



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

12th Grade AP English Literature and Composition Syllabus

Course Description:

The AP® English Literature and Composition course is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week, students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. In addition to district-approved novels, students read shorter works and drama from Prentice Hall Literature: The British Tradition Perrine's Literature: Structure, Sound, & Sense. The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations, regular classroom discussions and acting as discussion facilitators.

College Student Expectations:

● Classroom Environment:

- Respect for oneself and for one another. Opinions will be honored in this class without judgment or harsh critique. Be conscious of those around you and their needs as learners--we are all a community and a family.
- Classwork and instruction time must not be wasted. You are to come in on time each and every day. During class time, you are to work diligently to complete all assigned work.

● Materials

- You will need to keep your AP English Language work separate from your other classes. You will need to keep your online calendar organized accordingly to help you keep track of due dates. Be prepared for class with the required materials every day.
- Please communicate with me via email if you have technical difficulties that impede you from coming into our class or submitting any assignment on Google Classroom.

● Assessments:

- You are responsible for keeping track of assignments and schedules. All tasks must be completed and handed in on time. Every late assignment will be penalized 10 points. I recommend that you attend my office hours if you need assistance in meeting a deadline.
- Major essays will be due at the end of each marking period, they must be typed-MLA style.
- Email your instructor with notifications of absences, questions about an assignment or to hand in any work you think is necessary. All emails must remain professional.
- You are responsible for checking Google Classroom where assignments will be posted and submitted.
- A student who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

evidence taken from the work of someone else will be considered plagiarism and will receive a score of 0 on that task and will be considered plagiarized work. When two students' responses are nearly identical, both responses are considered plagiarized until further investigation upon appeal.

Student Evaluation:

Classwork • Notebooks • Assignments (may include (but are not limited to) readings, videos, discussion prompts, group work, projects, tests, essays, portfolios, labs, and assignments posted through other applications such as AP Classroom, Core5/Powerup, Pear Deck, and/or similar platforms.) * Students are expected to participate respectfully, use appropriate academic language. * Students are expected to take responsibility for their learning by communicating regularly about absences, illness, other issues, and to get academic help.	30%
Homework • Homework must be completed by the due date • Late submissions will be penalized through a deduction of overall points	10%
Assessments • Quizzes/Exit Slips • Projects/Labs • Tests (Including Regents Examinations & Unit Exams) * Students are expected to complete all assignments assigned by teachers. * All work must represent the student's own authentic effort.	70%
Total	100%



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Student Practice:

Throughout each unit, Topic Questions from AP Classroom will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Writing Obligations:

In-class writing: Timed writing assignments are given approximately every two to three weeks. Topics usually arise from the readings and relate to questions of character, setting, structure, narration, figurative language, and literary analysis. Sometimes, these focus on works not previously studied in class, such as those found on the AP poetry and prose question prompts.

Essays: Student essays are two to four pages in length. All essays prepared outside of class must be typed. Students are expected to submit their thesis statements two weeks prior to the due date. Thesis statements are based on student choices of any of the AP-Course Audit Teacher Resources © 2020 College Board 2 Advanced Placement English Literature and Composition Sample Syllabus #1 literature studied within the marking period. This critical essay challenges the student to develop a sophisticated literary argument about a selected work. The student may focus on a thematic topic, but the essay should also emphasize the effect of one to two literary elements and techniques. A first draft is typically due one week prior to the due date. Drafts are returned with suggestions and comments that are expected to be incorporated in the final draft. Individual writing conferences will be arranged on a case-by-case basis. Essays are evaluated on their strength of argument, depth of literary analysis, originality of thought, style, and mechanics.

Essay Revisions: Students submit drafts to the instructor on a regular basis, as well as participate in peer revision and editing reviews. Longer essays are revised at least once, and Essay #2 must be revised at least twice. Students may schedule revision conferences with the instructor at any time. CR10



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Literature Reviews: For each novel and drama studied in the course, students must complete a review sheet. This review sheet requires that students write on the following topics: main characters, minor characters, main settings, plot, two symbols and references, style, author's dominant philosophy, and four quotations that are representative of the work as a whole. CR3 CR4 These reviews are valuable in preparing students for in class writing and exams, as well as for the AP English Literature and Composition exam in May. Literature Review sheets are due on the reading completion date of each work. (Credit or no credit)

Quizzes: There are approximately five reading quizzes per semester.

Midterm Exams: Students take midterm exams at the end of quarters 1 and 3. These exams consist of timed essay responses. As with all timed essays, scoring will be based on the AP English Literature and Composition six-point rubric for the relevant free response question. Students will practice using these rubrics to score sample essays, as well their own and peers' essays.

Final Exams: Students take final exams at the end of quarters 2 and 4. These exams consist of timed essay responses with some multiple-choice questions from the AP Classroom Question Bank.

Oral Obligations:

Presentation: Students lead one formal class discussion during the year following a modified Socratic Seminar format. Students present/facilitate a literature discussion on a work that the class has been reading in the course. The student's primary goal is to orchestrate a rich, fruitful discussion. Students read the selection and then create thought-provoking questions or "talking points" to guide, nurture, and stimulate what in rural Ireland is called "craic," or "a good chat," one of the most valued of all social skills. Students turn in a typed outline of their discussion plan and questions prior to the presentation. Being a discussion leader does not mean one has to be a class expert on the selection or guide students to a particular interpretation. Rather, the facilitator's role will be to ask questions and follow-up questions, bring up troubling issues, keep the conversation going, and generally ignite and extend sophisticated thinking. Students are evaluated on their preparation, ability to engage the class, quality of questioning techniques, and appropriate use of the time requirement (10 minutes).

Other Requirements: These include participation in class discussions. Class discussions are conducted in the Socratic Seminar format. Students are expected to regularly contribute their thoughts and impressions of writing and literature. We write. A lot. Students engage in the writing process through writing thesis statements, paragraphs, and full-length essays that incorporate textual evidence and commentary. Students have multiple opportunities to revise their writing. CR9 CR10



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Required Texts and Materials:

- A working email for class website and classwork assignments.
- A notebook for annotations, reflections, and essay practice.
- AP exam prep materials: practice tests, study guides, and essay prompts.
- Digital resources on Google Classroom.



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Course Planner

The following is a comprehensive overview of this course's schedule. Included in this schedule are the skills which will be taught during each unit and the texts that will be covered during each unit.

The texts listed for each unit are subject to change depending on the instructor's evaluation of class progression. Texts may be added, removed, or substituted to meet the determined needs of the class.

Course Planner Key

CHR - Character | SET - Setting | STR - Structure | NAR - Narration
FIG - Figurative Language | LAN - Literary Argumentation

First Trimester

Unit 1: Short Fiction 1

Foundational Interpretive Skills

Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

Skills	Texts
CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	"The Sniper" Liam O'Flaherty
SET 2.A Identify and describe specific textual details that convey or reveal a setting.	"Eleven" Sandra Cisneros "Girl" Jamaica Kincaid



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

STR 3.A Identify and describe how plot orders events in a narrative. STR 3.B Explain the function of a particular sequence of events in a plot. NAR 4.A Identify and describe the narrator or speaker of a text. NAR 4.B Identify and explain the function of point of view in a narrative. LAN 7.A Develop a paragraph that includes: 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
--	--

Unit 2: Poetry 1

Poetic Structure

Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. To help students make the transition from prose to poetry, begin the unit with poems that describe or reveal a character so that students can continue to practice the skill of character analysis that they began in Unit 1. In this unit, students will also explore other fundamentals often associated with—though not unique to—poetry: word choice and the foundations of simile and metaphor.

Skills	Texts
--------	-------

CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. STR 3.C Explain the function of structure in a text. STR 3.D Explain the function of contrasts within a text. FIG 5.B Explain the function of specific words and phrases in a text. FIG 6.A Identify and explain the function of a simile. FIG 6.B Identify and explain the function of a metaphor. LAN 7.A Develop a paragraph that includes: 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	"I Am Offering This Poem" Jimmy Santiago Baca "Those Winter Sundays" Robert Hayden "One Art" Elizabeth Bishop "The Orange" Wendy Cope "He Wishes for the Cloths of Heaven" W.B. Yeates
---	--

Unit 3: Longer Fiction or Drama 1

Character Development

Unit 3 focuses on one or more extended narratives of the teacher's selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values.



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Skills	Texts
CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	<i>The House on Mango Street</i> Sandra Cisneros
CHR 1 .B Explain the function of a character changing or remaining unchanged.	
SET 2.A Identify and describe specific textual details that convey or reveal a setting.	
STR 3.E Explain the function of a significant event or related set of significant events in a plot.	
STR 3.F Explain the function of conflict in a text.	
LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
LAN 7.C Develop commentary that	



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN

7.E Demonstrate control over the elements of composition to communicate clearly.

Second Trimester

Unit 4: Short Fiction 2

Conflict in Literature

Characters, plots, and dramatic situations—like people and events in the real world—are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore,

students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking.

Skills	Texts
CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	"Reunion" John Cheever "Lamb to the Slaughter" Roald Dahl
CHR 1.C Explain the function of contrasting characters.	"Charles" Shirley Jackson
CHR 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.	"Eveline" James Joyce "The Story of an Hour" Kate Chopin
SET 2.B Explain the function of setting in a narrative.	
SET 2.C Describe the relationship between a character and a setting.	
STR 3.A Identify and describe how plot orders events in a narrative.	
STR 3.D Explain the function of contrasts within a text.	
NAR 4.A Identify and describe the narrator or speaker of a text.	
NAR	



4.B Identify and explain the function of point of view in a narrative.

NAR

4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

LAN

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN

7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 5: Poetry 2

Interpreting Literary Elements

In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text.



Skills	Texts
STR 3.C Explain the function of structure in a text.	"I Wandered Lonely as a Cloud" William Wordsworth
FIG 5.A Distinguish between the literal and figurative meanings of words and phrases.	"First Death in Nova Scotia" Elizabeth Bishop
FIG 5.B Explain the function of specific words and phrases in a text.	"On the Beach at Night" Walt Whitman
FIG 5.D Identify and explain the function of an image or imagery.	"Animals" Frank O'Hara
FIG 6.B Identify and explain the function of a metaphor.	
FIG 6.C Identify and explain the function of personification.	
FIG 6.D Identify and explain the function of an allusion.	
LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN

7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 6: Longer Fiction or Drama 2

Symbolism in Literature

Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments.

Skills	Texts
CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. CHR	<i>A Streetcar Named Desire</i> Tennessee Williams



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

1.C Explain the function of contrasting characters.

CHR

1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

STR

3.A Identify and describe how plot orders events in a narrative.

STR

3.B Explain the function of a particular sequence of events in a plot.

STR

3.D Explain the function of contrasts within a text.

NAR

4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

NAR

4.D Explain how a narrator's reliability affects a narrative.

FIG

5.C Identify and explain the function of a symbol.

LAN

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

LAN

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN

7.E Demonstrate control over the elements of composition to communicate clearly.

Third Trimester

Unit 7: Short Fiction 3

Figurative Language in Literature

Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations.

This unit challenges students to transfer their understanding of figurative language, previously studied only in relation to poetry, to their interpretations of narrative prose. Students should come to understand that it is acceptable and sometimes even necessary to revise their initial interpretations of a text as they gather and analyze more information.

Skills	Texts
--------	-------

CHR 1.B Explain the function of a character changing or remaining unchanged. CHR 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another. SET 2.B Explain the function of setting in a narrative. SET 2.C Describe the relationship between a character and a setting. STR 3.A Identify and describe how plot orders events in a narrative. STR 3.B Explain the function of a particular sequence of events in a plot. NAR 4.D Explain how a narrator's reliability affects a narrative. FIG 5.C Identify and explain the function of a symbol. FIG 5.D Identify and explain the function of an image or imagery. FIG 6.A Identify and explain the function of a	"Reunion" John Cheever "Clay" James Joyce "I Stand Here Ironing" Tillie Olsen "Shooting an Elephant" George Orwell
---	--



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

simile.

FIG

6.C Identify and explain the function of personification.

LAN

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Unit 8: Poetry 3

Influence of Literary Elements on the Interpretation of Poetry

Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

Skills	Texts
STR	"The Sun Rising"

3.C Explain the function of structure in a text.

STR

3.D Explain the function of contrasts within a text.

FIG

5.B Explain the function of specific words and phrases in a text.

FIG

5.C Identify and explain the function of a symbol.

FIG

6.B Identify and explain the function of a metaphor.

FIG

6.D Identify and explain the function of an allusion.

LAN

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN

7.E Demonstrate control over the elements of

John Donne

“Large Bad Picture”

Elizabeth Bishop

“Stopping by Woods on a Snowy Evening”

Robert Frost

“A Noiseless Patient Spider”

Walt Whitman

“To an Athlete Dying Young”

A.E. Housman



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

composition to communicate clearly.

Unit 9: Longer Fiction or Drama 3

Interpretation in a Broader Context

Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis. Above all, as students leave the course, they have hopefully developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature.

Skills	Texts
CHR1 1.B Explain the function of a character changing or remaining unchanged.	"A Rose For Emily" William Faulkner
CHR1 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

STR3

3.E Explain the function of a significant event or related set of significant events in a plot.

STR3

3.F Explain the function of conflict in a text.

NAR4

4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

LAN7

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN7

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN7

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.