

# Literature & Composition 7/8

Week	Weekly Topics & Reading Assignments	Tests, Projects & Writing Assignments
1	<b>Welcome &amp; Course Orientation</b> Introduction to annotation & literary analysis “Charge of the Light Brigade” by Alfred Lord Tennyson Introduction to <i>The Princess Bride</i> —Prologue pp. 1-36 Frame Narrative, Point of View	
2	<b>Unit 1: Farcical Fairytales</b> Introduction to Satire “A Modest Proposal” by Jonathan Swift	
3	Unit 1: Farcical Fairytales Elements of a Fairytale Fractured Fairytales, Parody <i>The Princess Bride</i> Ch. 1-4 pp. 39-94	
4	Unit 1: Farcical Fairytales Characterization & Conflict <i>The Princess Bride</i> Ch. 5 pp. 97-218 Vizzini’s Rhymes— Rhyming Couplets, Limericks	
5	Unit 1: Farcical Fairytales Hero’s Journey (monomyth), Allusions <i>The Princess Bride</i> Ch. 6-8 pp. 221-358 (*Socratic Discussion)	
6	Unit 1: Farcical Fairytales Wrap-Up	Scene Diorama Original Fairytale Writing Unit Test (*includes vocabulary)
7	<b>Unit 2: Mysteries &amp; Suspense</b> What Makes a Good Mystery? Elements of Mystery Genre—How Suspense is Created Author Study: Agatha Christie <i>And Then There Were None</i> Chapter 1 pp. 1-17 & Character Chart	Academic Honesty Course Due
8	Unit 2: Mysteries & Suspense <i>And Then There Were None</i> Chapters 2-5 pp. 19-89 Author Study: Edgar Allan Poe— <i>How They Croaked</i> pp. 109-115 “Enigma” Poem & How to Annotate Poetry	
9	Unit 2: Mysteries & Suspense <i>And Then There Were None</i> Chapters 6-11 pp. 91-195 Read in class: “The Cask of Amontillado”	
10	Unit 2: Mysteries & Suspense <i>And Then There Were None</i> Chapters 12-End pp. 198-300 Compare/Contrast with “The Cask of Amontillado” Discuss Revenge & Cause/Effect Chain	
11	Unit 2: Mysteries & Suspense Wrap-Up Socratic discussion	Hidden Door Project Compare/Contrast Essay Unit Test (*includes vocabulary)

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12	<b>Unit 3: Nonfiction &amp; Novellas</b> Annotating Nonfiction (informative texts) <i>How They Croaked: The Awful Ends of the Awfully</i> pp. 117-125 Author Study: Charles Dickens Notetaking for Research & Research Using Multiple Resources Writing a Research Report <i>A Christmas Carol</i> Stave 1	
13	Unit 3: Nonfiction & Novellas <i>How They Croaked: The Awful Ends of the Awfully Famous</i> Writing a Research Report continued Write a BIO Poem <i>A Christmas Carol</i> Staves 2-3	
<b>THANKSGIVING BREAK</b>		
14	Unit 3: Nonfiction & Novellas Introduction to Victorian Era and <i>A Christmas Carol</i> Define “Dickensian” and “logophile” Watch: <i>The Man Who Invented Christmas</i> (2017 film) Allegory, Symbolism Public Speaking Skills <i>A Christmas Carol</i> Staves 4-5	
15	Unit 3: Nonfiction & Novellas <i>A Christmas Carol</i> Socratic Discussion	
16	Unit 3: Nonfiction & Novellas <i>A Christmas Carol</i> Symbolism Speeches	Mini Research Report Symbolism Speech Unit Test (*includes vocabulary)
<b>WINTER BREAK</b>		
17	<b>Unit 4: Ahoy Matey! Adventure Fiction</b> <i>Treasure Island</i> Author Study: Robert Louis Stevenson Read selected poems from: <i>A Child’s Garden of Verses</i> (poetry annotation); Write free-verse poems <i>Treasure Island</i> Chapters 1-12 pp. 3-79 Pirate Dialect—Decipher word meanings	Write a free-verse poem Research Pirates & Create Poster
18	Unit 4: Ahoy Matey! Adventure Fiction <i>Treasure Island</i> Chapters 13-25 pp. 80-158 Characterization—Hero’s Journey Importance of setting	
19	Unit 4: Ahoy Matey! Adventure Fiction <i>Treasure Island</i> Chapters 26-34 pp. 159-224 What is the “treasure” in <i>Treasure Island</i> ?	
20	Unit 4: Ahoy Matey! Adventure Fiction Socratic Discussion	Pirate Poster (Research) Literary Analysis Essay Unit Test (*includes vocabulary)

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21	<b>Unit 5: Autobiographies &amp; Anne (Holocaust)</b> Holocaust Web Quest Nonfiction autobiography genre & Background Information	
22	Unit 5: Autobiographies & Anne (Holocaust) Introduction-Tuesday, Dec. 22, 1942 Wednesday, Jan. 13, 1943-Tues. July 13, 1943 Reflection Sheets 1A and 1B Rapid Research Reports Anne’s Writing Style	
23	Unit 5: Autobiographies & Anne (Holocaust) Friday, July 16, 1943-Dec. 29, 1943 Sunday, Jan. 2, 1944-March 31, 1944 Reflection Sheets 2A and 2B Symbolism in Anne’s diary Reading & Writing an Odes	
24	Unit 5: Autobiographies & Anne (Holocaust) Saturday, April 1, 1944-Sunday, May 7, 1944 Monday, May 8, 1944-Tuesday, Aug. 1, 1944 & pp. 269-283 Reflection Sheets 3A, 3B, 4 Story Pyramid & Socratic Discussion	
25	Unit 5: Autobiographies & Anne (Holocaust)	“Amazon” Book Review Literary Analysis Essay on Theme Unit Test (*includes vocabulary)
	<b>SPRING BREAK</b> <i>Seek teacher approval and begin reading “book report” book over break.</i>	
26	<b>Unit 6: Allegories &amp; Mind Games</b> <i>Lord of the Flies</i> Author Study—William Golding/Context of WW II Introduce allegory Robert Frost allegorical poem “The Road Not Taken”	
27	Unit 6: Allegories & Mind Games <i>Lord of the Flies</i> -Chapters 1-6 pp. 7-108 Cause and Effect Activity & Debate Prep—evaluating sources & Persuasive Essay—Brainstorming Technique	Research for debate  Choose question for persuasive essay
28	Unit 6: Allegories & Mind Games <i>Lord of the Flies</i> —Chapters 7-12 pp. 109-202 “Build a Beast”—Descriptive Writing & Nonfiction article— “Battling the Boys...”	Continue working on Persuasive Essay and Debate Prep
29	Unit 6: Allegories & Mind Games <i>Lord of the Flies</i> —Online Socratic Discussion In-Class Debate	Survival Shelter Project & Procedural Writing Persuasive Essay Unit Test (*includes vocabulary)

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30	<b>Unit 7: Shakespeare, Sonnets, &amp; Student Reports</b> Writing a Book Critique Shakespeare & Elizabethan Era <i>A Midsummer Night's Dream</i> (read in class) Acts 1-2 Whoosh! Activity (dramatic reenactment) Read myth: "Pyramus & Thisbe"	Student Book Choice (historical, realistic, or science fiction)
31	Unit 7: Shakespeare, Sonnets, & Student Reports The Globe Theater <i>A Midsummer Night's Dream</i> (read in class) Acts 3-5 pun, soliloquy, aside, sonnet, iambic pentameter	Shakespearean Sonnet
32	Unit 7: Shakespeare, Sonnets, & Student Reports Present book projects	Critique Essay Presentation/Project Final Exam (*includes vocabulary)

\*Please note that the syllabus is an overview of the course and is subject to change at teacher discretion based on the specific needs of the class. Due dates and reading assignments for each unit are posted on the current module in Canvas. Weekly assignments are posted in the modules under "Mrs. Cook's To-Do List."

\*In addition to the major essays and projects listed above, poetry, literary analysis, research skills, grammar mechanics, punctuation, vocabulary, spelling, annotation, and oral communication skills are woven into and practiced throughout each unit.

\*Students are expected to work on assignments daily at home. Each day of the week has a different focus. Weekly class meetings engage students in literary discussions, direct writing instruction, and creative presentations.