**Unit 1: The Challenge of Change and Price of Progress**

**Focus: Fiction and plot**

*A Sound of Thunder*—Ray Bradbury (short story, soph text)

*There Will Come Soft Rains*—Ray Bradbury (short story, soph text)

*The Pedestrian* – Ray Bradbury (short story, soph text)

**Focus: Non-fiction and modes of rhetoric**

*Montgomery Boycott*—Coretta Scott King (memoir, soph text)

*Sit-Ins*—Margaret Walker (poetry, soph text)

*A Eulogy to Dr. Martin King, Jr*.—Robert F. Kennedy (primary source, soph text)

**Focus: Play**

*Dream Deferred* -- Langston Hughes (poem, handout)

*Raisin in the Sun—*Lorraine Hansberry (play*)*

**Writing piece:Persuasive Essay**

**Writing piece: AP Prompts**

**Unit 2: Discovering the Truth**

**Focus: Symbolism and Figurative Language**

**John Steinbeck and Of Mice and Men intro/background:**

The Author’s Style (soph text pg 946)

From *Novel Prize Acceptance Speech* (soph text pg 941)

Youtube: An Introduction to John Steinbeck (2:20) and John Steinbeck and The Grapes of Wrath (1:40)

*Of Mice and Men*—Steinbeck (novella)

*The Pearl* – Steinbeck (novella)

**Writing piece: AP prompts**

**Writing piece: Problem-solution and/or cause--effect**

**Unit 3: Poetry**

**Focus: Connotation, Denotation, Imagery, Figurative Language, Word Choice, Tone, Theme**

*Piano*—D.H. Lawrence ( soph text)

*Those Winter Sundays*—Robert Hayden ( soph text)

*Sonnet 18*—Shakespeare ( soph text)

*The Magic of Poetry –Al Young*( Participating in the Poem pg 44)

*A Dramatic Reading of a Poem –R. Bates Kronmann* ( Participating in the Poem pg 45)

*Lord Randall -- Anonymous* ( Participating in the Poem pg 45)

*Edward -- Anonymous* ( Participating in the Poem pg 46)

*Ballad of Birmingham* – Dudley Randall( Participating in the Poem pg 47)

*Mother to Son – Langston Hughes* ( Participating in the Poem pg 48)

*A View of a Successful Man –Stephen Crane Birches*—Robert Frost (poem, soph text)

*Tell all the Truth but tell it slant*—Emily Dickenson (poem, soph text)

*Do not weep, maiden, for war is kind*—Stephen Crane (poetry, soph text

*Base Details – Siegfried Sassoon*

**Writing piece: AP style poetry analysis**

**Unit 4: Lessons of History**

**Focus: Irony and Dramatic Conventions**

**Background of Greek theater/tragedy:**

Youtube: History of Theatre 1: From Ritual to Theatre; History of Theatre 2 - Development of Classical Greek Tragedy; Ancient Greek Theatre.flv (Ancient Greek Drama & Theatre)

*Antigone*—Sophocles (play, soph text)

**Writing piece: Autobiographical Incident**

**Writing piece: AP Prompts**

**Unit 5: Shakespearean Drama**

**Focus: Conventions of Tragedy**

*Hamlet*—William Shakespeare (play)

**Writing piece: AP prompts**

**Other considered texts if time permits:**

*The Book Thief*—Markus Zusak (novel)

*Jekyll and Hyde*—Robert Louis Stevenson (novella)

**College Prep 10 Literature and Composition –Sophomore Level**

**Understandings:** What will students understand as a result of the literature component in all units we will study? Students will understand:

\* Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

\* Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

\* Competent readers can synthesize from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

\* To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.

\* Knowledge based information is an ever changing expanding genre which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

\* Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres supports student’s understanding and writing of text and structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.

**\*** Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.

**\*** To build a foundation of college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

**\*** Strong listening and speaking skills are critical for learning and communicating and allow us to better understand our world. Applying these skills to collaboration amplifies each individual’s contributions and leads to new and unique understandings and solutions/

**\***Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

**Essential Questions:** What arguable, recurring and thought-provoking questions will help to guide inquiry and illustrate the big ideas of our units?
**•**How does literature help us understand ourselves and others?
•Is the purpose of reading literature to reflect on the thoughts and actions of others in order to understand how our world was shaped and what motivates us as human beings?
•How does an author’s choice of language and their specific organizational strategies that position readers to accept their representations of people, events, ideas and information influence the way we feel about their characters/stories? (Do we accept these as absolute truths or dismiss them or is there some compromise?)
**•**How has writing become a communication tool across the ages? Has the use of the internet changed the way we communicate or is it just a variation of the paper and the pen?
**•**How does literature reflect the human condition? (Are thoughts, emotions, injustices or universal truths the same regardless of the century?)
**•**How does literature express universal themes, dilemmas and social realities?

**Major Concepts/Content**College Prep English Literature and Composition is designed to be a stepping stone for students who will be enrolling in the Advanced Placement English Literature and Composition course. This course will provide you with intellectual and workload challenges consistent with a typical undergraduate English Literature course found at all universities. As this is fashioned to be a pre-cursor to Advanced Placement English, a college-level course, performance expectations are appropriately high.

**Grading**Although semester grades reflect students who turn in work late or students with excessive absences, the very good news is **that grades in the class are actually based on improvement and hard work. In other words, grading is an individualized process; the student is in competition with himself/herself and with no other.** The grade in the class is entirely predicated on the choices a student makes to do the best he/she can do. Because of the nature of the ability level of students in this class—advanced and motivated—the class is not on a curve-grading system. Given the nature of the class, grading is based on class discussion and activities during class; out-of-class reading and other assignments; and on the papers written both in class and out of class**. Also, not every assignment or essay will be graded; some will simply be acknowledged with completion grades.**

**Earning an A as opposed to an A-**

**A student who might have this borderline grade will earn a straight A if all the following are met:**

Student has **no** late assignments. Daily work is due at class time. Out of class essays are due typically at the end of the day of the due date. **Late work will not be accepted.**

Student comes to class prepared **every day** with the text, notebook, and supplemental materials.

Student consistently participates in class discussion.

Student takes the opportunity to revise and resubmit essays for a better grade. The previous draft must accompany the revised essay.

Student is in his/her seat at class time. NOT roaming around the room at bell time. Not in seat = tardy on Skyward.

 Student shows effort and positive attitude. Taking a nap/head down or reading the newspaper or working on another class assignment is not a model display of effort and positive attitude.
 **The same principle applies for a student who might have a B+ and would like an A-**

**Required Texts and Materials**

All texts and materials will be given to students based on the curriculum unit time-line for reading and discussion. Any student who would like to read the assigned literature in advance must check out the literature from Mrs.Cujak, and are expected to return the items in the condition in which they were given. Students will be held responsible for any materials that differ from their original condition.
**Text Book:** The Language of Literature—Grade 10,

**Novels/Plays:** *Raisin in the Sun; Hamlet; The Pearl; Antigone; Of Mice and Men****•Please note that the time frames for the units might fluctuate depending on factors related to school events, student performance or curricular modifications.*
Writing Assignments and Expectations:
SOAPS guide and Prompts = 30%**
**\*AP – style prompts (two or three)
\* SOAPS reading guide**

**Tests and quizzes = 20%**

**Participation/class discussion = 10%
\*Post-it note readings (in and out of class)**

**Daily assignments 10%**

**Formal out of class essays = 30%**\*Focused description or Autobiographical Incident
\*Problem/Solution
\*Research writing
\*Persuasive writing
\*Cause/effect

**Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**