



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



COURSE SYLLABUS

School Year	2025-26	Subject	AP Lit. & Comp.
Teacher	B. Wolfe	Grade Level	G11 - G12

COURSE DESCRIPTION *From the 2024 AP Literature & Composition Course and Exam Description:*

The AP Literature & Composition course focuses on reading, analyzing, and writing about imaginative literature (short/long fiction, poetry, drama, as well as some creative non-fiction) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's themes, structure, and style, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

COURSE OBJECTIVES *Curricular requirements (CR) are mandatory elements of all AP courses, and they can be found in the 2024 AP Literature & Composition Course and Exam Description. Course objectives listed below are designed strictly by applying the CRs.*

By the end of the semester/school year, (SWAT) Students will be able to:

- define 'character' as a literary element and explain its role in story development.
- define 'setting' as a literary element and explain its role in story development.
- define 'plot' as a literary element and explain its role in story development.
- define 'narrator' as a literary element and explain its role in story development.
- define 'structure' as a literary element and explain its role in story development.
- define 'word choice' as a literary element and explain its role in story development.
- define 'symbolism' as a literary element and explain its role in story development.
- define 'imagery' as a literary element and explain its role in story development.
- define 'comparison' as a literary element and explain its role in story development.
- define 'theme' as a literary element and explain its role in story development.
- differentiate various poetic forms and explain their uses as mechanisms for poetic expression.
- critically evaluate author choices and explain their own scholarly evaluations of those choices, in sustained essays of various lengths.
- demonstrates proficiency in responding to exam prompts, in both the multiple choice and the essay answer formats.

PRIMARY TEXTBOOKS AND OTHER RESOURCES

Primary Texts:

- *5 Steps to a 5: AP English Literature and Composition*. Hartnett, M. and Murphy, B. (2025). McGraw-Hill.



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Primary Texts (cont.)

- *A Raisin in the Sun*. Hansberry, L. (1959). Random House. [Drama]
- *Death of a Salesman*. Miller, A. (1949). Penguin Books. [Drama]
- *Frankenstein, or The Modern Prometheus*. Shelley, M. (1831). Oxford World Classics. [Novel]
- *Othello, the Moor of Venice*. Shakespeare, W. (c. 1605). Public Domain. [Drama]
- *Sula*. Morrison, T. (1973). Plume Books. [Novel]
- *The Complete Stories of Flannery O'Connor*. (1962). Farrar, Straus, and Giroux. [Short Story]
- *The Nickel Boys*. Whitehead, C. (2019). Anchor Books. [Novel]
- *The Road*. McCarthy, C. (2006). Vintage. [Novel]
- *The Woman Warrior*. Kingston, M. H. (1975). Vintage. [Creative Non-Fiction]

Secondary Texts:

- *A Concise Glossary of Contemporary Literary Theory*. Hawthorn, J. (1998). Oxford University Press.
- *A Handbook to Literature*. Harmon, W. (2012). Pearson Education.
- *A Swim in a Pond in the Rain*. Saunders, G. (2021). Random House. [Essay Collection]
- *How Fiction Works*. Wood, J. (2009). Picador. [Essay Collection]
- *How to Read and Why*. Bloom, H. (2001). Scribner. [Essay Collection]
- *Shakespeare After All*. Garber, M. (2004). Anchor Books. [Essay Collection]
- *The Complete Walt Whitman*. Murphy, F. [Ed.]. (1975). Penguin Books. [Poetry]

Additional Texts:

The instructor reserves the right to choose and introduce literature and essays that may supplement the prescribed reading list and enhance student understanding of course material.

GRADING SYSTEM/ASSESSMENT

Grading As 'grades' are not an emphasis and *will not be spoken about in the classroom, daily/weekly/quarterly assignments, as well as the scores for each, are fluid and ever-changing. Specific details will be provided at relevant times.

* - This course will not be reduced to a race for the highest GPA in the room. The purpose of the course is to engage with the coursework and the literature on which that coursework is focused. The teacher will not be lured into repetitive discussions regarding grades, grading, and appeals of either one.

Assessments Assessments will include but not be limited to the following formats. The course instructor reserves the right to assess progress, then design/implement various assessment tools as needed.

- Exam Rubric Application *Students will study successful end-of-course exam answers and apply College Board rubrics to evaluate the content.*
- Timed Practice Essays *Students will write essay responses to sample exam prompts.*



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Assessments (cont.)

- Multiple Choice Practice *Students will read literature excerpts and respond to multiple choice questions from the Exam Preparation booklet.*
- Reading Accountability Quizzes *Students will complete minor assessment srelated to reading assignments.*
- Oral Presentations *Students will present analytical/informative material that relates either to reading assignments or broader course objectives.*
- Full-length essays *AP College Board requires AP Literature scholars to write sustained critical/argumentative/comparative essays related to course work.*
- Seminar Discussions *Students will be asked occasionally to lead roundtable discussions in response to reading assignments.*

ADDITIONAL INFORMATION

- Google Classroom *Will be updated daily; students are responsible for consistently referring to this community resource for course information and updates.*
- Homework *Will be assigned on a limited basis, as the instructor prefers classwork; most homework assignments will involve reading.*
- Text Copies *Student copies of the books/texts are required in class. A 'Preparation' grade will be included on each gradebook.*
- Participation *Success of classroom discussion requires maximum participation on the part of all AP Literature scholars.*
- Attendance *Each student is individually responsible for make-up work in the case of missed assignments and discussions.*
- Select Reading *Each semester, students will be asked to select a short text they will read and present to the class as an independent analysis project. There is no option to avoid this assignment or substitute an additional task.*

ACADEMIC DISHONESTY

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.



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ACADEMIC DISHONESTY *(cont.)*

- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

****Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task!****



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First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 12-15) <i>4 days of class</i> 11 - No students; final preparation day 15 - Opening Mass & Assumption of Our Lady, 1st Period	UNIT: Course Expectations and Requirements / End-of-Course Exam Preview (Poetry) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Familiarize students with the AP Lit end-of-course exam grading rubrics, so that they might successfully apply rubric requirements to sample exam essays 2. Identify and explain successful elements of sample exam answers MATERIALS: 1. <i>AP Literature & Composition Course and Exam Description</i> (College Board pub.) 2. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 35-63 / 87-101 3. Samples of successful end-of-course FRQ essays 4. End-of-course FRQ essay rubrics 5. Teacher may provide supplemental materials as needed.
Week 2 (August 18-22)	UNIT: End-of-Course Exam Preview (Poetry) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Compare-Contrast sample exam essays that respond to the same prompts but with differing degrees of success 2. Students will begin to develop the vocabulary relevant to the elements of poetry, to facilitate discussion in our quarter-long poetry concentration MATERIALS: 1. <i>AP Literature & Composition Course and Exam Description</i> (College Board pub.) 2. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 35-63 / 87-101 3. Samples of successful end-of-course FRQ essays 4. End-of-course FRQ essay rubrics 5. Teacher may provide supplemental materials as needed.
Week 3 (August 25-29)	UNIT: Poetry - Formalistic Poems INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Read, analyze, and discuss a range of poetic forms as presented in or suggested by the exam prep manual 2. Write multiple practice answers to FRQ1 (the poetry question) 3. Successfully complete sample MCQ quizzes MATERIALS: 1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> *(McGraw-Hill), pp. 139-175 2. <i>A Handbook to Literature</i> . Harmon, W. (2012). Pearson Education. 3. <i>How to Read and Why</i> . Bloom, H. (2001). Scribner 4. Teacher may provide supplemental materials if/as needed. *- <i>The test prep manual includes several full-text poems as well as suggested poems for further study. This unit will rely on those in-text poems and suggestions.</i>



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<p>Week 4 (September 1-5)</p>	<p>UNIT: Poetry - Formalistic Poems</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Read, analyze, and discuss a range of poetic forms as presented in or suggested by the exam prep manual2. Write multiple practice answers to FRQ1 (the poetry question)3. Write multiple practice answers to FRQ3 (requiring familiarity with previous works, without benefit of text to reference)4. Successfully complete sample MCQ quizzes <p>MATERIALS:</p> <ol style="list-style-type: none">1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 139-1752. <i>A Handbook to Literature</i>. Harmon, W. (2012). Pearson Education.3. <i>How to Read and Why</i>. Bloom, H. (2001). Scribner4. Teacher may provide supplemental materials if/as needed.5. Poems selected by students, independent of the test prep manual.
<p>Week 5 (September 8-12)</p>	<p>UNIT: Poetry - Free-Verse/Non-Formal Poems</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Read, analyze, and discuss a range of poetic forms as presented in or suggested by the exam prep manual2. Write multiple practice answers to FRQ1 (the poetry question)3. Successfully complete sample MCQ quizzes <p>MATERIALS:</p> <ol style="list-style-type: none">1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 139-1752. <i>A Handbook to Literature</i>. Harmon, W. (2012). Pearson Education.3. <i>How to Read and Why</i>. Bloom, H. (2001). Scribner4. Teacher may provide supplemental materials if/as needed.5. Poems selected by students, independent of the test prep manual.
<p>Week 6 (September 15-19)</p>	<p>UNIT: Poetry - Free-Verse/Non-Formal Poems</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Read, analyze, and discuss a range of poetic forms as presented in or suggested by the exam prep manual2. Write multiple practice answers to FRQ1 (the poetry question)3. Write multiple practice answers to FRQ3 (requiring familiarity with previous works, without benefit of text to reference)4. Successfully complete sample MCQ quizzes <p>MATERIALS:</p> <ol style="list-style-type: none">1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 139-1752. <i>A Handbook to Literature</i>. Harmon, W. (2012). Pearson Education.3. <i>How to Read and Why</i>. Bloom, H. (2001). Scribner4. Teacher may provide supplemental materials if/as needed.5. Poems selected by students, independent of the test prep manual.



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Week 7 (September 22-26) 26 - G12 Career Educational Trip 24-26 - Pre-Exam Days	UNIT: Poetry Presentations / Exam Practice INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Students will choose a poem not covered in the quarter, and will present an 'oral FRQ' essay as a means of analysis 2. Timed essay practice (Friday) MATERIALS: 1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 139-175 2. Practice exam copies
Week 8 (Sep. 29-Oct. 3) 1-2 - 1st Quarter Exams (half-days) 3 - No classes/Recrding day	UNIT: MCQ Exam Practice / Quarter Exam INSTRUCTIONAL FOCUS/OBJECTIVES: MCQ exam practice (Tuesday) MATERIALS: 1. Practice MCQ exam copies 2. Quarter Exam copies

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
6-Moon Festival (no classes)	
7-9 Teacher's Conference (no classes)	
Week 1 (11) (October 13-17)	UNIT: End-of-Course Exam Preview (Short Fiction) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review AP Lit end-of-course exam grading rubrics, so that they might successfully apply rubric requirements to sample exam essays regarding short fiction 2. Identify and evaluate sample exam answers regarding short fiction MATERIALS: 1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 67-85 / 125-137 2. Samples of successful end-of-course FRQ2 essays (short/long fiction) 2. Teacher may provide supplemental materials if/as needed.
Week 2 (12) (October 20-24)	UNIT: Elements of Short Fiction INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Read, analyze, and discuss two very short stories 2. Write multiple practice answers to FRQ2 (the poetry question) 3. Successfully complete sample MCQ quizzes MATERIALS: 1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 67-85 / 125-137 2. <i>A Handbook to Literature</i> . Harmon, W. (2012). Pearson Education. 3. <i>How Fiction Works</i> . Wood, J. (2009). Picador. 4. <i>A Swim in a Pond in the Rain</i> . Saunders, G. (2021). Random House. 5. <i>The Story of an Hour</i> . Chopin, K. (1896). 6. <i>Hills Like White Elephants</i> . Hemingway, E. (1927). 7. Teacher may provide supplemental materials if/as needed.



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<p>Week 3 (13) (October 27-31)</p>	<p>UNIT: Elements of Short Fiction</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Read two Flannery O'Connor stories and compare-contrast to stories read during the previous week2. Successfully complete sample MCQ questions3. Successfully complete two timed-essays responding to FRQ2 samples designed for the O'Connor stories <p>MATERIALS:</p> <ol style="list-style-type: none">1. <u>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</u> (McGraw-Hill), pp. 67-85 / 125-1372. <u>A Handbook to Literature</u>. Harmon, W. (2012). Pearson Education.3. <u>How Fiction Works</u>. Wood, J. (2009). Picador.4. <u>A Swim in a Pond in the Rain</u>. Saunders, G. (2021). Random House.5. <u>Flannery O'Connor: The Complete Stories</u>. O'Connor, F. (1971). Picador.6. Teacher may provide supplemental materials if/as needed.
<p>Week 4 (14) (November 3-7)</p> <p>3- Feast of St. Martin de Porres Mass</p>	<p>UNIT: Elements of Short Fiction</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <p>Each student will independently choose and read a third O'Connor story and present an analysis in the form of an oral FRQ2 answer, with class Q/A</p> <p>MATERIALS:</p> <ol style="list-style-type: none">1. <u>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</u> (McGraw-Hill), pp. 67-85 / 125-1372. <u>A Handbook to Literature</u>. Harmon, W. (2012). Pearson Education.3. <u>How Fiction Works</u>. Wood, J. (2009). Picador.4. <u>A Swim in a Pond in the Rain</u>. Saunders, G. (2021). Random House.5. <u>Flannery O'Connor: The Complete Stories</u>. O'Connor, F. (1971). Picador.6. Teacher may provide supplemental materials if/as needed.
<p>Week 5 (15) (November 10-14)</p>	<p>UNIT: Elements of Short Fiction</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Read three additional stories and compare-contrast to O'Connor stories read during the previous week2. Successfully complete sample MCQ questions3. Successfully complete two timed-essays responding to FRQ2/3 samples designed for the newly-included stories <p>MATERIALS:</p> <ol style="list-style-type: none">1. <u>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</u> (McGraw-Hill), pp. 67-85 / 125-1372. <u>A Handbook to Literature</u>. Harmon, W. (2012). Pearson Education.3. <u>How Fiction Works</u>. Wood, J. (2009). Picador.4. <u>A Swim in a Pond in the Rain</u>. Saunders, G. (2021). Random House.5. <u>One of These Days</u>. Marquez, G. (1962).6. <u>The Kiss</u>. Chekhov, A. (1908).7. <u>Araby</u>. Joyce, J. (1914).8. Teacher may provide supplemental materials if/as needed.



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Week 6 (16) (November 17-21)	UNIT: Short Fiction Review / Exam Practice INSTRUCTIONAL FOCUS/OBJECTIVES: 1. MCQ practice (Tues.-Wed.) 2. FRQ2/3 practice (Thur.-Fri.) MATERIALS: 1. <i>5 Steps to a 5: 2025-26 AP Lit Test Prep Manual</i> (McGraw-Hill), pp. 125-137 2. Practice exam copies
Week 7 (17) (November 24-28) 25-27- Pre-Exam Days 28- G12 2nd Quarter Exams	UNIT: Quarter Exam (Tuesday) / Long Essay Requirement INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Students will select two of their timed, practice-exam short essays and expand them into analyses of an entire work 2. Students will complete a pre-writing outline and submit on Friday, 28 Nov. MATERIALS: All previous short essays
Week 8 (18) (December 1-5) 5- Christmas Fair Whole Day	UNIT: Long Essay Writing INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Students will continue making progress on their two essay assignments 2. To prevent A.I. temptations, all writing will be done in class and submitted as 'work-in-progress' at the conclusion of each period; first essay due on Thursday, 4 Dec. MATERIALS: Student copies of selected work
Week 9 (19) (December 8-12) 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 11-12- 2nd Quarter Exams (half-days)	UNIT: Long Essay Writing INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Students will continue making progress on their two essay assignments 2. To prevent A.I. temptations, all writing will be done in class and submitted as 'work-in-progress' at the conclusion of each period; first essay due on Wednesday, 10 Dec. MATERIALS: Student copies of selected work
December 15 to January 2 Christmas Break	



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Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (20) (January 5-9) 5 - Recording Day (No classes) 6 - First day of classes 9 - New Year Mass (1st period)	UNIT: Long Fiction / Drama - The Representation of the African-American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of drama so as to identify/explain how staged fiction utilizes literary elements seen in other forms and media 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>A Raisin in the Sun</i> . Hansberry, L. (1959). Random House. 2. Teacher may provide supplemental materials if/as needed.
Week 2 (21) (January 12-16)	UNIT: Long Fiction / Drama - The Representation of the African-American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of drama so as to identify/explain how staged fiction utilizes literary elements seen in other forms and media 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>A Raisin in the Sun</i> . Hansberry, L. (1959). Random House. 2. Teacher may provide supplemental materials if/as needed.
Week 3 (22) (January 19-23)	UNIT: Long Fiction / Drama - The Representation of the African-American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of the novel in the portrayal of authentic human experience 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>Sula</i> . Morrison, T. (1973). Plume Books. 2. Teacher may provide supplemental materials if/as needed.
Week 4 (23) (January 26-30) 26-30- Catholic Week Activities	UNIT: Long Fiction / Drama - The Representation of the African-American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of the novel in the portrayal of authentic human experience 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>Sula</i> . Morrison, T. (1973). Plume Books. 2. Teacher may provide supplemental materials if/as needed.
Week 5 (24) (February 2-6)	UNIT: Creative Non-Fiction - The Representation of the Asian-American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore possibilities for long-form literary non-fiction to portray of authentic human experience in ways comparable to the short story or novella 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>The Woman Warrior</i> . Kingston, M. H. (1975). Vintage. 2. Teacher may provide supplemental materials if/as needed.



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Week 6 (25) (February 9-13) 13- Chinese New Year Celebration	UNIT: Long Essay Writing INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Students will choose one of their timed short essays from this quarter and expand it into a longer work of 5-7 pages 2. To prevent A.I. temptations, all writing will be done in class and submitted as 'work-in-progress' at the conclusion of each period; first essay due on Thursday, 4 Dec. MATERIALS: Student copies of selected work
February 16-20 Chinese New Year Holiday	
Week 7 (26) (February 23-27) 24-26 - Pre-Exam Days 27 - National Holiday (No school)	UNIT: Long Fiction / Drama - The Representation of the American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of drama so as to identify/explain how staged fiction utilizes literary elements seen in other forms and media 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>Death of a Salesman</i> . Miller, A. (1949). Penguin Books. 2. Teacher may provide supplemental materials if/as needed.
Week 8 (27) (March 2-6)	UNIT: Long Fiction / Drama - The Representation of the American Experience INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explore the elements of drama so as to identify/explain how staged fiction utilizes literary elements seen in other forms and media 2. Successfully answer FRQ2 sample questions in timed short essays MATERIALS: 1. <i>Death of a Salesman</i> . Miller, A. (1949). Penguin Books. 2. Teacher may provide supplemental materials if/as needed.
Week 9 (28) (March 9-13) 13 - 3rd Quarter Exams (half-day)	UNIT: Exam Prep / Quarter Exam INSTRUCTIONAL FOCUS/OBJECTIVES: 1. MCQ practice (Tues.-Wed.) 2. FRQ2/3 practice (Thur.-Fri.) MATERIALS: 1. Practice exam copies 2. Quarter exam copies



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Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (29) (March 16-20) 16 - 3rd Quarter Exams (half-day) 17 - 4th Quarter Begins 20-House Movie Night and Club Fair	UNIT: Shakespeare - Plays and Sonnets INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Identify Shakespeare's genius for dramatization and his use of all literary techniques seen in all other forms we have studied 2. Identify characterization techniques and evaluate/explain their use, with emphasis on Shakespearean language as the medium for conveying characterization MATERIALS: 1. Shakespeare's sonnets and <i>Othello, the Moor of Venice</i> (all in public domain) 2. Filmed versions of the play 3. <i>Shakespeare After All</i> . Garber, M. (2004). Anchor Books. [Essay]
Week 2 (30) (March 23-27)	UNIT: Shakespeare - Plays and Sonnets INSTRUCTIONAL FOCUS/OBJECTIVES: Identify use of setting changes and evaluate/explain their role in characterization as well as determining dramatic changes in the narrative arc of the play MATERIALS: 1. Shakespeare's sonnets and <i>Othello, the Moor of Venice</i> (all in public domain) 2. Filmed versions of the play 3. <i>Shakespeare After All</i> . Garber, M. (2004). Anchor Books. [Essay]
March 30 to April 6 Easter/Spring Break	
Week 3 (31) (April 7-10) 9 - Easter Mass (1st period)	UNIT: Shakespeare - Plays and Sonnets INSTRUCTIONAL FOCUS/OBJECTIVES: Identify soliloquies and evaluate/explain their role in characterization as well as determining dramatic changes in the narrative arc of the play MATERIALS: 1. Shakespeare's sonnets and <i>Othello, the Moor of Venice</i> (all in public domain) 2. Filmed versions of the play 3. <i>Shakespeare After All</i> . Garber, M. (2004). Anchor Books. [Essay]
Week 4 (32) (April 13-17)	UNIT: AP Mock Exam Preview / Shakespeare - Plays and Sonnets INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Preview/preparation for the AP Mock Exam (Tues.) 2. Finish <i>Othello</i> (Thur.-Fri.) MATERIALS: 1. AP Mock exam (Wed.) 2. AP Mock exam (Wed.) 3. Shakespeare's sonnets and <i>Othello, the Moor of Venice</i> (all in public domain) 4. <i>Shakespeare After All</i> . Garber, M. (2004). Anchor Books. [Essay]



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Week 5 (33) (April 20-24) 20-24 - AP Mock Exams	UNIT: Shakespeare - Plays and Sonnets INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Any leftover <i>Othello</i> questions/issues 2. Explore several sonnets as material for review of the 1st Qtr. poetry unit 3. Complete at least two MCQ/FRQ practice exams MATERIALS: 1. Shakespeare's sonnets (in public domain) 2. MCQ/FRQ practice exams
Week 6 (34) (April 27-May 1) 28-30 - Pre-Exam Days 1 - Labor Day (No school)	UNIT: End-Of-Course Exam Practice INSTRUCTIONAL FOCUS/OBJECTIVES: Anything requested by students MATERIALS: Anything requested by students
Week 7 (35) (May 4-8) 4-14 - Final Exams (K2/G5, G8, G12) 4-15 - AP Exams	UNIT: AP End-Of-Course Exam (Wed., 6 May) INSTRUCTIONAL FOCUS/OBJECTIVES: Final Exam Prep (Tues.) MATERIALS: Anything necessary or requested by students
Week 8 (36) (May 11-15) 13-14 - 4th Quarter Exams (Undergraduate hal- day) 15 - Recording Day (No classes)	UNIT: Course Reflection INSTRUCTIONAL FOCUS/OBJECTIVES: Suggestions from students regarding changes to the course for 2026-27 MATERIALS: None
Week 9 (37) (May 18-22) 18 - Gr5 Recollection & Mass 19 - G8 Recollection & Mass 20 - G12 Recollection 20 - Baccalaureate Mass (Whole School) 19 - LS Sports Day / G6 & 7 Field Trip 19-22 - Student Clearance Days 21 - MS/HS Sports Day 21 - High School Field Trip 22 - House Culminating Activity	ACADEMIC YEAR COMPLETE
Week 10 (38) (May 25-29) 25 - K2 Graduation/Gr. 5 Promotion 26 - G8/G12 Graduation 28 - Last day for students 29 - Last day for Teachers/Staff Meeting	ACADEMIC YEAR COMPLETE

"Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán"