



PISCATAWAY TOWNSHIP SCHOOLS

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AP Literature & Composition

Content Area: Language Arts

Grade Span: 11th and 12th grades

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Approval date: August 12, 2021

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COURSE OVERVIEW

Description

Advanced Placement English Literature and Composition is an introductory college-level literary analysis course. The course focuses on reading, analyzing, and writing about fiction, poetry, drama from various periods. Students engage in close reading and critical analysis of fiction to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Focus will also be placed on the development and revision of evidence-based analytic writing for both poetry and prose.

Goals

Within the context of six chronologically-based learning units, students will be scaffolded in their progression of skills so that, by the end of the course, they will have mastered both literary analysis and argument development to enable each of them to be able to write each of the following essays in a timed situation effectively with no support: (i) develop textually substantiated arguments about interpretations of a part or all of a prose text, (ii) develop textually substantiated arguments about interpretations of a poem, and (iii) a literary analysis argument using only recollections from their readings in their studies, current events or historical events and personal observations. Writing instruction will include attention to the following core elements of the AP English Literature scoring criteria:

- fully responding to a given prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning;
- making textual references (direct quotes or paraphrases) that are relevant to the thesis;
- providing well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis;
- demonstrating sophistication of thought and/or developing a complex literary argument;
- and writing with a grammatical and/or mechanical sense of authority and style.

Scope and Sequence

Unit	Topic	Length
1	Intro to the HUMAN SPIRIT	4.5 weeks
2	CRY of the Human Spirit - Renaissance	4.5 weeks
3	DREAM of the Human Spirit - Romanticism	4.5 weeks
4	BOUNDARIES of the Human Spirit - Victorian	4.5 weeks
5	STRUGGLE of the Human Spirit - Harlem Renaissance and Early Modernism	9 weeks

6	IDENTITY of the Human Spirit - Modernism and Post-Modernism	9 weeks
Resources		
<p>Core Texts: A variety of novels, short stories, and poems, each as identified in each of the learning units set forth below.</p> <p>Suggested Resources: A variety of online sources and prep books, each as identified in each of the learning units set forth below.</p>		

UNIT 1

Summary and Rationale	
<p>The human spirit includes our intellect, emotions, fears, passions, and creativity. These elements, shaped by the world around us, define our character and direct our actions and interactions in society. Literature provides a gateway for readers to explore the human spirit in themselves and in others as a way to understand our world. In literature, understanding character, setting, plot, and narrator are fundamental to interpretation. This unit builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students will begin to examine how these fundamental elements function in a text, build a collection of claims and evidence about learning unit topics so they can devise thesis statements from their own collections, and develop textually substantiated arguments about interpretations of a part or all of a text.</p>	
Recommended Pacing	
4.5 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11 -12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11 -12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11 -12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer’s message?
- How can the writer’s message be determined?
- What are the writer’s direct and indirect purpose, direct and indirect audience?
- How do authors use the resources of language to impact an audience?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Make connections between the literature, our surroundings, and our sense of self.
- Evaluate the cultural, political and social changes for the time period assigned to the text and how these elements impact the work.
- Identify, analyze and assess the literary devices and language used in the text.
- Analyze and examine genre, structure, tone, language, significance, themes and relevancy.
- Identify an overarching thesis for analysis of the work.
- Write a thesis statement that requires proof or defense and develop the interpretative argument.

Resources

Core Texts

- *The Alchemist* - Paulo Coelho (summer reading),
- *How to Read Literature Like a Professor* by Thomas C. Foster (summer reading),
- *Voice Lessons in Tone, Syntax, Diction, Detail, and Imagery* by Nancy Dean,
- *Literary Criticism, A Graphic Guide*

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology

UNIT 2

Summary and Rationale	
<p>CRY of the Human Spirit - Renaissance</p> <p>In this unit, students will explore the crying out of the human spirit as they study humanism, a concept from the Renaissance which considers human beings as the starting point for serious moral and philosophical inquiry. Student writing will continue to examine how fundamental elements function in a text and to build a collection of claims and evidence about learning unit topics so they can devise thesis statements. Students will benefit from frequent practice during this unit writing paragraphs that include a claim that demands defense and the textual evidence that furnishes that defense.</p>	
Recommended Pacing	
4.5 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11 -12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11 -12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11 -12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer's message?
- How can the writer's message be determined?
- How does language set the tone, develop setting, introduce themes, reveal character traits?
- How does gender and class affect text?
- How does literature reflect the ideals of a society?
- How does an author's personal experience influence his/her work?
- How does an author's work change and develop over the course of his/her career?
- What is the relationship between an author, his environment/society and his text?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Identify the overarching thesis of an argument through focus on purpose and audience.
- Write a thesis statement that requires proof or defense and that may preview the structure of the literary analysis argument.
- Define conventions of the Renaissance and examine the ways these conventions reflect meaning in the text.
- Identify the elements of a sonnet and show how the form helps to create meaning.
- Explore humanism and how this concept is important in defining the human spirit.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

Resources

Core Texts

- Shakespeare sonnets 73 & 138
- Spenser sonnets 35 & 54
- Sidney sonnets 31 & 39
- “Valediction: Forbidding Mourning” - Donne
- “The Flea” - Donne
- “On My First Son” - Donne
- “Thou Blind Man’s Mark” - Sidney
- *How to Read Poetry Like a Professor* - Foster
- *How to Read Literature Like a Professor* - Foster
- “Hip Hop and Shakespeare” - Akala (Ted Talk)

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology,

UNIT 3

Summary and Rationale	
<p>DREAM of the Human Spirit - Romanticism</p> <p>This unit will specifically address conventions during the Romantic period, a literary period defined by strong senses, emotions, and feelings, and an awe of nature; the dreaming of the human spirit. Students will explore how this celebration of the individual and focus on the importance of imagination plays a role in defining the human spirit. Students will continue to examine how fundamental elements function in a text and building a collection of claims and evidence about learning unit topics so they can devise thesis statements from their own collections. Students will be familiar with developing paragraphs with textual evidence to support their claims and will spend time improving concise language and identifying complexity in the text.</p>	
Recommended Pacing	
4.5 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11 -12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11 -12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11 -12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer's message?
- How can the writer's message be determined?
- How does language set the tone, develop setting, introduce themes, reveal character traits?
- How does gender and class affect text?
- How does literature reflect the ideals of a society?
- How does an author's personal experience influence his/her work?
- How does an author's work change and develop over the course of his/her career?
- What is the relationship between an author, his environment/society and his text?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Identify the overarching thesis of an argument through focus on purpose and audience.
- Define conventions of Romanticism and examine the ways these conventions reflect meaning in the text.
- Identify the elements of an ode, lyric, scansion and show how the form and style helps to create meaning.
- Explore the celebration of nature, the individual, and the imagination and how these concepts are important in defining the human spirit.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

Resources

Core Texts

- *Frankenstein* - Mary Shelley
- Crash Course: Frankenstein - John Green (web series)
- “Lines Composed Between Florence and Pisa” - Byron
- “She Walks in Beauty” - Byron
- “Ode to a Skylark” - Shelley
- “Ode to Intellectual Beauty” - Shelley
- “La Belle Dame Sans Merci” - Keats
- “Ode to a Nightingale” - Keats
- “Prelude” - Wordsworth
- “Tintern Abbey” - Wordsworth
- “Chimney Sweeper” (Experience and Innocence) - Blake
- “Christobel” - Coleridge
- “Lime Tree Bower My Prison” - Coleridge
- *How to Read Poetry Like a Professor* - Foster
- *Voice Lessons* - Nancy Dean

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology

UNIT 4

Summary and Rationale	
<p>BOUNDARIES of the Human Spirit - Victorian</p> <p>This unit will focus on the boundaries of social class, gender, and morality on the human spirit. Students will use their skills in developing a defensible thesis statement and organization of support to analyze the conventions of the Victorian era in both poetry and prose. Student writing will focus on improving the quality of writing, the concise choice of language, and integrating more advanced writing strategies.</p>	
Recommended Pacing	
4.5 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.11 -12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11 -12.5.	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11 -12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Instructional Focus	
Unit Enduring Understandings	

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer's message?
- How can the writer's message be determined?
- How does language set the tone, develop setting, introduce themes, reveal character traits?
- How do gender and class affect text?
- How does literature reflect the ideals of a society?
- How does an author's personal experience influence his/her work?
- How does an author's work change and develop over the course of his/her career?
- What is the relationship between an author, his environment/society and his text?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Identify the overarching thesis of an argument through focus on purpose and audience.
- Define conventions of the Victorian Era and examine the ways these conventions reflect meaning in the text.
- Identify the elements of satire and show how it helps to create meaning.
- Explore the gender and class in society and how social constructs established in literature have played a role in defining the human spirit.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

Resources

Core Texts

- *Pride and Prejudice* - Austen
- *A Vindication of the Rights of Women* - Wollstonecraft
- “My Last Dutchess” - Browning
- “Porphyria’s Lover” - Browning
- *How to Read Literature Like a Professor* - Foster

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology

UNIT 5

Summary and Rationale	
<p>STRUGGLE of the Human Spirit - Harlem Renaissance and Early Modernism</p> <p>Within the learning unit, students will explore some of the struggles of the human spirit. Specifically, how institutionalized racism, slavery, and the Great Migration contributed to a new era in art, literature, and music. Analysis in both poetry and prose will focus on gender, class, and race and how the literature helped to both define and combat the inequalities in these areas. Writing focus will be on improving the quality, interest, and power of their arguments by crafting introductions and conclusions that address a larger meaning than to the work itself.</p>	
Recommended Pacing	
9 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RI.11 -12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11 -12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11 -12.6.	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Instructional Focus	
Unit Enduring Understandings	

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer's message?
- How can the writer's message be determined?
- How does language set the tone, develop setting, introduce themes, reveal character traits?
- How do gender, race, and class affect text?
- How does literature reflect the ideals of a society?
- How does an author's personal experience influence his/her work?
- How does an author's work change and develop over the course of his/her career?
- What is free verse and how does the form help to create meaning?
- What is the relationship between an author, his environment/society and his text?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Identify the overarching thesis of an argument through focus on purpose and audience.
- Define conventions of the Harlem Renaissance and Modernism and examine the ways these conventions reflect meaning in the text.
- Identify the elements of experimentation and absurdity and show how they helped to create meaning and define the era.
- Explore the gender, race, and class in society and how these elements in literature have played a role in defining the human spirit.
- Explore how institutionalized racism, slavery, and the Great Migration contributed to a new era in art, literature, and music.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

Resources

Core Texts

- “Sonny’s Blues” James Baldwin
- “I Have Known Rivers” - Langston Hughes
- “I Too” - Langston Hughes
- “America” - Claude McKay
- “Brothers-American Drama” - James Weldon Johnson
- “Theme for English B” - Langston Hughes
- “Saturday’s Child” - Countee Cullen
- “Harlem Shadows” - Claude McKay
- “If We Must Die” - Claude McKay
- “November Cotton Flower” Jean Toomer
- “Those Winter Sundays” - Hayden
- *Sula* - Toni Morrison
- *Invisible Man* - Ralph Ellison (excerpt)
- *How to Read Literature Like a Professor* - Foster

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology

UNIT 6

Summary and Rationale

IDENTITY of the Human Spirit - Modernism and Post-Modernism

In this final unit, students will explore how the human spirit is defined. Students will continue to practice revising claims to account for nuance, complexity and contradictions in their sources. Specific focus will address the elements of paradox, unreliable narrators, unrealistic narratives, parody, and dark humor in poetry and prose and show how they helped to create meaning and define the era. Students will explore how social media and technology contributed to a new era in literature and also how LGBTQ authors and literature have contributed to defining identity.

Recommended Pacing

9 weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Instructional Focus

Unit Enduring Understandings

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Unit Essential Questions

- What is the writer’s message?
- How can the writer’s message be determined?
- How does language set the tone, develop setting, introduce themes, reveal character traits?
- How do gender, race, and class affect text?
- How does literature reflect the ideals of a society?
- How does an author’s personal experience influence his/her work?
- How does an author’s work change and develop over the course of his/her career?
- What is free verse and how does the form help to create meaning?
- What is the relationship between an author, his environment/society and his text?
- How does the study of literature help individuals construct an understanding of reality?
- Why is it important for people and cultures to construct narratives about their experience?

Objectives

- Identify the overarching thesis of an argument through focus on purpose and audience.
- Define conventions of the Modernism and Post-Modernism and examine the ways these conventions reflect meaning in the text.
- Identify the elements of paradox, unreliable narrators, unrealistic narratives, parody, and dark humor and show how they helped to create meaning and define the era.
- Explore the gender, race, and class in society and how these elements in literature have played a role in defining the human spirit.
- Explore how social media and technology contributed to a new era in literature.
- Explore LGBTQ authors and literature and how these themes have contributed to defining identity.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

Resources

Core Texts

- *The Namesake* - Lahiri
- *The Great Gatsby* - Fitzgerald
- *How to Read Literature Like a Professor* - Foster
- *Illustrated Guide to Literary Criticism*
- “Hills Like White Elephants” - Hemingway
- “The Love Song of J. Alfred Prufrock” - Eliot
- “Musee des Beaux Arts” - Auden
- “Tract” - Williams
- “This is Just to Say” - Williams
- “Girl” - Kincaid
- “One Art” - Bishop
- “Lady Lazarus” - Plath
- “Poem for Half White College Student” - Amiri Baraka
- “Ode to the Only Black Kid in Class” - Clint Smith
- “Dinosaurs in the Hood” - Danez Smith
- “Sirens” Atwood
- “Autobiography of Eve” - Elkins
- “Universe as Primal Scream” - Tracey K. Smith
- “Abecedarian Requiring Further Examination” - Diaz
- “Miracle of Morning” - Gorman
- “I Invite My Parents to a Dinner Party” - Chen

Suggested Resources: Dictionary, PHS Writing Center, Vocab.com, Punctuation and Grammar exercises on Schoology