Quarter One: Cultural Constructs (and Chains)

Unit 1 (approximately 8 weeks)
Theme = “the dark places of the earth”

Essential Questions:
- What social responsibility do I have to society?
- What can we do to avoid repeating mistakes made in history?
- How can I effectively articulate my opinions and perspectives?
- How do I ensure that I am developing the skills that I will need to succeed on the AP Literature exam?

Literary Critical Lenses: Postcolonial, Psychological, Historical, Biographical

Anchor Text:
- The Poisonwood Bible (1998), Kingsolver (summer reading)
- Heart of Darkness (1899), Joseph Conrad (summer reading)
- Things Fall Apart (1958), Achebe
- Invisible Man (1952), Ellison

Supplemental Texts: “The Hollow Men” (1925), T.S. Eliot
- “An Image of Africa” (1975), Achebe
- “The White Man’s Burden” (1899), Kipling
- “The Astronomer’s Wife” (1936), Boyle
- Introduction to the textbook (DiYanni anthology)
- Metamorphosis (1915), Kafka
- selected articles of literary criticism regarding Conrad and, later, Kafka

How to Read Literature Like a Professor (2003), Thomas C. Foster (summer reading)
Writers Inc. as needed for writing reference and terms

Developed Writings:
- 3-5 reader response pieces (related to summer readings, both digital and print)
- 1-2 short close readings
- 4-5 major work reductions

Formal Writings:
- 2 literary analysis pieces (literary analysis using a postcolonial lens to view The Heart of Darkness; literary analysis including Achebe’s message concerning the cultural impact on the Ibo people, the village, and the protagonist in Things Fall Apart)

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect epistrophe), effective thesis statements, integration of snippets of text into writing for support,
- 5 Grammatical Brushstrokes, 13 Smiley Face Tricks, 6+1 Traits of Writing, punctuation variety,
- Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: Vocabulary from context and tone vocabulary; Monday –Friday word study will begin (see AP vocabulary lists in corresponding curriculum units)

Technology Focus: summer blog, Google tools, online portfolio, library media information literacy skills, online presentation tools (such as Prezi), Google tools, podcasts

AP Lit Exam Practice: introduction to the structure and protocol of the AP Exam
- Full Pretest with Sample MC Exam and essay questions (prose, poetry, and open-ended)
- 1 timed AP open-ended essay (using The Invisible Man)
- Friday AP practice sessions begin
Quarter Two: Free to be Me
Unit 2 (approximately 3 weeks)
Theme = “the world around me”

Essential Questions:
What is the effect of literary devices used in short stories?

Genre Study: Short Story

How to Read Literature Like a Professor, Thomas C. Foster
Writers Inc. as needed for writing reference and terms
Outside novel of choice (selected from the College Board & AP Literature suggested reading lists)

Developed Writings:
1-2 reader response pieces
1-2 short close readings

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora), effective thesis statements, integration of snippets of text into writing for support,
5 Grammatical Brushstrokes, 6+1 Traits of Writing, punctuation variety,
Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: basic literary terminology; Monday –Friday word study (see AP vocabulary lists in corresponding curriculum units)

Technology Focus: summer blog, Google tools, online portfolio, library media information literacy skills

AP Lit Exam Practice: Friday AP practice sessions continue
Practice objective test with prose passages
Practice essay (timed) with prose passage

Unit 3 (approximately 3 weeks)
Theme = “this is just to say”

Essential Questions:
What are the forms, structures, and purposed of poetry and how may I become a close reader of poetry at an advanced level?

Genre Study: Poetry (with a focus on explication)
Anchor Text: poetry selections from DiYanni anthology

Supplemental Texts: poetry selections
Selected articles of literary criticism and research (based on students’ selections)

How to Read Literature Like a Professor, Thomas C. Foster

Developed Writings:
1-2 reading response pieces
1-2 short close readings

Formal Writings:
1 original emulation poem

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support,
5 Grammatical Brushstrokes, 6+1 Traits of Writing, punctuation variety,
Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: Poetic devices and terminology, Monday AP Vocabulary Quizzes

Technology Focus: class blog, class poetry wiki or Google presentation (or other online collaborative device), online portfolio

AP Lit Exam Practice: Friday AP practice sessions continue, with a focus on poetry passages (objective and essay)
Unit 4 (approximately 3 weeks)
Themes = “imagining of the self” and “her position in the universe”

Essential Questions:
What responsibility do I have to society?
How do I resolve my responsibilities to myself with those to my family, school community, and world?
To what extent am I governed or shaped by gender norms and constructs?
How have my experiences led me to an “imagining of the self?”

Literary Critical Lenses: Feminist, Historical
Anchor Texts: Jane Eyre (1847), C. Bronte
Supplemental Texts: “She Unnames Them” (1985), LeGuin
“When We Dead Awaken” (1979), Rich
“The Yellow Wallpaper” (1982), Gilman
“Why I Wrote the Yellow Wallpaper,” Gilman
excerpts from Enlightened Sexism: The Seductive Message that Feminism’s Work is Done (2010), Douglas
poems from the textbook: Rukeyser, Rich, Clifton, etc.
Suggested Texts: The Awakening (1899), Kate Chopin
On Lies, Secrets, and Silence (1979), Rich
Backlash (1991), Faludi
Reviving Ophelia (1994), Pipher

Developed Writings: 3-4 letter essays (dialoguing with a partner, 6-10 pages), 1 close reading piece, 1 major work reduction

Formal Writings: 1 film/documentary reflective response

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support, 5 Grammatical Brushstrokes, 6+1 Traits of Writing, punctuation variety, Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: literary terminology, AP vocabulary lists, terminology related to gender construction

Technology Focus: Google Documents, class blog, online portfolio, library media information literacy skills

AP Lit Exam Practice: Friday AP practice sessions continue (using AP-like assessments related to Jane Eyre)
1 timed AP practice essay

Unit 5 (approximately 1 week)
Theme = “this is what it is to be happy”

Essential Questions:
What leadership skills have I developed?
How do we, in the face of adversity and chaos, make our own happiness?
What are the characteristics of a Bildungsroman?
How might my own readings be enriched by my participation in a literature circle?

Literary Critical Lenses: Reader Response, Biographical
Anchor Text: novels for small literature circles, including
The Bell Jar (1963), Plath The Color Purple (1982), Walker
Ordinary People (1976), Guest Catcher in the Rye (1951), Salinger
Siddhartha (1922), Hesse

Developed Writings: 2-3 literature circle pieces, 1-2 blog entries (digital), 1 major work reduction

Formal Writings: 1 literary analysis piece

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: literary terminology, AP vocabulary lists

Technology Focus: class blog, online portfolio, library media information literacy skills

AP Lit Exam Practice: Friday AP practice sessions continue (objective & essays 1-3)
1 timed AP practice essay
Quarter Three: Creation and Damnation

Unit 6 (approximately 5 weeks)
Theme = “perdition catch my soul”

Essential Questions:
What responsibility do I have to society?
What rules or principles do I use for how I treat others?
How important is reputation, and how do I (if possible) shape mine?

Literary Critical Lenses: Postcolonial, Psychological

Anchor Text: Othello (1622), Shakespeare
Supplemental Texts: Shakespearean sonnets
“Goats and Monkeys” (1965), Walcott
“The Development of Shakespeare’s Imagery,” Clemen
additional critical essays on Othello
Film clips from a variety of play versions, including Othello (1995), Dir. Oliver Parker
Tough Guise (2000), with Jackson Katz

Suggested Texts: other plays by Shakespeare


Outside novel of choice for Literary Legacies Research Project

Formal Writings: 1st research essay (Literary Legacies Project), 1 close reading (analytical, argumentative evaluation of the artistry and quality of Othello)

Writing Skills: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support, 5 Grammatical Brushstrokes, 13 Smiley Face Tricks, 6+1 Traits of Writing, punctuation variety, Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: literary terminology, Shakespearean language and terms

Technology Focus: podcasts, class blog, online portfolio, library media information literacy skills

AP Lit Exam Practice: Friday AP practice sessions continue
1-3 time AP practice essays

Unit 7 (approximately 4 weeks)
Theme = “the best blessings of existence”

Essential Questions:
What rules or principles do I use for how I treat others?
How do I resolve my responsibilities to myself with those to my family, school community, and world?

Literary Critical Lenses: Formalist, Historical, Feminist

Anchor Text: Pride and Prejudice (1813), Jane Austen

essays from Readings on Jane Austen, Swisher, ed.
“Nice to Eat with You,” HTTLLAP, Foster
selected articles of literary criticism regarding Austen and her contemporaries

Suggested Texts: additional Austen novels
additional period novels

Developed Writings:
1 reader response journal with multigenre entries,
1 film review
1 major work reduction

Formal Writings:
1-2 Austen emulation pieces
1 literary analysis (focus on style, feminist lens)
Quarter Four: Chasing the Dream

Unit 8 (approximately 3 weeks)
Theme = “dreams deferred”

Essential Questions:
What is the American Dream? Why do some achieve it while others are cut out?
What is the importance of being “well liked” and popular?
How do we form our identities?
How do capitalism and modernization affect American workers?

Genre Study: Plays AP
Anchor Text: Death of a Salesman (1949) Miller
Selected plays from DiYanni anthology and additional anthologies, usually including Course Textbooks: Literature: Reading Fiction, Poetry, Drama, and the Essay, 3rd Edition, Robert DiYanni

Outside novel of choice (selected from the College Board & AP Literature suggested reading lists)

Developed Writings: 1 close reading essay, 1 AP practice essay, 1 blog entry

Formal Writings: 1 literary interpretation piece, 2nd research essay (Literary Legacies Research Project)

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support, 5 Grammatical Brushstrokes, 6+1 Traits of Writing, punctuation variety, Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: Review of AP Vocabulary lists and AP Lit literary terms lists

Technology Focus: class blog, online AP practice exams, online portfolio, library media information literacy skills

AP Lit Exam Practice: Friday AP practice sessions continue
2-3 AP practice essays

Unit 9 (approximately 3 weeks)
Theme = “imagining based on facts”

Essential Questions:
How do I know that I am ready for the AP exam? (review)
What steps and strategies does a close reader practice? (review)

Genre Study: Short Stories, Poems, AP Exam Essays
Anchor Text: selected short stories from DiYanni anthology and additional anthologies, usually including O’Connor, Hemingway, and others

Developed Writings: 3+ final practice AP essays, drafts for Literary Legacies Research Project

Writing Skills Focus: varied sentence lengths, forms, structures, and beginnings, parallelism, repetition for effect (anaphora, epistrophe), effective thesis statements, integration of snippets of text into writing for support, 5 Grammatical Brushstrokes, 6+1 Traits of Writing, punctuation variety, Bear Words, as well as a variety of additional minilessons related to grammar, mechanics, and craft

Word Study Focus: Final Review of AP Vocab and AP Lit literary terms lists

Technology Focus: Various Web 2.0 tools, online AP practice exams, online portfolio, library media information literacy skills

AP Lit Exam Practice: 1-2 weeks devoted to AP Final Preparation and Practice (weeks leading up to exam)
Unit 10 (approximately 3 weeks)
Theme = “the breathings of your heart”

Essential Questions:
How does one bid farewell to a life chapter with grace and sincerity?
How can I effectively communicate my opinions and perspectives?
How can I create the world in which I want to live?
What leadership skills will I take with me after graduation?

Genre Study: Research Writing, Original Poetry, Digital Media
Anchor Texts: Students’ choice novels for Literary Legacies Research Projects

Formal Writings:
- 2-3 poems contributed to the Class Anthology,
- 1 piece related to Literary Gift Exchange,
- 1 Farewell piece, 3rd paper for the Literary Legacies Research Project,
- 1 digital piece

Field Trip: 1 trip to neighboring university library to gather sources for 3rd paper of the Literary Legacies Project

Writing Skills: research writing, revision, publication preparation (the anthology, research projects, digital stories)

Technology Focus: digital (film) short or digital story, online portfolio, library media information literacy skills