D Identify and explain the function of an image or imagery. FIG-6.A Identify and explain the function of a simile. FIG-6.C Identify and explain the function of personification.</p> <p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>appear on the psychological side about halfway down the page. If the Russian Sailor’s coming aboard the steamer at the Inner Station is the last physical event that occurs in the section, it should appear at the bottom of the page.</p> <ul style="list-style-type: none"> - Practice: Complete Personal Progress Check MCQ for Unit 7 - Practice: Complete Personal Progress Check FRQ for Unit 7 - Assessment Note: Independent Novel Study assignment #3 is due at the end of this unit.
<p>Unit 8: Poetry III 2 weeks</p>	<p>A selection of poetry which may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> - “Sounds of Silence” by Simon and Garfunkel - “Hollow Men” by T.S. Eliot - “Starry Night” by Anne Sexton - Shakespearean Sonnets (18 & 81) - “Ozymandias” by Percy Shelly 	<p>STRUCTURE STR-3.C Explain the function of structure in a text. STR-3.D Explain the function of contrasts within a text.</p> <p>FIGURATIVE LANGUAGE FIG-5.B Explain the function of specific words and phrases in a text. FIG-5.C Identify and explain the function of a symbol. FIG-6.B Identify and explain the function of a metaphor. FIG-6.D Identify and explain the function of an allusion.</p>	<ul style="list-style-type: none"> - Activity: Read the poem “Hollow Men” by T.S. Eliot as a class. Students will complete a TPCASTT analysis for this poem and annotate it. After, students will listen to the song “The Day the Music Died” and complete an informal, in-class response comparing the function of word choice in the song and poem. They will also reflect on how these word choices helped them connect with the pieces. - Practice: Complete Personal Progress Check MCQ for Unit 8 - Practice: Complete Personal Progress Check FRQ for Unit 8 - Assessment Essay #4: Students will respond to the following prompt using any story/poems from Short Fiction III and Poetry III. The essay must include a claim, evidence to support that

	<p>- "Intimations of Immortality" by Wordsworth</p>	<p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN-7.E Demonstrate control over the elements of composition to communicate clearly</p>	<p>claim, and follow a line of reasoning. They should include one poem and one story in the literary analysis. This is a way for students to connect what we have read this unit to the course themes.</p> <ul style="list-style-type: none"> ○ Prompt: How does literature have the power to immortalize? (topic: immortality and power)
<p>Unit 9: Longer Fiction III 4-5 weeks</p>	<p>1984 by George Orwell</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><i>The Handmaid's Tale</i> by Margaret Atwood</p> <p><i>Heart of Darkness</i> by Joseph Conrad</p> <p><i>The Lord of the Flies</i> by William Golding</p>	<p>CHARACTER CHR-1.B Explain the function of a character changing or remaining unchanged. CHR-1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p> <p>STRUCTURE STR-3.E Explain the function of a significant event or related set of significant events in a plot. STR-3.F Explain the function of conflict in a text.</p> <p>NARRATION NAR-4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</p> <p>LITERARY ARGUMENTATION LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation</p>	<ul style="list-style-type: none"> - Activity: This unit will be structured like the <i>Frankenstein</i> unit where students will analyse the novel in groups using a literature circles format. This will include assignments focused on character, structure/plot, setting, and literary argument. Students will also share their understanding of the text in class discussions. - Practice: Complete Personal Progress Check MCQ for Unit 9 - Practice: Complete Personal Progress Check FRQ for Unit 9 - Assessment Note: Independent Novel Study assignment #4 is due at the end of this unit

		<p>of literature and that may establish a line of reasoning.</p> <p>LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning</p>	
Literacy Assessment and AP Exam Prep			

Assessment

Students will be assessed using a variety of criteria to fulfill the course requirements for English Studies 12, Literary Studies 12, and AP Literature and Composition. Some of these assessment tools will include the College Board scoring rubrics, BC Ministry of Education Literacy 12 Assessment rubrics, BC Ministry of Education proficiency scale, department-made rubrics, and class-generated rubrics.

Letter Grade/%	Descriptor	Description of Student Understanding
A 86-100%	Extending	The student demonstrates a sophisticated understanding and excellent performance in relation to expected learning.
B 73-85%	Proficient	The student demonstrates a complete understanding and very good performance in relation to expected learning.
C+ 67-72%	Developing	The student demonstrates a partial understanding and good performance in relation to expected learning.
C 60-66%	Emerging	The student demonstrates a partial understanding and satisfactory performance in relation to expected learning.
C – 50-59%	Emerging	The student demonstrates and initial understanding and minimally acceptable performance in relation to expected learning.
I	In progress/ Incomplete	The student, for a variety of reasons, is unable to show an initial understanding and is not demonstrating minimally acceptable performance in relation to expected learning.
F 0-49%	Failed (end of course)	The student was unable to show an initially understanding and has not demonstrated the minimally acceptable performance in relation to expected learning.

About the AP Exam

Students are encouraged to take the opportunity to write the AP exam on May 3, 2023 to achieve the AP credit (credit for first year college/university English) depending on what they score. There is a fee to write the exam – \$97 USD if signed up before November 16 and \$137 USD if signed up after November 16 – and the deadline is March 15. If any students have concerns about paying this fee, please come and speak with me. Payment can be made via schoolcashonline.

Exam Format (retrieved from College Board Website). Please refer to the AP scoring rubrics handed out in class for specific details on how the free-response questions will be marked.

Section 1: Multiple Choice 45% of Exam Score

55 Questions | 1 Hour

Includes 5 sets of questions with 8–13 questions per set.

Each set is preceded by a passage of prose fiction, drama, or poetry of varying difficulty.

The multiple-choice section will always include at least 2 prose fiction passages (this may include drama) and at least 2 poetry passages.

Section 2: Free Response 55% of Exam Score

3 Questions | 2 Hours (recommended 40 minutes per essay)

Students write essays that respond to 3 free-response prompts from the following categories:

A literary analysis of a given poem

A literary analysis of a given passage of prose fiction (this may include drama)

An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student