



Teacher Name: Jayne Iley
 Teacher Email: jiley@getfueled.com
 Teacher Contact: [855.228.6070 x 5523](tel:855.228.6070)

AP English Literature and Composition

Course Overview

Name	AP English Literature and Composition
Description	<p>AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices.</p> <p>The key foci of this course are comprehension, interpretation, and analysis. More specifically, the course focuses on close and thematic reading skills. The writing students undertake is overwhelmingly of an analytical nature; students analyze meaning and how meaning is created.</p> <p>The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.</p> <p>The content aligns to the scope and sequence specified by the College Board and to widely used textbooks.</p>
Teacher role	<p>All students enrolled in this course are assigned to a "section" and have a teacher who is charged with ensuring student success and addressing student questions, problems, and concerns. In addition, all students have a "mentor" who is available in their school or home and helps keep the student on track for completing the materials in a timely manner.</p> <p>Although this is a virtual, online course, teachers grade written assignments, offering constructive feedback on students' original analysis, organization and development of ideas, effective use of tone and voice, diction and style, sentence variety and construction, grammar and mechanics as needed. Teachers guide students through prewriting, drafting and finalizing their drafts through the writing process offering rewriting opportunities as warranted. Teachers also grade discussions, and unit quizzes. Our teachers are certified and many have taught AP courses in traditional brick-and-mortar schools.</p>
Prerequisites	At least a B-grade in most recent English course
Length	Two semesters
Materials	The majority of the required instructional material for this course is available to students online. These materials were created and are owned by our company. In addition, either the student or the school must purchase the following:

	<p>Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, Eds. <i>The Norton Anthology of Poetry</i>, 5th edition. New York: W.W. Norton and Co., 2005. Also acceptable: 4th edition, 1996.</p> <p>Ann Charters, Ed. <i>The Story and Its Writer: An Introduction to Short Fiction</i>, compact 7th edition. Boston: Bedford Books/St. Martin's, 2007. Also acceptable: compact 6th edition, 2003, or compact 5th edition, 1999.</p> <p>Brontë, Charlotte. <i>Jane Eyre</i>. Penguin Classics, 1996.</p> <p>Conrad, Joseph. <i>Heart of Darkness</i>. <i>The Story and Its The Story and Its Writer: An Introduction to Short Fiction</i>, compact 7th edition. Ann Charters, Ed. Boston: Bedford Books/St. Martin's, 2007.</p> <p>Fitzgerald, F. Scott. <i>The Great Gatsby</i>. Simon and Schuster, 1995.</p> <p>Hurston, Zora Neale. <i>Their Eyes Were Watching God</i>. Harper Collins, 1998.</p> <p>Ibsen, Henrik. <i>Hedda Gabler</i>. Dover Publications, 1991.</p> <p>Kincaid, Jamaica. <i>Annie John</i>. Farrar, Straus and Giroux, 1997.</p> <p>Shakespeare, William. <i>Twelfth Night</i>. Ed. Barbara Mowat and Paul Werstine (the New Folger text). Washington Square Press, 1993.</p> <p>Williams, Tennessee. <i>A Streetcar Named Desire</i>. Signet Book, 1989.</p>
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The following key should help you understand the different types of activities students engage in during the course:

Activity type	Description
Diagnostic	Pre- or post-test used to help students assess their mastery and understanding of the material introduced in the unit.
Discuss	Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
Practice	Students answer questions regarding what they have learned thus far.
Quiz	Computer-administered and automatically graded assessment.
Review	Review of the material covered in a unit or over a semester
Study	Primary instructional online content that teaches new concepts through multimedia and interactivity. Links to relevant web resources are often included.
Test	Assessment covering the material introduced in a unit.

Course Syllabus

Unit 1: Getting Started

Lesson 1: Course Introduction

Practice — Introduction to English Literature	Learn about the format and goals of the course. See how to succeed in the course and what to expect on the AP Exam.
Practice — Literature: Genres and Terminology	Investigate the different genres of literature (poetry, drama, and fiction) and understand how learning and incorporating the wide-ranging vocabulary of literary terminology in your discussion and writing about literature will help you do well in the course.
Discuss — Introductions	Introduce yourself to your classmates and instructor.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: The Reading and Writing Processes

Reading for this lesson: "A & P," John Updike, available in *The Story and Its Writer*

Study — Critical Reading	Explore critical reading: learn how to read closely and interpret what you've read.
Practice — Practice Critical and Close Reading	Practice your critical-reading skills and implement some hints and tips.
Discuss — Analyze a Reading	Closely read, then discuss your interpretation of the Updike story with your classmates.
Practice — Writing About Literature	Examine modes of expository writing, such as analytical and argumentative essays. Become aware of the expectations of college-level writing.
Study — The Writing Process	Explore the steps of the writing process, including brainstorming, organizing, and revising. Examine the elements of quality writing including the use of a wide-ranging vocabulary, effective organization, techniques for improving coherence, a balance of generalization and specific detail, as well as the importance of tone, diction and style.
Discuss — What is Your Writing Process?	Discuss the challenges you face when you sit down to write.
Practice — A Writing Sample	Write a short essay. Your instructor will use this sample to assess your writing skills and to offer general feedback on your approach to some or all of the following: organization, diction, style, sentence variety and structure, balance of general ideas and specific detail, and overall techniques for coherence in your writing.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: Wrap-Up

Review — Getting Started	Review the concepts covered in this unit to prepare for a test.
Practice — Getting Started	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Getting Started	Take a teacher-graded 55-minute test that includes an essay question to assess your understanding of the content presented in

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Lesson 4: Diagnostic

Diagnostic — Getting Started	Test your understanding of the key concepts covered in this unit.
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Unit 2: Fiction and Poetry: Literature of Examination

Lesson 1: Stories of Personal Exploration

Readings for this lesson available in *The Story and Its Writer*:

- “Araby,” James Joyce
- “The Story of an Hour,” Kate Chopin
- “Sweat,” Zora Neale Hurston

Practice — Reading Short Fiction and Poetry	Explore the basics for reading and writing about short fiction and poetry.
Practice — Reading: Araby	Read the Joyce piece with an eye to the stream of consciousness narrative technique and the use of figurative language.
Quiz — Test Yourself: Araby	Answer questions to assess your interpretive skills and understanding of “Araby.”
Discuss — Discuss Your Reading: What Motivates the Narrator?	Discuss what you think motivates the narrator in “Araby.”
Practice — Reading: The Story of an Hour	Analyze and interpret the Chopin story, taking particular note of the time of the story and to the way the natural world enters the story.
Discuss — Discuss Your Reading: The Story of an Hour	Discuss the Chopin story, thinking about tone and mood.
Practice — Reading: Sweat	Analyze and interpret the Hurston story, paying attention to the use of language and the voices of the characters.
Discuss — Discuss Your Reading: Sweat	Discuss the Hurston story, thinking about the characters’ motivations.
Quiz — Test Yourself: Sweat	Answer questions to assess your understanding of the short story “Sweat.”
Practice — Writing About Short Stories	Write an essay exploring the tone of the narrator in one of the three short stories you read in this lesson.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Poems of Faith and Doubt

Readings for this lesson available in *The Norton Anthology of Poetry*:

- “High Holy Days,” Jane Shore
- “The Collar,” George Herbert
- “Design,” Robert Frost
- “The Most of It,” Robert Frost

Practice — Reading: High Holy Days	Focus on diction as you analyze Shore’s modern poem about religion and prejudice.
Discuss — Discuss Your Reading: High Holy Days	Share your interpretations of the poem “High Holy Days” with your classmates. Focus on

	characterization of the speaker and her attitude and the purpose of the narrative details.
Study — Reading and Listening: The Collar	Explore conceit and the extreme emotions expressed in the well-known Renaissance poem by Herbert.
Discuss — Discuss Your Reading: The Collar	Analyze and discuss the Herbert poem. Focus on the symbolism of the collar and the attitude of the speaker.
Practice — Reading Design and The Most of It	Read two poems by Robert Frost that offer a unique blend of modern and Romantic characteristics. The role of descriptive detail in poetry is emphasized.
Discuss — Discuss Your Reading: The Poems of Robert Frost	Discuss the poems "Design" and "The Most of It." Concentrate on the identities and qualities of the speakers.
Practice — Writing About Poems of Faith and Doubt	Write an essay on your interpretations of "High Holy Days", "Design", or "The Most of It." Think about what the author has to say about the important notions of spiritual faith and doubt.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: Wrap-Up

Review — Fiction and Poetry: Literature of Examination	Review concepts covered to prepare for the unit test.
Practice — Fiction and Poetry: Literature of Examination	Review the terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Literature of Examination	Take a teacher-graded 55-minute test that includes multiple-choice questions and an essay to assess your understanding of the content introduced in this unit.

Lesson 4: Diagnostic

Diagnostic — Fiction and Poetry: Literature of Examination	Test your understanding of the key concepts covered in this unit.
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Unit 3: Drama: Lives in Crisis

Lesson 1: Hedda Gabler

Reading for this lesson: Acts 1-4 of *Hedda Gabler*, Henrik Ibsen

Study — The Art of Drama	See what makes drama "dramatic." Examine the distinguishing features of drama and see how performance for the stage impacts meaning and interpretation of dramatic texts.
Practice — Reading: <i>Hedda Gabler</i> , Acts 1 and 2	Read the first two acts of <i>Hedda Gabler</i> . Develop strategies for reading and interpreting realist drama.
Discuss — Discuss Your Reading:	Discuss <i>Hedda Gabler</i> with your classmates. Pick out a

Interpreting Acts 1 and 2	character and talk about him or her.
Practice — Reading: <i>Hedda Gabler</i> , Acts 3 and 4	Continue reading <i>Hedda Gabler</i> . Think about each act in relation to the play as a whole.
Discuss — Discuss Your Reading: Interpreting Acts 3 and 4	Discuss your interpretations of the conclusion of <i>Hedda Gabler</i> . Talk about the role of the pregnancy (or lack thereof) in the play.
Practice — Check Your Reading: <i>Hedda Gabler</i>	Answer questions to assess your knowledge of the play <i>Hedda Gabler</i> .
Practice — Prewriting: Interpreting <i>Hedda Gabler</i>	Complete a prewriting exercise based on several complex interpretive questions about the play. Explore the function of character, conflict, and criticism as you develop a thesis statement and topic sentences for your essay.
Quiz — Test Yourself: <i>Hedda Gabler</i>	Answer questions to assess your understanding of the play <i>Hedda Gabler</i> .
Practice — Developing Your Interpretation of <i>Hedda Gabler</i>	Write an essay explaining the central paradox of Hedda's character, using dialogue and events from the play to support your position
Quiz — Check-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: A Streetcar Named Desire

Reading for this lesson: scenes 1-11 of *A Streetcar Named Desire*, Tennessee Williams

Practice — Reading: <i>A Streetcar Named Desire</i> , Scenes 1-6	Read scenes 1-6 of the play, making use of the critical reading strategies you've been learning.
Discuss — Discuss Your Reading: What is Up With Stanley?	Discuss the motivations and justifications for Stanley's actions.
Practice — Reading: <i>A Streetcar Named Desire</i> , Scenes 7-11	As you finish reading <i>A Streetcar Named Desire</i> , think about your interpretations of the play. Notice how some of the assumptions you made at the beginning of the play might now be changing.
Practice — Check Your Reading: <i>A Streetcar Named Desire</i>	Answer questions to assess your skill in reading <i>A Streetcar Named Desire</i> .
Discuss — Discuss Your Reading: Stella and Blanche	Did Stella help bring about Blanche's decline into madness? Discuss your thoughts.
Quiz — Test Yourself: <i>A Streetcar Named Desire</i>	Answer questions to assess your understanding of <i>A Streetcar Named Desire</i> .
Practice — Writing About <i>A Streetcar Named Desire</i>	Write an essay about <i>A Streetcar Named Desire</i> , focusing on your ideas about Stella.
Quiz — Check-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Wrap-Up

Review — Drama: Lives in Crisis	Review concepts you covered to prepare for the unit test.
Practice — Drama: Lives in Crisis	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Drama: Lives in Crisis	Take a teacher-graded 55-minute test to assess your understanding of the content.

Lesson 4: Diagnostic

Diagnostic — Drama: Lives in Crisis	Test your understanding of the key concepts covered in this unit.
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Unit 4: Poetry: Love and Separation

Lesson 1: Love Desired

Readings for this lesson available in *The Norton Anthology of Poetry*:

- “Corinna’s Going A-Maying,” Robert Herrick (also available via download)
- “The Sun Rising,” John Donne (also available via download)

Additional reading available online: “The Lamb,” William Blake

Study — The Art of Poetry	Explore what makes poetry unique. Go over strategies for becoming a confident and critical poetry reader.
Practice — Reading: A Renaissance Love Poem	Read and analyze “Corrina’s Going A-Maying.” Learn about narrative, lyric, free form, and thematic forms of poetry.
Quiz — Test Yourself: A Renaissance Love Poem	Answer questions about the poem “Corrina’s Going A-Maying.”
Discuss — Discuss Your Reading: A Renaissance Love Poem	Discuss the Herrick poem with an eye to the themes of human values, the symbolism of spring, and the importance of seizing the day.
Study — Reading and Listening: The Sun Rising	Listen to a reading of a 17th-century love poem, analyze its sound patterns, and answer a number of questions on its meaning.
Quiz — Test Yourself: The Sun Rising	Answer questions to assess your understanding of the poem “The Sun Rising.”
Discuss — Discuss Your Reading: The Sun Rising	Analyze and discuss the poem “The Sun Rising.” Consider the poem’s speaker and his desires and explore how poetic devices enrich the poem’s meaning.
Practice — Communicating Through Poetry	Write an essay on how and what the speaker communicates in the Blake poem.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: Love Questioned

Readings for this lesson available in *The Norton Anthology of Poetry*:

- “To His Coy Mistress,” Andrew Marvell
- “My Last Duchess,” Robert Browning (also available online)
- “since feeling is first” and “in Just-,” e.e. cummings (also available online)

Practice — Reading: To His Coy Mistress	Enrich your understanding of poetic persuasion by interpreting the unusual comparisons expressed in this famous 17th-century love poem. Learn about tone, mood, and attitude in poetry.
Quiz — Test Yourself: To His Coy Mistress	Answer questions to assess your understanding of the poem “To His Coy Mistress.”
Study — Reading and Listening: My Last Duchess	Heighten your sensitivity to the meanings implied by tone of voice in this dramatic monologue from the early modern period. Listen to the poem read aloud and notice that how we say something is as meaningful as the words we choose to speak.

Discuss — Discuss Your Reading: Attitudes Toward Women	Compare the logic applied and attitudes toward women expressed in "To His Coy Mistress" and "My Last Duchess."
Practice — Prewriting: Attitudes Toward Women	Use pre-writing strategies to identify and refine interpretive ideas that could be developed further into a comparison and contrast essay on the poems "To His Coy Mistress" and "My Last Duchess."
Practice — Reading: The Poetry of e.e. cummings	Read poems by e.e. cummings. See how cummings challenges our understanding of sentence structure and syntax.
Quiz — Test Yourself: The Poetry of e.e. cummings	Answer questions to assess your understanding of the poems of e.e. cummings.
Discuss — Discuss Your Reading: The Style of e.e. cummings	Discuss cummings's unique poetic style and how it affects the meaning of its poetry.
Practice — Writing About Attitudes Toward Women	Using your prewriting materials and the feedback received from your instructor on how to improve your interpretation, extend your analysis, draw upon textual details in support of your interpretation, and write your final draft of an essay comparing the different attitudes toward women expressed in the Marvell and Browning poems.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 3: Love Denied

Readings for this lesson available in *The Norton Anthology of Poetry*:

- "I, Being Born a Woman, and Distressed," Edna St. Vincent Millay
- "Girl Powdering Her Neck," Kathy Song (also available via download)

Practice — Reading: I, Being Born a Woman and Distressed	Examine the effects of indirect expressions in this modern poem written from a woman's point of view. Learn more about rhyme scheme and practice deciphering complex sentences.
Quiz — Test Yourself: I, Being Born a Woman and Distressed	Answer questions to assess your understanding of the poem "I, Being Born a Woman and Distressed."
Practice — Reading: Girl Powdering Her Neck	Read the poem "Girl Powdering Her Neck," paying careful attention to the poem's evocative imagery. Consider the poetic effects the author achieves via the speaker.
Discuss — Discuss Your Reading: Girl Powdering Her Neck	Analyze and discuss the poem "Girl Powdering Her Neck," focusing on the girl as art.
Practice — Writing About Women and Perspectives on Love	Write two thesis statements and provide supporting evidence for essays, focusing on how the poems "I, Being Born a Woman and Distressed" and "Girl Powdering Her Neck" address the issue of women's perspectives on love.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 4: Wrap-Up

Review — Poetry: Love and Separation	Review concepts covered in this unit to prepare for
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	the test.
Practice — Poetry: Love and Separation	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Poetry: Love and Separation	Take a 55-minute, teacher-graded test to assess your understanding of the content covered in this unit.

Lesson 5: Diagnostic

Diagnostic — Poetry: Love and Separation	Test your understanding of the key concepts covered in this unit.
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Unit 5: Long Fiction: *Their Eyes Were Watching God*

Lesson 1: *Their Eyes Were Watching God*, Chapters 1-10

Reading for this lesson: Chapters 1-10 of *Their Eyes Were Watching God*, Zora Neale Hurston

Study — The Art of Fiction	Explore the origins and essential features of fiction.
Practice — Reading: <i>Their Eyes Were Watching God</i> , Chapters 1-5	Read the first five chapters of <i>Their Eyes Were Watching God</i> with an eye to dialect and to the role of beginnings in fiction.
Discuss — Discuss Your Reading: <i>Their Eyes Were Watching God</i> , Chapters 1-5	Discuss the first five chapters of <i>Their Eyes Were Watching God</i> , focusing on Janie's inner life.
Practice — Check Yourself: <i>Their Eyes Were Watching God</i> , Chapters 1-5	Test yourself on these chapters of <i>Their Eyes Were Watching God</i> .
Practice — Reading: <i>Their Eyes Were Watching God</i> , Chapters 6-10	Learn about magical realism, then continue your journey through <i>Their Eyes Were Watching God</i> , focusing on narration.
Discuss — Discuss Your Reading: <i>Their Eyes Were Watching God</i> , Chapters 1-10	Discuss your thoughts and questions about the first half of <i>Their Eyes Were Watching God</i> , thinking about the source of Janie's unhappiness.
Practice — Prewriting: <i>Their Eyes Were Watching God</i>	Do a prewriting exercise on the first half of <i>Their Eyes Were Watching God</i> , concentrating on evaluating and explaining Janie's development as a character while drawing on textual details and Hurston's artistry as a novelist to support claims.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: *Their Eyes Were Watching God*: Chapters 11-20

Reading for this lesson: Chapters 11-20 of *Their Eyes Were Watching God*, Zora Neale Hurston

Practice — Reading: <i>Their Eyes Were Watching God</i> , Chapters 11-15	Learn more about the effects of history on literature and read the next five chapters of <i>Their Eyes Were Watching God</i> .
Discuss — Discuss Your Reading: <i>Their Eyes Were Watching God</i> , Chapters 11-15	Discuss your interpretation of these chapters of <i>Their Eyes Were Watching God</i> , considering Janie's newfound happiness with Tea Cake.
Practice — Check Yourself: <i>Their Eyes Were Watching God</i> , Chapters 11-15	Test yourself on these chapters of <i>Their Eyes Were Watching God</i> .

Practice — Reading: <i>Their Eyes Were Watching God</i> , Chapters 16-20	Learn more about endings, then finish reading <i>Their Eyes Were Watching God</i> , paying attention to how Janine becomes a different person by the end of her journey.
Discuss — Discuss Your Reading: <i>Their Eyes Were Watching God</i> , Chapters 16-20	Discuss your interpretation of the ending to <i>Their Eyes Were Watching God</i> , keeping in mind the importance of how the novel ends.
Practice — Writing about <i>Their Eyes Were Watching God</i>	Build on your prewriting assignment from the previous lesson and write your final draft of your essay about the novel <i>Their Eyes Were Watching God</i> incorporating feedback from your instructor on elements of your analysis, organization, use of language, diction, and style.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 3: Wrap-Up

Review — Long Fiction: <i>Their Eyes Were Watching God</i>	Review concepts covered in this unit to prepare for the test.
Practice — Long Fiction: <i>Their Eyes Were Watching God</i>	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Long Fiction: <i>Their Eyes Were Watching God</i>	Take a 55-minute teacher-graded test to assess your understanding of the content from this unit.

Lesson 4: Diagnostic

Diagnostic — Long Fiction: <i>Their Eyes Were Watching God</i>	Test your understanding of the key concepts covered in this unit.
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Unit 6: Drama: Shakespearean Comedy

Lesson 1: *Twelfth Night*, Part One

Reading for this lesson: Acts 1-3 of *Twelfth Night*, William Shakespeare

Study — Shakespeare and Language	Get tips on reading and interpreting Shakespeare's works.
Practice — Reading: <i>Twelfth Night</i> , Act 1	Learn more about developing your vocabulary through an awareness of context. Then read Act 1 of <i>Twelfth Night</i> .
Quiz — Test Yourself: <i>Twelfth Night</i> , Act 1	Answer questions to assess your understanding of Act 1 of <i>Twelfth Night</i> .
Discuss — Discuss Your Reading: <i>Twelfth Night</i> , Act 1	Discuss Act 1, focusing on the strange or complex sentence structures used by Shakespeare.
Practice — Reading: <i>Twelfth Night</i> , Act 2	Learn more about blank verse. Then read Act 2 of <i>Twelfth Night</i> , focusing on the formal terms used to describe Shakespeare's style of writing.
Discuss — Discuss Your Reading: <i>Twelfth Night</i> , Act 2	Discuss Act 2, paying particular attention to the use of and variations on blank verse.
Practice — Reading: <i>Twelfth Night</i> , Act 3	Learn more about Shakespearean England,

	then read Act 3 of <i>Twelfth Night</i> , looking specifically at the ways desire and motivation contribute to character development
Practice — Check Your Reading: <i>Twelfth Night</i> , Act 3	Answer questions to assess your understanding of Act 3.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: *Twelfth Night*, Part Two

Reading for this lesson: Acts 4 and 5 of *Twelfth Night*, William Shakespeare

Practice — Reading: <i>Twelfth Night</i> , Act 4	Learn more about stage directions. Then try not to get lost in the maze of mistaken identities as you read Act 4.
Discuss — Discuss Your Reading: <i>Twelfth Night</i> , Act 4	Discuss Act 4, speculating about how the play might end.
Practice — Reading: <i>Twelfth Night</i> , Act 5	Discover more about the genres of comedy and tragedy. Then read Act 5.
Quiz — Test Yourself: <i>Twelfth Night</i>	Answer questions to assess your understanding of <i>Twelfth Night</i> .
Practice — Reading and Prewriting: Interpretations of <i>Twelfth Night</i>	Read various interpretations of the play before you complete a prewriting exercise focusing on concepts from the play.
Discuss — Discuss Your Reading: Interpretations of <i>Twelfth Night</i>	Discuss interpretations and critical evaluations of <i>Twelfth Night</i> with your classmates, focusing on the main message or moral of the play
Practice — Writing About <i>Twelfth Night</i>	Summarize your prewriting material and write an essay tying together your interpretations of <i>Twelfth Night</i> , using direct quotations from the text to support your argument.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: Wrap-Up

Review — Shakespearean Comedy	Review concepts covered in this unit to prepare for the test.
Practice — Shakespearean Comedy	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Shakespearean Comedy	Take a 55-minute, teacher-graded test to assess your understanding of the content presented in this unit.

Lesson 4: Diagnostic

Diagnostic — Drama: Shakespearean Comedy	Test your understanding of the key concepts covered in this unit.
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Unit 7: Review and Exam

Lesson 1: English Literature and Comp.

Review — English Literature and Comp.	Review the material from this semester in
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	preparation for the Semester Final Exam.
Practice — Check Your Knowledge of English Literature and Comp.	Answer multiple-choice questions to assess your understanding of material from the first semester of the course.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the exam.
Exam — English Literature and Comp.	Take the Semester Final Exam to assess your understanding of the first semester's content.

Unit 8: Victorian Era Literature

Lesson 1: *Jane Eyre*, Chapters 1-16

Reading for this lesson: Chapters 1-16 of *Jane Eyre*, Charlotte Brontë

Practice — Welcome to Second Semester	Review the format and goals of the second semester, how to succeed in the course, and what to expect on the AP Exam.
Study — Victorian Era Life and Literature	Explore the social progress and artistic transformation of the Victorian era. Learn about important authors and literature of the period.
Practice — Reading: <i>Jane Eyre</i> , Chapters 1-16	Learn more about 19 th century British women writers before you begin reading Charlotte Brontë's <i>Jane Eyre</i> . Develop strategies for reading and interpreting a Victorian novel.
Practice — Check Your Reading: <i>Jane Eyre</i> , Chapters 1-16	Answer questions to assess your knowledge of the first 16 chapters of <i>Jane Eyre</i> .
Discuss — Discuss Your Reading: <i>Jane Eyre</i> , Chapters 1-16	Analyze and discuss aspects of the first 16 chapters of <i>Jane Eyre</i> , such as the roles of social class and kindness in the book.
Practice — Prewriting Exercise: <i>Jane Eyre</i> , Chapters 1-16	Complete a prewriting exercise in which you write a thesis statement to develop your understanding of <i>Jane Eyre</i> .
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: *Jane Eyre*, Chapters 17-27

Reading for this lesson: Chapters 17-27 of *Jane Eyre*, Charlotte Brontë

Practice — Reading: <i>Jane Eyre</i> , Chapters 17-27	Continue your journey through <i>Jane Eyre</i> , tracking themes as you read carefully and analytically.
Practice — Check Your Reading: <i>Jane Eyre</i> , Chapters 17-27	Answer questions to assess your understanding of chapters 17-27 of <i>Jane Eyre</i> .
Discuss — Discuss Your Reading: <i>Jane Eyre</i> , Chapters 17-27	Discuss your interpretation of this portion of <i>Jane Eyre</i> , focusing on the relationship between Jane and Rochester
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 3: *Jane Eyre*, Chapters 28-38

Reading for this lesson: Chapters 28-38 of *Jane Eyre*, Charlotte Brontë

Practice — Reading: <i>Jane Eyre</i> , Chapters 28-38	Complete your reading of <i>Jane Eyre</i> , thinking about your understanding of the messages and themes of the novel as you begin to formulate your own interpretations of characters and events. Think about how Jane was treated earlier in the novel and now, in this final section.
Practice — Check Your Reading: <i>Jane Eyre</i> , Chapters 28-38	Answer questions to assess your understanding of the final portion of <i>Jane Eyre</i> .
Discuss — Discuss Your Reading: <i>Jane Eyre</i> , Chapters 28-38	Participate in a concluding discussion on the novel <i>Jane Eyre</i> , thinking about the ups and downs of Jane's life and the characters and events that have affected the development of her character.
Practice — Writing About <i>Jane Eyre</i>	Write an essay on <i>Jane Eyre</i> focusing on the struggle between conscience and passion.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this unit.

Lesson 4: Wrap-Up

Review — Victorian Era Literature	Review the material you learned in this unit to prepare for the test.
Practice — Victorian Era Literature	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Victorian Era Literature	Take a teacher-graded 55-minute test to assess your understanding of the content presented in this unit.

Lesson 5: Diagnostic

Diagnostic — Victorian Era Literature	Test your understanding of the key concepts covered in this unit.
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Unit 9: 19th-Century Literature: British & American Authors

Lesson 1: British Authors

Readings for this lesson available in *The Norton Anthology of Poetry*:

- “The Tyger” and “London,” William Blake
- “My Heart Leaps Up” and “The World is Too Much With Us,” William Wordsworth
- “Ozymandias,” Percy Bysshe Shelley
- “Kubla Khan,” Samuel Taylor Coleridge
- “Ode to a Nightingale,” John Keats

Study — The Romantic Movement	Explore the Romantic movement. Learn about important authors and literature associated with the movement and explore the social and cultural issues of the late 18 th century.
Practice — Reading: Poems by Blake and Wordsworth	Learn about prompt analysis and read poems by British Romantic authors William Blake and William Wordsworth.
Practice — Reading: Poems by Shelley and Coleridge	Read more about British Romantic poetry as well as poems by Percy Bysshe Shelley and Samuel Taylor Coleridge.
Quiz — Test Yourself: British Romantic Poetry	Answer questions to assess your understanding of British Romantic poetry.

Discuss — Discuss Your Reading: British Romantic Poetry	Analyze and discuss aspects of British Romantic poetry, thinking about Romantic themes in these poems and in contemporary works.
Practice — Reading: Keats Ode to a Nightingale	Read and interpret this famous poem by John Keats. Think about the diction, imagery, tone, and the narrator's changing responses.
Discuss — Discuss Your Reading: Ode to a Nightingale	Analyze and discuss the poem "Ode to a Nightingale." Put the poem in the context of the other Romantic poems you've read and think about the end of the poem in the context of the whole.
Practice — Writing About British Romantic Poetry	Write a style analysis essay on about the Keats poem.
Quiz — Check-Up	Answer questions to assess your understanding of the content covered in this lesson.

Lesson 2: American Authors

Readings for this lesson available in *The Norton Anthology of Poetry*:

- "258," "280," and "986," Emily Dickinson
- "1," "6," and "52" from "Song of Myself," Walt Whitman

Reading from *The Story and Its Writer*: "Bartleby, the Scrivener," Herman Melville

Practice — Reading: Poems by Dickinson	Learn about American Romantic poets and read a collection of poems by American poet Emily Dickinson.
Discuss — Discuss Your Reading: Poems by Dickinson	Discuss aspects of Dickinson's poetry, focusing on what strikes you about her poetry as unique, interesting, or confusing.
Practice — Reading: Poems by Whitman	Get a refresher on sentence structure. Then read and analyze poems by Walt Whitman.
Discuss — Discuss Your Reading: Poems by Whitman	Discuss the poems you read by Walt Whitman, focusing on form and the elements that make his poetry unique.
Quiz — Test Yourself: Poems by Dickinson and Whitman	Answer questions to assess your understanding of poems by Dickinson and Whitman.
Practice — Reading: Bartleby, the Scrivener	Learn more about point of view. Then read the short story "Bartleby, the Scrivener," by Herman Melville, thinking about how the short story develops a particular view of freedom and a critique of monotonous work.
Discuss — Discuss Your Reading: Bartleby, the Scrivener	Discuss your interpretation of "Bartleby, the Scrivener" with an eye to the role of the narrator his attitude towards Bartleby.
Practice — Writing About Nineteenth-Century American Literature	Write an essay about a passage from the Melville work, analyzing the narrator's changing response to Bartleby.
Quiz — Check-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 3: Wrap-Up

Review — 19th-Century Literature: British & American Authors	Review the material covered in this unit to prepare for the test.
Practice — 19th-Century Literature: British &	Review terms introduced in this unit.

American Authors	
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— 19th-Century Literature: British & American Authors	Take a teacher-graded 55-minute test to assess your understanding of the content introduced in this unit.

Lesson 4: Diagnostic

Diagnostic — 19th-Century Literature: British & American Authors	Test your understanding of the key concepts covered in this unit.
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Unit 10: Turn-of-the-Century Literature

Lesson 1: Fiction and Analysis, Part 1

Readings from *The Story and Its Writer*:

- “Heart of Darkness,” Joseph Conrad
- “An Image of Africa: Conrad’s ‘Heart of Darkness,’” Chinua Achebe

Study — Turn-of-the-Century Life and Literature	Explore society and culture at the turn of the 20 th century. Learn about important authors and literature of the period as well as social and cultural life in Britain and America.
Practice — Reading: Heart of Darkness, Part I	Learn about colonialism and post-colonialism. Then read Part I of Joseph Conrad's "Heart of Darkness," focusing on narrative perspective, setting, time, and the role of the journey.
Discuss — Discuss Your Reading: Heart of Darkness, Part I	Discuss the first part of "Heart of Darkness," concentrating on what the word 'darkness' represents.
Practice — Reading: Heart of Darkness, Parts II and III	Learn about impressionistic writing, then finish reading "Heart of Darkness," continuing to think about the role of darkness.
Discuss — Discuss Your Reading: Heart of Darkness, Parts II and III	Discuss your interpretation of "Heart of Darkness" with your classmates, focusing on the relationship between Marlow and Kurtz.
Quiz — Test Yourself: Heart of Darkness	Answer questions to assess your understanding of "Heart of Darkness."
Practice — Reading: Conrad and An Image of Africa: Heart of Darkness	Read Chinua Achebe's analysis of "Heart of Darkness," which is important because Achebe was the first critic to accuse Conrad of racism.
Discuss — Discuss Your Reading: Analysis of Heart of Darkness	Discuss "Heart of Darkness" and Achebe's analysis with your classmates, assessing the claim of racism.
Practice — Writing About Heart of Darkness	Write an essay about "Heart of Darkness" that focuses on the contrasts in the story.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: Fiction and Analysis, Part 2

Readings from *The Story and Its Writer*:

- “The Yellow Wallpaper,” Charlotte Perkins Gilman
- “A Feminist Reading of Gilman’s ‘The Yellow Wallpaper,’” Sandra M. Gilbert and Susan Gubar

Practice — Reading: The Yellow Wallpaper	Read "The Yellow Wallpaper," by Charlotte Perkins Gilman and learn about women at the turn of the century. Pay attention to how the narrator's husband speaks to her and how the wallpaper changes as the story progresses
Practice — Reading: A Feminist Reading of Gilman: The Yellow Wallpaper	Learn about prose terms. Then read Sandra M. Gilbert and Susan Gubar's analysis of "The Yellow Wallpaper" and consider whether you find the argument and evidence convincing.
Discuss — Discuss Your Reading: The Yellow Wallpaper	Share your interpretation of "The Yellow Wallpaper" and Gilbert and Gubar's analysis with your classmates, focusing on your understanding of the story's conclusion
Quiz — Test Yourself: The Yellow Wallpaper	Answer questions to assess your understanding of "The Yellow Wallpaper."
Practice — Writing About Turn-of-the-Century Fiction	Read about transitions. Then write an essay on a passage from the Gilman story, using quotations from the passage to support your argument.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 3: Wrap-Up

Review — Turn-of-the-Century Literature	Review the material to prepare for the test on this unit.
Practice — Turn-of-the-Century Literature	Review terms that were introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test— Turn-of-the-Century Literature	Take a 55-minute teacher-graded test to assess your understanding of the content covered in this unit.

Lesson 4: Diagnostic

Diagnostic — Turn-of-the-Century Literature	Test your understanding of the key concepts covered in this unit.
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Unit 11: Modern Literature

Lesson 1: Modern Poetry, Part 1

Readings from *The Norton Anthology of Poetry*:

- "The Darkling Thrush," Thomas Hardy
- "God's Grandeur," Gerard Manley Hopkins
- "The Second Coming" and "When You are Old," William Butler Yeats
- "The Love Song of J. Alfred Prufrock," T.S. Eliot

Study — Modern Age Life and Literature	Explore society and culture in the Modern Age. Learn about important authors and literature of the period.
Practice — Reading: Poems by Hardy, Hopkins, and Yeats	Read works by Modern poets Thomas Hardy, Gerard Manley Hopkins, and William Butler Yeats. Look at each poem by itself and then compare them to each other. Learn more terms related to poetry.
Discuss — Discuss Your Reading:	Compare and discuss the styles of poets Hardy,

Poems by Hardy, Hopkins, and Yeats	Hopkins, and Yeats, focusing on the imagery and world view in each.
Practice — Reading: Eliot: The Love Song of J. Alfred Prufrock	Learn more about modern poetry before you read "The Love Song of J. Alfred Prufrock," by T.S. Eliot.
Discuss — Discuss Your Reading: Eliot: The Love Song of J. Alfred Prufrock	Discuss your interpretations of Eliot's poem with your classmates, with an eye towards thinking about modernist ideas.
Quiz — Test Yourself: Modern Poetry, Part 1	Answer questions to assess your understanding of Modern poetry.
Practice — Writing About Modern Poetry, Part 1	Write a style-analysis essay about the Yeats poem "When You are Old," analyzing the speaker's attitude toward the woman addressed in the poem and focusing on form, diction, imagery, and tone..
Quiz — Check-Up	Answer questions to assess your understanding of the content presented in this lesson.

Lesson 2: Modern Poetry, Part 2

Readings from *The Norton Anthology of Poetry*:

- "Thirteen Ways of Looking at a Blackbird," Wallace Stevens
- "Sea Violet," H.D.
- "The Red Wheelbarrow" and "The Dance," William Carlos Williams
- "This is Just to Say," William Carlos Williams
- "Variations on a Theme by William Carlos Williams," Kenneth Koch
- "Incident," Countee Cullen
- "Dream Variations," Langston Hughes
- "Reapers," Jean Toomer

Practice — Reading: Poems by Stevens, H.D., and Williams	Read a collection of Modern poems by Wallace Stevens, H.D., and William Carlos Williams, keeping in mind the modernist notion of fragmentation.
Discuss — Discuss Your Reading: Poems by Stevens, H.D., and Williams	Share your perspective on the poems by Stevens, H.D., and Williams.
Practice — Reading: Poems by Williams and Koch	Read poems by William Carlos Williams and Kenneth Koch, deceptively simple poems that offer 20 th century approaches to creating tone.
Discuss — Discuss Your Reading: Poems by Williams and Koch	Discuss the poems you read by Williams and Koch, focusing on the world views and popular beliefs offered in each.
Practice — Reading: Poems by Cullen, Hughes, and Toomer	Learn about the Harlem Renaissance and read a collection of poems by Countee Cullen, Langston Hughes, and Jean Toomer.
Discuss — Discuss Your Reading: Poems by Cullen, Hughes, and Toomer	Discuss the poems by poets Cullen, Hughes, and Toomer.
Quiz — Test Yourself: Modern Poetry, Part 2	Answer questions to assess your understanding of the poems presented in this lesson.
Practice — Writing About Modern Poetry, Part 2	Review some grammar topics, then write an essay about one of the Harlem Renaissance poems you read.
Quiz — Check-Up	Answer questions to assess your understanding of the content in this lesson.

Lesson 3: Wrap-Up

Review — Modern Literature	Review the material covered in this unit to prepare for the test.
Practice — Modern Literature	Review terms introduced in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test — Modern Literature	Take a teacher-scored 55-minute test to assess your understanding of the content presented in this unit.

Lesson 4: Diagnostic

Diagnostic — Modern Literature	Test your understanding of the key concepts covered in this unit.
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Unit 12: The American Dream

Lesson 1: *The Great Gatsby*, Chapters 1-5

Reading for this lesson: Chapters 1-5 from *The Great Gatsby*, F. Scott Fitzgerald

Study — The Jazz Age	Explore society and culture during the Jazz Age. Learn how notions of the American Dream were reflected in life and literature.
Practice — Reading: <i>The Great Gatsby</i> , Chapters 1-5	Begin reading the classic American novel <i>The Great Gatsby</i> , by F. Scott Fitzgerald.
Practice — Check Your Reading: <i>The Great Gatsby</i> , Chapters 1-5	Answer questions to assess your understanding of the first five chapters of <i>The Great Gatsby</i> .
Discuss — Discuss Your Reading: <i>The Great Gatsby</i> , Chapters 1-5	Discuss an aspect of the first five chapters of <i>The Great Gatsby</i> , focusing on Gatsby's character, the shifting moral code of the 1920s, the American dream, and people who are disenfranchised.
Practice — Prewriting Exercise: <i>The Great Gatsby</i> , Chapters 1-5	Write an introductory paragraph and a short outline of supporting points you could use in an essay on Fitzgerald's image of the New Woman and the social and cultural values represented by the New Woman as depicted in the novel. Receive feedback from your instructor on the logic of your organization.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: *The Great Gatsby*, Chapters 6-9

Reading for this lesson: Chapters 6-9 from *The Great Gatsby*, F. Scott Fitzgerald

Readings for this lesson from *The Norton Anthology of Poetry*: "Harlem" and "Theme for English B," Langston Hughes

Practice — Reading: <i>The Great Gatsby</i> , Chapters 6-9	Finish your reading of <i>The Great Gatsby</i> . See how, as Gatsby's story unfolds, the lives of the characters around him begin to intersect in increasingly disastrous ways, leading to a conclusion that clarifies Fitzgerald's commentary on America in the 1920s.
Quiz — Test Yourself: <i>The Great Gatsby</i> , Chapters 6-9	Answer questions to assess your understanding of chapters 6-9 of <i>The Great Gatsby</i> .

Discuss — Discuss Your Reading: <i>The Great Gatsby</i> , Chapters 6-9	Discuss the novel <i>The Great Gatsby</i> with your classmates, with an eye to understanding the main characters and Fitzgerald's attitudes towards society.
Practice — Writing About <i>The Great Gatsby</i>	Learn more about prompt analysis, then write a final draft of an essay about <i>The Great Gatsby</i> exploring contradictions the author exposes in the novel and speculating on what he's saying about society and the time period.
Practice — Reading: Poems by Hughes	Read a collection of poems by Harlem Renaissance poet Langston Hughes.
Discuss — Discuss Your Reading: Poems by Hughes	Discuss an aspect of Hughes's poems with your classmates, thinking about how his perspective on the American dream differs from that offered by Fitzgerald.
Quiz — Check-Up	Answer questions to assess your understanding of the content in this lesson.

Lesson 3: Wrap-Up

Review — The American Dream	Review the material covered in this unit to prepare for the test.
Practice — The American Dream	Review terms presented in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test — The American Dream	Take a 55-minute teacher-graded test that includes an essay to assess your understanding of the content introduced in this unit.

Lesson 4: Diagnostic

Diagnostic — The American Dream	Test your understanding of the key concepts covered in this unit.
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Unit 13: Contemporary Literature

Lesson 1: American Voices

Readings in this lesson from *The Story and Its Writer*:

- "Sonny's Blues," James Baldwin
- "I Stand Here Ironing," Tillie Olsen
- Excerpts from *The House on Mango Street*, Sandra Cisneros
- "Two Kinds," Amy Tan

Reading in this lesson from *The Norton Anthology of Poetry*:

- "The Fish" and "In the Waiting Room," Elizabeth Bishop

Study — Contemporary Life and Literature	Explore contemporary society and culture. Learn about characteristics and themes in contemporary literature.
Practice — Reading: Contemporary Story by James Baldwin	Learn more about multicultural fiction. Then read the Baldwin story, a powerful depiction of the struggles that African Americans face in America.
Discuss — Discuss Your Reading: Sonny's Blues	Discuss "Sonny's Blues" with your classmates, focusing on how the characters cope with racial

	problems, the role of the blues in the story, the loss of faith, the sense of hope, and the challenges facing African Americans.
Practice — Reading: I Stand Here Ironing	Read the Olsen piece, noting the point of view.
Practice — Reading: Poems by Bishop	Read and analyze contemporary poetry by Elizabeth Bishop, focusing on the narrative.
Discuss — Discuss Your Reading: I Stand Here Ironing and Poems by Bishop	Discuss "I Stand Here Ironing" and poems by Elizabeth Bishop with your classmates. Think about what various items represent, loss of faith, and hope for the future.
Practice — Reading: Excerpts from The House on Mango Street	Read excerpts from <i>The House on Mango Street</i> , by Sandra Cisneros, paying particular attention to diction and syntax.
Practice — Reading: Two Kinds	Read "Two Kinds," by Amy Tan, thinking about assimilation and cultural preservation.
Discuss — Discuss Your Reading: Excerpts from The House on Mango Street and Two Kinds	Discuss excerpts from <i>The House on Mango Street</i> and aspects of the short story "Two Kinds" with your classmates, focusing on the cultural issues raised in the texts.
Practice — Writing About Contemporary American Literature	Learn more about combining sentences as well as coordinating and subordinating ideas. Then write an essay on a character's response to an event, focusing on how it illustrates the experience of being a female or a cultural minority in America.
Quiz — Check-Up	Answer questions to assess your understanding of the content introduced in this lesson.

Lesson 2: International Voices

Reading from *The Story and Its Writer* for this lesson: "A Very Old Man With Enormous Wings," Gabriel García Márquez

Reading for this lesson: Chapters 1-8, *Annie John*, Jamaica Kincaid

Practice — Reading: A Very Old Man With Enormous Wings	Read "A Very Old Man With Enormous Wings," by Gabriel Garcia Marquez and learn about magical realism.
Discuss — Discuss Your Reading: A Very Old Man With Enormous Wings	Discuss "A Very Old Man With Enormous Wings" with your classmates, thinking about the role magical realism plays in the story.
Practice — Reading: <i>Annie John</i> , Chapters 1-4	Read the first half of Jamaica Kincaid's novel <i>Annie John</i> with an eye to the relationships between Annie, her friends, and her parents.
Discuss — Discuss Your Reading: <i>Annie John</i> , Chapters 1-4	Discuss the coming-of-age themes explored in <i>Annie John</i> .
Practice — Reading: <i>Annie John</i> , Chapters 5-8	Complete your reading of <i>Annie John</i> , focusing on the changes that Annie undergoes.
Discuss — Discuss Your Reading: <i>Annie John</i> , Chapters 5-8	Discuss an aspect of <i>Annie John</i> with your classmates, considering what caused Annie's actions, her sickness and departure.
Practice — Writing About Contemporary International Literature	Write an essay focusing on the international angle of being human, based on a theme from one of the works you've been reading.
Quiz — Check-Up	Answer questions to assess your understanding

	of the content introduced in this lesson.
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Lesson 3: Wrap-Up

Review — Contemporary Literature	Review the material to prepare for the test on this unit's content.
Practice — Contemporary Literature	Review terms covered in this unit.
Discuss — Any Questions?	Is there something you don't understand? Raise any questions you have before taking the test.
Test — Contemporary Literature	Take a 55-minute, teacher-graded test that includes and essay to assess your understanding of the content.

Lesson 4: Diagnostic

Diagnostic — Contemporary Literature	Test your understanding of the key concepts covered in this unit.
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Unit 14: Review and Exam

Lesson 1: English Literature and Comp.

Practice — Preparing for the Final Exam and the AP Exam	Read study tips that will help you organize your time as you study for the Course Final and AP Exam.
Review — English Literature and Comp.	Review key concepts from both semesters in preparation for the Course Final and the AP Exam.
Practice — Check Your Knowledge of the Course	Answer questions to assess your understanding of material covered during the course.
Discuss — Any Questions?	Is there something you don't understand from the course? Raise any questions you have before taking the test and AP Exam.
Practice — Practice Exam	Take a practice exam as you prepare for the Course Final and the AP Exam.
Final Exam — English Literature and Comp.	Take the Course Final to assess your understanding of the content from both semesters.