

	Summer Reading & Writing	Semester 1			
Novel/unit	In Cold Blood	Greek Theatre	Anglo-Saxon Literature	The Middle Ages	Elizabethan Literature
Topic	Examine how an author creates meaning through literary aspects like narrative structure, character, and detail	Examine the structure and characteristics of ancient Greek storytelling	Examine the role of the heroic archetype in early Anglo-Saxon literature and how it reflects the culture of its people as well as its translators	Examine the various stereotypical character types of the time and the stories that reflect their culture	Examine the changing role of language and literature through poetry and drama and how it reflects history and culture of the Elizabethan period in England
Essential Questions	<ul style="list-style-type: none"> Nature vs. nurture: To what extent are we products of our environment? 	<ul style="list-style-type: none"> Is fate preventable? Which is better: knowledge and pain or ignorance and bliss? 	<ul style="list-style-type: none"> How are the qualities of the Anglo-Saxon hero evidenced in Beowulf? 	<ul style="list-style-type: none"> In what ways are values and social structures revealed in the literature of a society? 	<ul style="list-style-type: none"> What is the nature of tragedy? How does form meet function in the analysis of verse?
Standards	W12.1, W12.4, W12.5, W12.8, W12.9, W12.10, W12.11, W12.12 SL12.1, SL12.7, SL12.8 RL12.1, RL12.2, RL12.3, RL12.4, RL12.5, RL12.11, RL12.12, RL12.13 RI12.6, RI12.10, RI12.11, RI12.13	W12.1, W12.3, W12.4, W12.5, W12.10, W12.11, W12.12 SL12.1, SL12.7, SL12.8 RL12.1, RL12.2, RL12.3, RL12.4, RL12.5, RL12.6, RL12.7, RL12.9, RL12.10, RL12.11, RL12.12, RL12.13 RI12.4, RI12.8, RI12.9	W12.1, W12.2, W12.3, W12.4, W12.5, W12.7, W12.8, W12.9, W12.10, W12.11, W12.12 SL12.1, SL12.2, SL12.6, SL12.7, SL12.8 RL12.1, RL12.2, RL12.3, RL12.4, RL12.7, RL12.9 RL12.10, RL12.11, RL12.12, RL12.13 RI12.1, RI12.5, RI12.7, RI12.11, RI12.13	W12.1, W12.3, W12.4, W12.5, W12.7, W12.8, W12.9, W12.10, W12.11, W12.12 SL12.1, SL12.2, SL12.4, SL12.7, SL12.8 RL12.1, RL12.2, RL12.3, RL12.5, RL12.9, RL12.10, RL12.11, RL12.12, RL12.13 RI12.1, RI12.4, RI12.6, RI12.7, RI12.10, RI12.11, RI12.13	W12.1, W12.4, W12.5, W12.10, W12.11, W12.12 SL12.1, SL12.6, SL12.7, SL12.8 RL12.1, RL12.2, RL12.3, RL12.4, RL12.5, RL12.6, RL12.7, RL12.9, RL12.10, RL12.11, RL12.12, RL12.13 RI12.1, RI12.4, RI12.10, RI12.11, RI12.12
Curriculum Materials	<ul style="list-style-type: none"> <u>In Cold Blood</u>--Truman Capote <u>How to Read Literature Like a Professor</u>--Thomas C. Foster 	<ul style="list-style-type: none"> <u>Oedipus, the King</u>--Sophocles <u>Antigone</u>--Sophocles 	<ul style="list-style-type: none"> <u>Beowulf</u> excerpts from John Gardner's <u>Grendel</u> 	<ul style="list-style-type: none"> <u>The Canterbury Tales</u>--Geoffrey Chaucer <u>Sir Gawain and the Green Knight</u> 	<ul style="list-style-type: none"> <u>King Lear</u> or <u>Hamlet</u>--Shakespeare <u>Rosencrantz and Guildenstern are Dead</u>--Tom Stoppard
Supplemental Materials		<ul style="list-style-type: none"> "Jocasta"--Ruth F. Eisenberg "My Oedipus Complex"--Frank O'Connor 	<ul style="list-style-type: none"> excerpts from John Gardner's <u>Grendel</u> "The Seafarer" <u>Watchmen</u> (excerpt) 	English Ballads: <ul style="list-style-type: none"> "Sir Patrick Spens" "Bonnie Barbra Allen" 	Elizabethan/Jacobean Age of Pope Poets and Essayists: <ul style="list-style-type: none"> Francis Bacon

				<ul style="list-style-type: none"> • “Get Up and Bar the Door” • “Sweet William” • “The Cruel Sister” • “The Unquiet Grave” 	<ul style="list-style-type: none"> • John Donne • George Herbert • Robert Herrick • Ben Jonson • Christopher Marlowe • John Milton • Alexander Pope • Sir Walter Raleigh • William Shakespeare • Edmund Spenser • Jonathan Swift
Assessments	<ul style="list-style-type: none"> • Objective Test • MLA Research Paper • Dialectic Journal • Essay—“The Nature of Justice” 	<ul style="list-style-type: none"> • Terminology Quiz • Objective Test • Analysis of the traits of the tragic hero • Expository essay focusing on tone and irony with peer edit and revision opportunities • Creation of stichomythic dialogue 	<ul style="list-style-type: none"> • Web-based research • Objective Test • Creative writing • Identification and imitation of stylistic devices • Composition using Anglo-Saxon devices to define a modern hero 	<ul style="list-style-type: none"> • Cooperative research and presentation of medieval life • Creation of modern ballad incorporating elements of the traditional ballad • Oral reading, analysis, artistic representation of character • Creation of a modern pilgrim emulating Chaucer’s style representation of character 	<ul style="list-style-type: none"> • Explication of sonnets • Analytic/Argumentation -- interpretation based on careful analysis of details and the use of evidence to articulate a plausible argument • Reaction paper-- demonstration of understanding of the text by comparison to personal experience • Collaborative research, analysis and presentation of author and selected works

	Semester 2							
Novel/ unit	Regency/ Victorian Age	Pre-20th Century Independent Novel	Short Stories	Poetry	Drama	Modern Novel	Existentialism	Comedy/Satire
Topic	Examine satire and Comedy of Manners as they reflect the values of a society	Provide an opportunity for student choice in a novel of literary merit as determined by the College Board	Focus on author's purpose, literary devices, analysis, and AP multiple choice and essay formats of stories written in English from 1900 to the present	Focus on author's purpose, poetic devices, analysis, and AP multiple choice and essay formats of poetry in English from 1900 to the present	Examine how authors use the conventions of drama to create characterization, plot, mood, and theme through both full-length plays and one-acts	Class-selected novel of literary merit	Examination of the elements of existentialism in its devices, content and overriding themes	Examination of elements of comedy and satire as they apply to literature
Essential Questions	<ul style="list-style-type: none"> How do the play's values regarding love and marriage compare to those of today? How do the various sub-plots of the play reinforce central themes? 	<ul style="list-style-type: none"> As applicable to individual works 	<ul style="list-style-type: none"> How can critical lenses be applied to prose literature to determine alternate meanings of a work? 	<ul style="list-style-type: none"> How can critical lenses be applied to prose literature to determine alternate meanings of a work? 	<ul style="list-style-type: none"> How does a playwright convey central ideas without the use of description? In what ways does fantasy impact people who are trying to cope with reality? How is memory of the past shaped by one's present experiences? 	<ul style="list-style-type: none"> As applicable to individual works 	<ul style="list-style-type: none"> What are the characteristics of existentialism and how are they evident in literature? 	<ul style="list-style-type: none"> What are the various categories of comedy? How does comedy depict and reflect the values of society?
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Curriculum Materials	<ul style="list-style-type: none"> • <u>The Importance of Being Earnest</u>--Oscar Wilde • <u>Frankenstein</u>--Mary Shelley 	Student-selected novel chosen from such authors as: <ul style="list-style-type: none"> • Jane Austen • Charlotte Bronte • Joseph Conrad • Charles Dickens • Thomas Hardy 	<ul style="list-style-type: none"> • <u>Perrine's Literature: Structure, Sound, and Sense</u> 	<ul style="list-style-type: none"> • <u>Perrine's Literature: Structure, Sound, and Sense</u> 	<ul style="list-style-type: none"> • <u>A Streetcar Named Desire</u>--Tennessee Williams • <u>Death of a Salesman</u>--Arthur Miller 		<ul style="list-style-type: none"> • <u>Rosencrantz and Guildenstern Are Dead</u>--Tom Stoppard 	<ul style="list-style-type: none"> • "A Modest Proposal"--Jonathan Swift • <i>Candide</i> (excerpts)
Supplemental Materials					<ul style="list-style-type: none"> • <u>A Doll's House</u>--Henrik Ibsen • "Trifles"--Susan Glaspell • "The Stronger"--August Strindberg • "Beauty"--Jane Martin • "Tape"--José Rivera • "Poof!"--Lynn Nottage • "The Sandbox"--Edward Albee • "Time Flies"--David Ives 	Student-selected novels of literary merit dating from the 20th century including such titles as: <ul style="list-style-type: none"> • <u>The Things They Carried</u>--Tim O'Brien 	"The Love Song of J. Alfred Prufrock"--T. S. Elliott	"Why I Hate Literature and Why You Should Too" "Advice to Students"--Mark Twain
Assessments	AP Prompt--Timed writing--exploration of the effect of setting on characters and plot	Formally developed one-pager	Multiple Choice Practice Test	Multiple Choice Practice Test	Character Analysis/Character Poster	<ul style="list-style-type: none"> • One-Pager • Sketchnoting Characterization on Theme Analysis 		Student Written Satirical Articles