

English IV Advanced Placement

English Literature and Composition

Course Overview

The primary purpose of the AP English courses is to give students a first-year college reading and writing course which prepares them to encounter sophisticated texts with confidence, independence, and creativity. The AP exams use close reading, careful analysis of text, and precise use of the text to develop a written response. Students will read a healthy mix of new and established literature, enabling students to use the AP English classroom as a laboratory for encountering new and uncharted literary territory while learning to respect and understand our English literary traditions.

Syllabus

First Quarter: Multiple Perspectives

- Unit 1: Short Fiction 1
 - Students will read multiple works of short fiction to annotate and analyze for character, setting, structure, narration, and figurative language and practice the development of thesis statements.
 - After reading and analyzing each work of fiction, students will practice writing an analytical paragraph focusing on the author's use of literary devices/techniques.
 - Students will creatively write another perspective of one of the works of short fiction to demonstrate their understanding of character point of view from the narrator/speaker.
 - These activities will prepare the students for practicing AP multiple choice questions and an AP open-ended question essay on a prose selection.
- Unit 3: Longer Fiction or Drama 1
 - Rubric Project
 - Students will complete a project to better understand the Literary Argument (Q3) rubric. In groups, students will develop an extended analogy for the rubric for a topic of their choice (e.g. cookies, cars) and rate items in that category based on their adapted rubric.
 - Independent Novel
 - Students will independently read a self-selected text over the course of three weeks.
 - Students will have daily journal prompts about different literary aspects of their texts, such as character development, plot development, setting, structure, and analysis of devices/techniques. At the end of the three weeks, students will be assessed on short open-ended responses adapted from previous Literary Argument prompts.
 - Multiple Perspective Book Clubs
 - Students will read novels in book club groups over a series of four weeks, during which they will meet once per week to discuss a section of the novel.
 - Through Padlet, students will post weekly discussion board posts to analyze the function of devices (such as simile, metaphor, personification, allusion, and word choice) in selected quotations from their novels.
 - Students will develop their own open-ended discussion questions, participate weekly in close analysis of the text, and complete a reflection on their group's discussion. The chosen novels are contemporary selections that provide multiple perspectives (e.g. *The Nickel Boys*, *Homegoing*, *There There*, *A Thousand Splendid Suns*).
 - At the end of the book club series, students will write a timed Literary Argument essay over their book club novel. Students will submit the timed draft to the instructor for comments, as well for peer feedback; students will revise and edit this draft to develop it into a more polished essay. Prompts are selected from previous AP exams.
- AP Exam Preparation:
 - Review multiple choice question format and strategies
 - Review essay strategies, focusing on the third open-ended essay (Literary Argument)
 - Mock AP Exam sections (multiple choice and one essay)

Second Quarter: English Renaissance and Critical Lenses

- Unit 2: Poetry I
 - To prepare for reading/analyzing poetry from the English Renaissance, students will practice poetry analysis skills, such as annotating and writing a thesis statement, on a selection of contemporary poetry from the 20th-21st centuries. Students will study metaphorical language, imagery, and word choice, and the contribution of such devices to the work as a whole, through poems such as “A Noiseless Patient Spider” by Walt Whitman.
 - Shakespeare Sonnet Smackdown
 - Students will read and analyze selected Shakespearean sonnets in groups for multiple rounds, choosing which sonnets move on to the next round based on different aspects (topic, devices/techniques, structure, theme, etc.), until one sonnet remains as the “winner.” Students will then write a timed poetry analysis essay based on the winning sonnet. Students will have the opportunity for peer feedback, revising, and editing this timed draft to develop it into a more polished essay.
- Unit 6: Longer Fiction or Drama II
 - Students will read *Othello* to analyze character, plot structure, style, devices, and theme.
 - Students will practice poetry analysis prompts related to passages from the play.
 - Critical Lenses
 - Students will choose a longer work of fiction or drama from this semester to analyze from the perspective of a literary lens (e.g. feminism, Marxism, New Historicism, psychoanalytic). Students will learn about each of the lenses first by analyzing the pilot episode of *The Office* from each lens with guiding questions.
 - Then, students will choose the literary work of focus and which lens to analyze the work through. Students will then follow a process to research, plan, draft, conference, revise, and edit a 4-6 page research paper, in which they will analyze the literary work from that critical lens to build a defensible interpretation.
- AP Exam Preparation:
 - Review multiple choice question format and strategies
 - Review essay strategies, focusing on the first open-ended essay (Poetry Analysis)
 - Mock AP Exam sections (multiple choice and two essay scores from throughout the quarter)
 - Quarter Reflection with Digital Notebook

Third Quarter: Romantic Literature

- Unit 5: Poetry II
 - Romanticism Introduction: Excerpt from Wordsworth’s “Preface to *Lyrical Ballads*”
 - Students will read poetry selections from Wordsworth, Coleridge, Shelley, Keats, and Byron. For these poems, students will practice annotation skills and writing thesis statements.
 - Students will then practice writing a timed poetry analysis essay. Students will have the opportunity for peer feedback, revising, and editing to develop it into a more polished essay.
- Unit 9: Longer Fiction of Drama III
 - *Frankenstein*
 - Students will have periodic reading quizzes to check for comprehension and apply critical thinking skills to interpreting aspects of the novel.
 - Students will discuss sections of the novel, focusing on characteristics of Gothic novels, characteristics of Romanticism, Cohen’s “monster theory,” literary allusions, and theme.
 - In class discussion, students will examine the function of the plot and structure, especially of the frame narrative.
 - Students will practice AP prose analysis prompts related to excerpts from the novel.

- Unit 7: Short Fiction III
 - Prose Excerpts
 - Students will practice preparing for timed writing with prose excerpts from previous AP exams. We will annotate, discuss, and practice writing thesis statements with supporting textual evidence.
 - Students will complete a timed prose analysis essay, after which they will score sample prompts, complete peer review, revise, and edit their essays.
- AP Exam Preparation:
 - Review multiple choice question format and strategies
 - Review essay strategies, focusing on the second open-ended essay (Prose Analysis)
 - Mock AP Exam (multiple choice and three essay scores throughout the quarter)
 - Semester Reflection with Digital Notebook

Fourth Quarter: Poetry March Madness and Speculative Fiction

- Unit 8: Poetry III
 - Poetry March Madness Bracket
 - Students will read and analyze a selection of 32 poems, voting in each round for which poems will move on to the next round. Students will engage in different aspects of analyzing the poems in each round (e.g. subject, tone, devices/techniques, theme)
 - For the final two poems in the bracket, students will choose which one to write about with a prompt based on the AP Exam stable prompt wording for the poetry analysis essay. Students will have the opportunity for teacher and peer feedback, revising, and editing this timed draft to develop it into a more polished essay.
- Unit 9: Longer Fiction of Drama III
 - Speculative Fiction Book Clubs
 - Students will read novels in book club groups over a series of four weeks, during which they will meet once per week to discuss a section of the novel.
 - Students will develop their own open-ended discussion questions, participate weekly in close analysis of the text, and complete a reflection on their group's discussion. The chosen novels are contemporary selections that fit the genre of speculative fiction (e.g. *The Handmaid's Tale*, *The Road*, *Kindred*, *Station Eleven*, *Klara and the Sun*)
 - At the end of the book club series, students will write a timed Literary Argument essay over their book club novel. Students will have the opportunity for peer feedback, revising, and editing this timed draft to develop it into a more polished essay.
- AP Exam Review
 - Review multiple choice question format and strategies
 - Review essay strategies
 - Focused essay practice, determined by the students' needs - students will write one more essay, following the writing process of timed drafting, peer review, revising, and editing.
- Creative Project
 - To end the school year, students will select a major literary work from the course and develop a creative project that incorporates thematic or interpretive aspects about the work in an artistic mode. Students will write a brief artist statement to accompany the project to explain its intended meaning and interpretation of the work.