Texts for the Course*

GRAMMAR AND STYLE RESOURCES:

- The Purdue University Online Writing Lab (online)
- Grammar Bytes (online)
- The UNC at Chapel Hill Writing Center 'Tips and Tools' (online)
- Grammarbook (online)

NOVELS AND PLAYS:

- Brave New World, by Aldous Huxley
- Frankenstein, by Mary Shelley
- Hamlet, by William Shakespeare [if you purchase this book, I strongly recommend the Oxford edition]
- Sula, by Toni Morrison
- Their Eyes Were Watching God, by Zora Neale Hurston
- The Kite Runner, by Khaled Hosseini
- Things Fall Apart, by Chinua Achebe

SHORT STORIES:

- "Apollo" by Chimamanda Ngozi Adichie
- "Birthday Party" by Katherine Brush
- "Bloodchild" by Octavia Butler
- "Everyday Use" by Alice Walker
- "Girl" by Jamaica Kincaid
- "A Good Man Is Hard to Find" by Flannery O'Connor
- "Harrison Bergeron" by Kurt Vonnegut
- "Hills Like White Elephants" by Ernest Hemmingway
- "Interpreter of Maladies" by Jhumpa Lahiri
- "The Ones Who Walk Away from Omelas" by Ursula K. LeGuin
- "A Pair of Tickets" by Amy Tan
- "Saboteur" by Ha Jin
- "The Tell-Tale Heart" by Edgar Allen Poe
- "A Very Old Man with Enormous Wings" by Gabriel García Márquez
- "Young Goodman Brown" by Nathaniel Hawthorne

POEMS:

- "The Ballad of Reading Gaol" by Oscar Wilde
- "The Bells" by Edgar Allen Poe
- "Chess" by Aimee Nezhukumatathil
- "Dulce Et Decorum Est" by Wilfred Owen
- "The Facts of Art" by Natalie Diaz
- "The Flea" by John Donne
- "Grief" by Elizabeth Barrett Browning
- "Ode" by Elizabeth Alexander
- "One Art" by Elizabeth Bishop
- "Pied Beauty" by Gerard Manley Hopkins
- "Sestina" by Elizabeth Bishop
- "Slam, Dunk, and Hook" by Yusef Komunyakaa
- "song for the kicked out" by Kay Ulanday Barrett
- "A Valediction: Forbidding Mourning" by John Donne
- "A Valediction Forbidding Mourning" by Adrienne Rich
- "When I Have Fears That I May Cease To Be" by John Keats
- "The Second Coming" by William Butler Yeats

FILMS:

- Hamlet, Dir. Kenneth Branaugh
- "Sunshine Through the Rain" (from 夢Yume/Dreams), Dir. Akira Kurosawa
- Pan's Labyrinth/El Laberinto Del Fauno, Dir. Guillermo Del Toro
- The City of Lost Children/La Cité Des Enfants Perdus, Dir. Jean-Pierre Jeunet, Marc Caro

*Note: Many of the short stories and poems above are in your textbook or up on Google Classroom, if you are curious.

Course Outline: Units 1-3 (Weeks 2-9)

- Note that the reading for Unit 3 overlaps with Unit 2 as homework.
- Major graded assignments are in bold. All parts of this outline subject to change.

ESSENTIAL QUESTIONS:

- How do people decide what is beautiful in an individual, and in themselves?
- What does it mean to be included, and what does it mean to be an exception and how do both of these ideas relate to the quest to find one's own identity?
- How does one find friendship, love, and belonging in difficult and complicated circumstances?
- Families, given and chosen: how do we value different kinds of close relationships, and how can preconceptions sometimes complicate our emotional perceptions? Is the blood of the covenant thicker than the water of the womb?

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SUMMER WORK/CLASS INTRODUCTION

	Week 1	The Kite Runner Reading Quiz; Summer Assignment Due
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UNIT 1 OUTLINE (Introduction to prose)

Week 2	"Girl," "A Pair of Tickets"
Week 3	"A Pair of Tickets"; "Birthday Party"; Personal Progress Check #1

UNIT 1 STANDARDS AND SKILLS:

- **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 4.A Identify and describe the narrator or speaker of a text.
- 4.B Identify and explain the function of point of view in a narrative.
- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

UNIT 2 OUTLINE (Introduction to poetry)

Week 4	Check out Sula; "One Art," "Sestina"; Micro-Analysis
	Sula Part 1 Reading Quiz; "Pied Beauty," "Slam, Dunk & Hook," "song for the kicked out"; Personal Progress Check 2

UNIT 2 STANDARDS AND SKILLS:

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- **3.C** Explain the function of structure in a text.
- **3.D** Explain the function of contrasts within a text.
- **5.B** Explain the function of specific words and phrases in a text.
- 6.A Identify and explain the function of a simile.
- **6.B** Identify and explain the function of a metaphor.
- **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- <u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3 OUTLINE (Sula and Their Eyes Were Watching God)

Week 6	Sula Part 2 Reading Quiz; Sula Journals Due; Check out Their Eyes Were Watching God; Characterization Mini-Essay
Week 7	TEWWG (Their Eyes Were Watching God) Chaps. 1-5 Reading Quiz; Socratic Seminar
Week 8	TEWWG Chaps. 6-13 Reading Quiz; Significance Micro-Analysis Aactivity (TEWWG)
Week 9	TEWWG Chaps. 14-20 Reading Quiz; Personal Progress Check 3; TEWWG/Sula Final Essay (Take-Home)

UNIT 3 STANDARDS AND SKILLS:

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- 1.B Explain the function of a character changing or remaining unchanged.
- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 3.E Explain the function of a significant event or related set of significant events in a plot.
- **3.F** Explain the function of conflict in a text.
- **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line
 of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

Course Outline: Units 4-6 (Weeks 9-23)

- Note that the reading for Unit 6 overlaps with Unit 5 as homework.
- Major graded assignments are in bold. All parts of this outline subject to change.

ESSENTIAL QUESTIONS:

- How do we define the concepts of 'natural' and 'unnatural' in relationship to physical existence? What some aspects of this discourse in literature?
- What about the natural and unnatural in the world at large? What do we (and our authors) consider the boundaries of the 'natural' world, and what happens when they are crossed?
- How do we define the appropriate boundaries and permissions for our bodies, minds, and identities? What is considered a taboo or a violation of boundaries, and how has this conversation manifested in literature from a variety of eras and cultures?
- Where is the self? Is it possible to truly see or know the self without defining it by reactions to, relationships with, and reaching towards others? What value does the individual have as separate from the group?

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UNIT 4 OUTLINE (Short Stories 2)

Week 9	"Bloodchild"
Week 10	"Bloodchild" Reading Quiz; SAT; "The Tell-Tale Heart"
Week 11	Mini Reading Quiz; "The Tell-Tale Heart"; "A Good Man Is Hard to Find"; "Hills Like White Elephants"
Week 12	Reading Quiz; "A Very Old Man with Enormous Wings"; Prose passage essay
Week 13	Personal Progress Check 4

UNIT 4 STANDARDS AND SKILLS:

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- **1.C** Explain the function of contrasting characters.
- **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- **2.B** Explain the function of setting in a narrative.
- 2.C Describe the relationship between a character and a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.D Explain the function of contrasts within a text.
- 4.A Identify and describe the narrator or speaker of a text.
- 4.B Identify and explain the function of point of view in a narrative.
- **4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line
 of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

UNIT 5 OUTLINE (POETRY 2)

Week 13	Check out Frankenstein; "The Bells"
Week 14	Frankenstein Mini Reading Quiz; "The Flea"; "Chess"
Week 15	Frankenstein Chaps. 1-6 Reading Quiz; "A Valediction: Forbidding Mourning"; "A Valediction Forbidding Mourning"; Frankenstein Chaps. 7-9 Reading Quiz
Week 16	Frankenstein reading homework (over break)
Week 17	Frankenstein Chaps. 10-19 Reading Quiz; "When I Have Fears that I May Cease To Be"; Personal Progress Check 5
Week 18	Frankenstein Chaps. 20-14 Reading Quiz

UNIT 5 STANDARDS AND SKILLS:

- **3.C** Explain the function of structure in a text.
- 5.A Distinguish between the literal and figurative meanings of words and phrases.
- **5.B** Explain the function of specific words and phrases in a text.
- 5.D Identify and explain the function of an image or imagery.
- 6.B Identify and explain the function of a metaphor.
- 6.C Identify and explain the function of personification.
- 6.D Identify and explain the function of an allusion.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line
 of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

UNIT 6 OUTLINE (Frankenstein and Hamlet)

Week 18	Frankenstein Chaps. 20-14 Reading Quiz; Check out Hamlet; Watch Act 1 of Hamlet
Week 19	Hamlet Act 1 Reading Quiz; Finish watching Hamlet
Week 20	Hamlet journal (at home)
Week 21	Hamlet journal (at home)
Week 22	Hamlet Acts 2-4 Reading Quiz
Week 23	Hamlet Act 5 Reading Quiz; Personal Progress Check 6

UNIT 6 STANDARDS AND SKILLS:

- **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- **1.C** Explain the function of contrasting characters.
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- **3.D** Explain the function of contrasts within a text.
- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- **4.D** Explain how a narrator's reliability affects a narrative.
- **5.C** Identify and explain the function of a symbol.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- **7.E** Demonstrate control over the elements of composition to communicate clearly.

Course Outline: Units 7-9 (Weeks 24-37)

- Note that the reading for Unit 9 overlaps with Unit 8 as homework.
- Major graded assignments are in bold. All parts of this outline subject to change.

ESSENTIAL QUESTIONS:

- How have the concepts and actions of colonialism, imperialism, and globalization shape the identities of people around the world?
- What complications, extensions, and complex discourse arises from the interplay and tension between the ideas of 'foreign,' 'citizen,' 'native,' and 'alien'?
- How do ideas of family, self, and identity from previous units (and this one) interact and connect to the ideas above?
- What do we carry with us and what do we leave behind as we travel across years, countries, and states of mind? How does art and literature articulate the weight of losing and finding these parts of ourselves and our cultures?

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UNIT 7 OUTLINE (Short Stories 3)

Week 24	"Interpreter of Maladies"; "Everyday Use"; "Harrison Bergeron"
Week 25	Reading Quiz; "Those Who Walk Away from Omelas"; "Saboteur"
Week 26	"Young Goodman Brown"
Week 27	"Apollo"; Personal Progress Check 7

UNIT 7 STANDARDS AND SKILLS:

- **1.B** Explain the function of a character changing or remaining unchanged.
- **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- **2.B** Explain the function of setting in a narrative.
- **2.C** Describe the relationship between a character and a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 4.D Explain how a narrator's reliability affects a narrative.
- **5.C** Identify and explain the function of a symbol.
- **5.D** Identify and explain the function of an image or imagery.
- 6.A Identify and explain the function of a simile.
- 6.C Identify and explain the function of personification.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line
 of reasoning.

UNIT 8 OUTLINE (Poetry 3)

Week 28	"The Ballad of Reading Gaol" reading and activity (over break)
Week 29	Reading Quiz ('Reading Gaol'); Check out <i>Things Fall Apart</i> ; "The Ballad of Reading Gaol"; "The Second Coming"
Week 30	Things Fall Apart Chaps. 1-7 Reading Quiz; "Ode"; "Grief"
Week 31	Things Fall Apart Chaps. 8-13 Reading Quiz; "The Facts of Art"; "Dulce Et Decorum Est"; Things Fall Apart Chaps. 14-19 Reading Quiz; "Identity Card"
Week 32	"Identity Card"; <i>Things Fall Apart</i> Chaps. 20-25 Reading Quiz; Personal Progress Check 8

UNIT 8 STANDARDS AND SKILLS:

- **3.C** Explain the function of structure in a text.
- 3.D Explain the function of contrasts within a text.
- **5.B** Explain the function of specific words and phrases in a text.
- 5.C Identify and explain the function of a symbol.
- 6.B Identify and explain the function of a metaphor.
- **6.D** Identify and explain the function of an allusion.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

UNIT 9 OUTLINE (Things Fall Apart and Brave New World)*

Week 32	Check out Brave New World
Week 33	Brave New World 1-3 Reading Quiz
Week 34	Brave New World 4-7 Reading Quiz
Week 35	Brave New World reading homework (over break)
Week 36	Brave New World 8-13 Reading Quiz
Week 37	Brave New World 14-18 Reading Quiz; Personal Progress Check 9

^{*}Note that Week 38 is not included in any unit, as it will be devoted to final review for the AP Exam

UNIT 9 STANDARDS AND SKILLS:

- **1.B** Explain the function of a character changing or remaining unchanged.
- **1.E** Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- **3.E** Explain the function of a significant event or related set of significant events in a plot.
- **3.F** Explain the function of conflict in a text.
- **4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.