

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 Hemingway
- "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 Branagh
- "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.

SUMMER WORK/CLASS INTRODUCTION

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| Week 1 | <i>The Kite Runner</i> Reading Quiz; Summer Assignment Due |
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UNIT 1 OUTLINE (Introduction to prose)

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| 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.
- **CCSS.ELA-LITERACY.W.11-12.1.D** 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)

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| Week 4 | Check out <i>Sula</i> ; “One Art,” “Sestina”; Micro-Analysis |
| Week 5 | <i>Sula</i> 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.
- **CCSS.ELA-LITERACY.W.11-12.1.D** 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.
- **CCSS.ELA-LITERACY.L.11-12.6** 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*)

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

UNIT 4 OUTLINE (Short Stories 2)

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| 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)

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

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| Week 18 | <i>Frankenstein</i> Chaps. 20-14 Reading Quiz ; Check out <i>Hamlet</i> ; Watch Act 1 of <i>Hamlet</i> |
| Week 19 | <i>Hamlet</i> Act 1 Reading Quiz ; Finish watching <i>Hamlet</i> |
| Week 20 | <i>Hamlet</i> journal (at home) |
| Week 21 | <i>Hamlet</i> journal (at home) |
| Week 22 | <i>Hamlet</i> Acts 2-4 Reading Quiz |
| Week 23 | <i>Hamlet</i> 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.

UNIT 7 OUTLINE (Short Stories 3)

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| 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)

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| 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 | <i>Things Fall Apart</i> Chaps. 1-7 Reading Quiz ; “Ode”; “Grief” |
| Week 31 | <i>Things Fall Apart</i> Chaps. 8-13 Reading Quiz ; “The Facts of Art”; “Dulce Et Decorum Est”; <i>Things Fall Apart</i> 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*)*

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| Week 32 | Check out <i>Brave New World</i> |
| Week 33 | <i>Brave New World</i> 1-3 Reading Quiz |
| Week 34 | <i>Brave New World</i> 4-7 Reading Quiz |
| Week 35 | <i>Brave New World</i> reading homework (over break) |
| Week 36 | <i>Brave New World</i> 8-13 Reading Quiz |
| Week 37 | <i>Brave New World</i> 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.