



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	AP Literature and Composition					
Grade Level(s):	12					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	<p>Advanced Placement English 12 is the equivalent of a college-level introductory course in literary analysis and composition which focuses upon reading, analyzing, and writing about literature from various time periods. Students are required to carefully read and critically analyze selections from short fiction, poetry, drama, and longer fiction. As they read, students consider a work's structure, style, and themes as well as its use of figurative language, imagery, and symbolism. Students will also examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings. Writing assignments of varying lengths include expository, analytical, and argumentative essays.</p> <p>The course is designed using the 2019 College Board Framework which identifies the enduring understandings, big ideas, skills, and essential knowledge that is expected of this course as well as first year college students.</p> <p>Students have the potential to earn college credit while still in high school with a passing score on the AP Literature and Composition exam in May. AP Literature and Composition is also eligible for dual credit from Camden County College.</p>					
Grading Procedures:	<p>Summative Assessments: 50 % (tests, culminating essays, timed writing prompts)</p> <p>Formative Assessments: 30% (quizzes, Socratic discussions, process writing, practice writing prompts, practice test prep, and recitations)</p> <p>Supportive Assessments: 20% (homework, preparation for Socratic discussions, classwork, reading checks, quick-writes, and College Board Personal Progress Checks)</p>					
Primary Resources:	<p>AP Classroom</p> <p><i>Literature Structure, Sound, and Sense</i> (Perrine 13th Edition)</p> <p><i>The Norton Introduction to Literature</i> (Kelly J. Mays, 13th High School Edition)</p> <p><i>Literature & Composition</i> (Jago, Shea, Scanlon, Aufsees 2nd Edition)</p>					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiencesInfusing 21st century skills for College and Career Readiness in a global society

Designed by:

Kathleen Sandusky

Under the Direction of:

Melissa Barnett, Department Supervisor

Written: July 2019

Revised: _____

BOE Approval: _____

Unit Title: Short Fiction

Unit Description:

Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. This opening 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 begin to examine how these fundamental elements function in a text. As students progress in their analysis of short fiction, they will consider and analyze the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. Students will explore characters' perspectives, choices, and relationships throughout a text. Through formal and informal writing exercises, students will practice their articulation and relationships among their claims, reasoning, and evidence.

Unit Duration:

Short Fiction I (10 class periods), Short Fiction II (17 class periods), Short Fiction III (17 class periods) – ALL APPROXIMATE

Desired Results

Standard(s): This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 11-12.

Essential Anchor Standards for Reading:

NJSLSA.R1, NJSLSA.R2, NJSLSA.R3,
NJSLSA.R6, NJSLSA.R9, NJSLSA.R10

Secondary Standards for Reading:

RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.5
RL.11-12.9

Essential Anchor Standards for Writing:

NJSLSA.W1, NJSLSA.W3, NJSLSA.W5,

Secondary Standards for Writing:

W.11-12.2 W.11-12.4W.11-12.10

Essential Anchor Standards for Speaking and Listening:

SL.11-12.1 SL.11-12.3, SL.11-12.4

Secondary Standards for Speaking and Listening:

SL.11-12.6

Essential Anchor Standards for Language:

NJSLSA.L1, NJSLSA.L2, NJSLSA.L3

Secondary Standards for Language:

L.11-12.4, L.11-12.5, L.11-12.6

Learning Targets:

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will analyze the impact of particular choices regarding the development of a story or drama and how they contribute to the work's overall structure, meaning, and aesthetic impact.

Students will evaluate point of view, assess the premise, link ideas, identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will identify and distinguish examples and purposes of satire, sarcasm, irony, and/or understatement in texts.

Students will acquire and accurately use academic and domain-specific words and phrases.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

Understandings:

Students will understand that...

...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.

Essential Questions:

What are the separate and unified functions of character, setting, plot structure, and narrator/speaker?

What are the functions and effects of word choice, imagery, and symbols?

What details reveal information about a character, a character's perspective, and a character's motive?

What can we learn about characters through their contrasting counterparts?

How can an author utilize nuances and complexities in characters' relationships?

What is the relationship between a character and setting?

What is the function and ultimate effect of point of view in a story?

What is the function of a character changing or remaining unchanged?

How does a narrator's reliability affect both the text and the reader's interpretation of a text?

How can description, dialogue, and behavior reveal characters to readers?

What are the different ways in which character descriptions can be presented in a story?

What are the ways in which an author can create a relationship between the text and the reader?

How can a narrator influence a reader's perspective?

Assessment Evidence**Performance Tasks:**

Independent and Group Reading Tasks and conferences (ongoing)

Literary vocabulary pertinent to AP Literature and Composition (ongoing)

Identify and describe what textual details reveal about a character as well as his/her perspectives and motives.

Identify and describe specific textual details that convey or reveal a setting.

Explain the function of a particular sequence of events in a plot and identify and describe how plot orders events in a narrative.

Identify and describe the narrator or speaker of a text.

Identify and explain the function of point of view in a narrative.

Explain the function of contrasting characters and contrasts within a text and describe how details reveal nuances and complexities in characters' relationships with one another.

Explain the function of a character changing or remaining unchanged.

Other Evidence:

Teacher observations and conversations

Student self-reflection/AP Personal Progress Checks

Informal checks for understanding

Writing conferences

Class discussion

Small and large group work

Peer collaboration

Socratic seminars

Discussion blogs

Classwork

Homework

Practice AP Literature and Composition tests

Practice AP Literature and Composition writing prompts

Teacher created projects and assessments

<p>Describe the relationship between a character and a setting.</p> <p>Explain how a narrator's reliability affects a narrative.</p> <p>Identify and explain the function of a symbol, an image or imagery, simile, and personification.</p> <p>Develop a paragraph that includes a claim that requires defense with evidence from the text and the evidence itself.</p> <p>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>Demonstrate control over the elements of composition to communicate clearly.</p>	
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Benchmarks:

Writing portfolios, AP Personal Progress Checks, Sample AP tests and writing prompts

Learning Plan

Learning Activities:

- Students will complete College Board assessments to measure acquisition of skills and knowledge necessary for the AP exam.
- Students will complete practice AP questions and/or exams and evaluate their efforts using the College Board's AP Literature and Composition rubric.
- Student writing portfolios can be used as a measure of progress toward mastery of the College Board standards.
- Activities, including close reads, at teacher discretion to support unit goals.

Resources: Short fiction examples may include:

"Mary Postgate" by Rudyard Kipling, "A Worn Path" and "Where is the Voice Coming From?" by Eudora Welty, "The Jilting of Granny Weatherall" by Katherine Anne Porter, "Good Country People" and "A Good Man is Hard to Find" by Flannery O'Connor, "The Man Who Lived Underground" by Richard Wright, "Sophistication" by Sherwood Anderson, "Araby" and "Eveline" by James Joyce, "A&P" by John Updike, "Hills Like White Elephants" by Ernest Hemingway, "Three Girls" and "Where Are You Going, Where Have You Been?" by Joyce Carol Oates, "The Hunger Artist" by Franz Kafka, "How I Met My Husband" by Alice Munro, "Everyday Use" Alice Walker, "The Thing Around Your Neck" by Chimamanda Ngozi Adichie, "Woman Hollering Creek" by Sandra Cisneros, "Barn Burning" and "A Rose for Emily" by William Faulker, "The Sniper" by Liam O' Flaherty, "The Yellow Wallpaper" by Charlotte Perkins, "Death by Scrabble" by Charlie Fish, "The Story of an Hour" and "Ripe Figs" by Kate Chopin, "Interpreter of Maladies" by Jhumpa Lahin, "The Boarded Window" by Ambrose Bierce, "Rocking Horse Winner" by D.H. Lawrence, "The Fall of the House of Usher" by Edgar Allan Poe, "The Lottery" by Shirley Jackson, "Young Goodman Brown" by Nathaniel Hawthorne, and "How Far She Went" by Mary Hood, "Everyday Use" by Alice Walker, "The Book of Sand" by Jorge Luis Borges, "Paul's Case" by Willa Cather, "A Jury of her Peers" by Susan Glaspell, "Plants" by Oliver Senior, "Girl" by Jamaica Kincaid, "Two Kinds" by Amy Tan

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.	
4.0	Students will be able to: <ul style="list-style-type: none"> • understand a work's thematic meaning and recognize its complexity and literary elements. • make careful observations of detail, form connections among observations, and draw conclusions about characters.
3.0	Students will be able to: <ul style="list-style-type: none"> • identify a work's thematic meaning and recognize its complexity and literary elements. • observe some details, form connections and patterns, and form opinions about characters.
2.0	Students will be able to: <ul style="list-style-type: none"> • identify themes and literary elements. • observe key details and form opinions about characters.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.W1,2,4: Write arguments to support claims and to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.	
4.0	Students will be able to: <ul style="list-style-type: none"> • develop stylistic maturity in their writing that develops and organizes ideas in clear, coherent, and persuasive language. • successfully connect claims and evidence relevant to the topic.
3.0	Students will be able to: <ul style="list-style-type: none"> • compose pieces in response to tasks that include ideas in clear and coherent language. • successfully connect claims and evidence relevant to the topic.
2.0	Students will be able to: <ul style="list-style-type: none"> • compose pieces in response to tasks and successfully connect some claims and evidence relevant to the topic.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.	
4.0	Students will be able to: <ul style="list-style-type: none"> • prepare for, participate in, and confidently lead a variety of conversation types. • thoughtfully listen and consider others' viewpoints while formulating an original point of view on a variety of subjects.
3.0	Students will be able to: <ul style="list-style-type: none"> • prepare for, participate in, and attempt to lead a variety of conversation types. • listen and consider others' viewpoints and share personal points of view.
2.0	Students will be able to: <ul style="list-style-type: none"> • prepare for and participate in a variety of conversation types. • listen and consider others' viewpoints and share personal points of view.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Advanced Learners	Independent studies or additional readings and/or films, leading class discussions, becoming an “expert” on particular topics and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments’ requirements
Struggling Learners	Small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary, suggestions included in IEP, 504, and/or management plans
English Language Learners	Additional time for assignments, closed-captioning, small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, explanation, context clues, or decoding techniques for difficult vocabulary
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Social and Cross-Cultural Skills

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Productivity and Accountability

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - ...work positively and ethically.
 - ...manage time and projects effectively.
 - ...multi-task.
 - ...participate actively, as well as be reliable and punctual.
 - ...present oneself professionally and with proper etiquette.
 - ...collaborate and cooperate effectively with teams.
 - ...respect and appreciate team diversity.
 - ...be accountable for results.

Unit Title: Poetry

Unit Description:

Poetry and prose differ in a variety of ways; structure is often the most obvious and notable of these differences. This unit explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. Students will also explore other fundamentals often associated with poetry including word choice, imagery, and figurative language. As students develop their understanding of how to read and analyze a poem, they will examine structural contrasts or inconsistencies, ambiguities of language, and the complexities of irony, juxtaposition, and paradox. Students will ultimately develop proficiency in closely analyzing a text's language and structure in order to identify contrasts and meanings. Through formal and informal writing exercises, students will develop their articulation and relationships among their claims, reasoning, and evidence.

Unit Duration:

Poetry I (10 class periods), Poetry II (17 class periods), Poetry III (17 class periods) – ALL APPROXIMATE

Desired Results

Standard(s): This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 11-12.

Essential Anchor Standards for Reading:

NJSLSA.R1, NJSLSA.R2, NJSLSA.R3,
NJSLSA.R6, NJSLSA.R9, NJSLSA.R10

Secondary Standards for Reading:

RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.5
RL.11-12.9

Essential Anchor Standards for Writing:

NJSLSA.W1, NJSLSA.W3, NJSLSA.W5,

Secondary Standards for Writing:

W.11-12.2 W.11-12.4W.11-12.10

Essential Anchor Standards for Speaking and Listening:

SL.11-12.1 SL.11-12.3, SL.11-12.4

Secondary Standards for Speaking and Listening:

SL.11-12.6

Essential Anchor Standards for Language:

NJSLSA.L1, NJSLSA.L2, NJSLSA.L3

Secondary Standards for Language:

L.11-12.4, L.11-12.5, L.11-12.6

Learning Targets:

Students will develop and enhance their understanding of how to read and interpret a poem.

Students will identify and understand a work's thematic meaning and recognizes its complexity, as well as smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will analyze the impact of particular choices regarding the development of a poem and how they contribute to the work's overall structure, meaning, and aesthetic impact.

Students will integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Students will evaluate point of view, assess the premise, link ideas, and identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

Understandings:

Students will understand that...

...comparisons, representations, and associations shift meaning from the literal to the figurative.

...there are purposes and functions of specific word usage and figurative language.

...there is a relationship between poetic structure and meaning.

...there are alternative interpretations of a text.

...open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structure that develop relationships between ideas in the poem.

...words with multiple meanings or connotations and nuance or complexity can contribute to interpretations of a text.

...a narrator's or speaker's perspective may control the poem and affect how readers experience and interpret a text.

...readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions:

How does the structure of a poem affect its meaning and the reader's interpretation?

What is the effect of repeated words or phrases?

How can descriptive words contribute to sensory imagery?

Why is figurative language important?

Is it really okay for two people to interpret a poem differently?

What is the purpose and function of allusions in texts?

How can punctuation be crucial to the understanding of a text?

What is the beauty of ambiguity in poetry?

What are the ways in which a poet can create a relationship between the text and the reader?

Assessment Evidence

Performance Tasks:

Independent and Group Reading Tasks and conferences (ongoing)

Literary vocabulary pertinent to AP Literature and Composition (ongoing)

Identify and describe what textual details reveal about the subject of a poem as well as the poet's perspectives and motives.

Identify and explain the function of structure, specific words and phrases, figurative language, symbols, and contrasts in a text.

Other Evidence:

Teacher observations and conversations

Student self-reflection/AP Personal Progress Checks

Informal checks for understanding

Writing conferences

Class discussion

Small and large group work

Peer collaboration

Socratic seminars

Discussion blogs

Classwork

Homework

<p>Identify and explain the function of point of view in a poem.</p> <p>Develop a paragraph that includes a claim that requires defense with evidence from the text and the evidence itself.</p> <p>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>Demonstrate control over the elements of composition to communicate clearly.</p>	<p>Practice AP Literature and Composition tests</p> <p>Practice AP Literature and Composition writing prompts</p> <p>Teacher created projects and assessments</p>
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Benchmarks:

Writing portfolios, AP Personal Progress Checks, Sample AP tests and writing prompts

Learning Plan

Learning Activities:

- Students will complete College Board assessments to measure acquisition of skills and knowledge necessary for the AP exam.
- Students will complete practice AP questions and/or exams and evaluate their efforts using the College Board's AP Literature and Composition rubric.
- Student writing portfolios can be used as a measure of progress toward mastery of the College Board standards.
- Activities, including close reads, at teacher discretion to support unit goals.

Resources: Poetry examples may include:

Shakespearean sonnets, "Goblin Market" by Christina Rossetti, "Ex-Baseball Player" by John Updike, "Mirror," "Daddy," and "Metaphors" by Sylvia Plath, "Introduction to Poetry" by Billy Collins, "On First Looking into Chapman's Homer" and "La Belle Dame Sans Merci" by John Keats, "Rime of the Ancient Mariner" by Samuel Taylor Coleridge, "Because I Could Not Stop for Death" and "A Noiseless Patient Spider" by Emily Dickinson, "Ulysses" and "Ode on a Grecian Urn" by Alfred Lord Tennyson, "Sailing to Byzantium," "The Child by Tiger," and "Leda and the Swan" by W.B. Yeats, "The Soldier" by Rupert Brooke, "A Dream Deferred" and "Theme for English B" by Langston Hughes, "The Hollow Men" and "The Lovesong of J. Alfred Prufrock" by T. S. Eliot, "To His Coy Mistress" by Andrew Marvell, "A Valediction: Forbidding Mourning" and "The Sun Rising" by John Donne, "How Do I Love Thee" and "Sonnet 43" by Elizabeth Barrett Browning, "good times" by Lucille Clifton, "Queens, 1963" by Julia Alvarez, "Do Not Go Gentle into that Good Night" by Dylan Thomas, "The Lion," "The Tyger," and "The Sick Rose" by William Blake, "Quinceanera" by Judith Ortiz Cofer, "Ozymandias" by Percy Bysshe Shelley, "When I Heard the Learn'd Astronomer" and "The Tables Turned" by William Wordsworth, "My Last Duchess" by Robert Browning, "Fish" by Elizabeth Bishop, "George Gray" by Edgar Lee Masters, "The Unknown Citizen" by W. H. Auden, "The Black Walnut Tree" by Mary Oliver, "Channel Firing," "The Oxen," "The Man He Killed," and "The Convergence of the Twain" by Thomas Hardy, "Visual Metaphor" by e.e. cummings, "The Catch" by Robert Francis, "The Night-March" by Herman Melville, "I Am Offering This Poem" by Jimmy Santiago Baca

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.

4.0	Students will be able to: <ul style="list-style-type: none"> understand a work's thematic meaning and recognize its complexity and literary elements. make careful observations of detail, form connections among observations, and draw conclusions about characters.
3.0	Students will be able to: <ul style="list-style-type: none"> identify a work's thematic meaning and recognize its complexity and literary elements. observe some details, form connections and patterns, and form opinions about characters.
2.0	Students will be able to: <ul style="list-style-type: none"> identify themes and literary elements. observe key details and form opinions about characters.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.W1,2,4: Write arguments to support claims and to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.

4.0	Students will be able to: <ul style="list-style-type: none"> develop stylistic maturity in their writing that develops and organizes ideas in clear, coherent, and persuasive language. successfully connect claims and evidence relevant to the topic.
3.0	Students will be able to: <ul style="list-style-type: none"> compose pieces in response to tasks that include ideas in clear and coherent language. successfully connect claims and evidence relevant to the topic.
2.0	Students will be able to: <ul style="list-style-type: none"> compose pieces in response to tasks and successfully connect some claims and evidence relevant to the topic.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.

4.0	Students will be able to: <ul style="list-style-type: none"> prepare for, participate in, and confidently lead a variety of conversation types. thoughtfully listen and consider others' viewpoints while formulating an original point of view on a variety of subjects.
3.0	Students will be able to: <ul style="list-style-type: none"> prepare for, participate in, and attempt to lead a variety of conversation types. listen and consider others' viewpoints and share personal points of view.
2.0	Students will be able to: <ul style="list-style-type: none"> prepare for and participate in a variety of conversation types. listen and consider others' viewpoints and share personal points of view.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent studies or additional readings and/or films, leading class discussions, becoming an “expert” on particular topics and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments’ requirements
Struggling Learners	Small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary, suggestions included in IEP, 504, and/or management plans
English Language Learners	Additional time for assignments, closed-captioning, small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, explanation, context clues, or decoding techniques for difficult vocabulary
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Social and Cross-Cultural Skills

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Productivity and Accountability

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - ...work positively and ethically.
 - ...manage time and projects effectively.
 - ...multi-task.
 - ...participate actively, as well as be reliable and punctual.
 - ...present oneself professionally and with proper etiquette.
 - ...collaborate and cooperate effectively with teams.
 - ...respect and appreciate team diversity.
 - ...be accountable for results.

Unit Title: Longer Fiction

Unit Description:

Extended narratives allow students to explore the development of characters, conflicts, symbols, and plots and how these elements relate and contribute to character analysis as well as to the overall interpretation of the work as a whole. The novellas or novels chosen by the instructor must present a character's shifting perspective over the course of the narrative as well as the revelation of the character's motives. Selected texts must also provide examples of a character's internal conflict between competing values. Students will examine how textual complexities, such as inconsistencies in character development, interruptions in the timeline or plot sequence, and the unreliability of a narrator or character all affect interpretation. Students must consider all of these elements as they refine their literary arguments.

Unit Duration:

Longer Fiction I (17 class periods), Longer Fiction II (17 class periods), Longer Fiction III (17 class periods) – ALL APPROXIMATE

Desired Results

Standard(s): This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 11-12.

Essential Anchor Standards for Reading:

NJSLSA.R1, NJSLSA.R2, NJSLSA.R3,
NJSLSA.R6, NJSLSA.R9, NJSLSA.R10

Secondary Standards for Reading:

RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.5
RL.11-12.9

Essential Anchor Standards for Writing:

NJSLSA.W1, NJSLSA.W3, NJSLSA.W5,

Secondary Standards for Writing:

W.11-12.2 W.11-12.4W.11-12.10

Essential Anchor Standards for Speaking and Listening:

SL.11-12.1 SL.11-12.3, SL.11-12.4

Secondary Standards for Speaking and Listening:

SL.11-12.6

Essential Anchor Standards for Language:

NJSLSA.L1, NJSLSA.L2, NJSLSA.L3

Secondary Standards for Language:

L.11-12.4, L.11-12.5, L.11-12.6

Learning Targets:

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will evaluate point of view, assess the premise, link ideas, and identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

Students will present information, findings, and supportive evidence clearly, concisely, and logically.

Understandings:

Students will understand that...

...a story, or narrative, is delivered through a series of events that relate to a conflict.

...a text may contain multiple conflicts.

...the significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.

...conflict in characters may be internal, psychological, or external.

...inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.

...events in a plot collide and accumulate to create a sense of anticipation and suspense.

...a catharsis, or an emotional release, occurs when there is a plot resolution.

...a lack of a resolution may contribute to the interpretation of a text.

...multiple, and even contrasting, perspectives can occur within a single text and contribute to its complexity.

...interpretations of a text are often affected by a character changing – or not.

...inconsistencies and unexpected developments in a character affect readers' interpretation of that character, other characters, plot events and conflicts, and perspectives of the narrator, character, speaker, and/or setting.

...in literary analysis, writers read a text closely to identify details that enable them to make and defend a claim about an aspect of the text.

Essential Questions:

Is it fair to have expectations of characters?

When the expectations of a character or story may or may not be met, how does it affect your interpretation of both the character and the entire work?

What elements contribute to your interpretation of a character?

How reliable is a narrator or speaker? Does the narrator or speaker influence your interpretation of the plot and opinion of the characters?

How can you determine a character's perspective?

What are the internal and external changes a character may experience?

What are the main elements of a story? How do they piece together as a whole?

What are the conflicts in the novel?

What messages is the character/novel providing?

What is the result of inconsistencies in a text?

What does the significance of an event in the work depend upon and affect?

What are your arguments for your interpretations of character, theme, and plot?

What is the effect of a character changing or remaining unchanged?

Assessment Evidence

Performance Tasks:

Independent and Group Reading Tasks and conferences (ongoing)
Literary vocabulary pertinent to AP Literature and Composition (ongoing)

Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Explain the function of a character changing or remaining unchanged.

Identify and describe specific textual details that convey or reveal a setting.

Other Evidence:

Teacher observations and conversations

Student self-reflection/AP Personal Progress Checks

Informal checks for understanding

Writing conferences

Class discussion

Small and large group work

Peer collaboration

Socratic seminars

Discussion blogs

Classwork

Homework

<p>Explain the function of a significant event or a set of significant events in a plot.</p> <p>Explain the function of contrasting characters and conflict in a text.</p> <p>Explain how a narrator's reliability affects a narrative.</p> <p>Identify and explain the function of a symbol.</p> <p>Defend writing with a claim and evidence from the text.</p> <p>Demonstrate control over the elements of composition to communicate clearly.</p>	<p>Practice AP Literature and Composition tests</p> <p>Practice AP Literature and Composition writing prompts</p> <p>Teacher created projects and assessments</p>
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Benchmarks:

Writing portfolios, AP Personal Progress Checks, Sample AP tests and writing prompts

Learning Plan

Learning Activities:

- Students will complete College Board assessments to measure acquisition of skills and knowledge necessary for the AP exam.
- Students will complete practice AP questions and/or exams and evaluate their efforts using the College Board's AP Literature and Composition rubric.
- Student writing portfolios can be used as a measure of progress toward mastery of the College Board standards.
- Activities, including close reads, at teacher discretion to support unit goals.

Resources:

***Crime and Punishment* by Fyodor Dostoevsky**

***Wuthering Heights* by Emily Bronte**

***Pride and Prejudice* by Jane Austen**

***Frankenstein* by Mary Shelley**

***Lord of the Flies* by William Golding**

***The Handmaid's Tale* by Margaret Atwood**

***Jude the Obscure* by Thomas Hardy**

***Hard Times* by Charles Dickens**

***Things Fall Apart* by Chinua Achebe**

***The Canterbury Tales* by Geoffrey Chaucer**

***Beowulf* (anonymous)**

***Grendel* by John Gardner**

***Sir Gawain and the Green Knight* (anonymous)**

***The Alchemist* by Pablo Coelho**

***Heart of Darkness* by Joseph Conrad**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.

4.0	Students will be able to: <ul style="list-style-type: none"> understand a work's thematic meaning and recognize its complexity and literary elements. make careful observations of detail, form connections among observations, and draw conclusions about characters.
3.0	Students will be able to: <ul style="list-style-type: none"> identify a work's thematic meaning and recognize its complexity and literary elements. observe some details, form connections and patterns, and form opinions about characters.
2.0	Students will be able to: <ul style="list-style-type: none"> identify themes and literary elements. observe key details and form opinions about characters.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.W1,2,4: Write arguments to support claims and to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.

4.0	Students will be able to: <ul style="list-style-type: none"> develop stylistic maturity in their writing that develops and organizes ideas in clear, coherent, and persuasive language. successfully connect claims and evidence relevant to the topic.
3.0	Students will be able to: <ul style="list-style-type: none"> compose pieces in response to tasks that include ideas in clear and coherent language. successfully connect claims and evidence relevant to the topic.
2.0	Students will be able to: <ul style="list-style-type: none"> compose pieces in response to tasks and successfully connect some claims and evidence relevant to the topic.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.

4.0	Students will be able to: <ul style="list-style-type: none"> prepare for, participate in, and confidently lead a variety of conversation types. thoughtfully listen and consider others' viewpoints while formulating an original point of view on a variety of subjects.
3.0	Students will be able to: <ul style="list-style-type: none"> prepare for, participate in, and attempt to lead a variety of conversation types. listen and consider others' viewpoints and share personal points of view.
2.0	Students will be able to: <ul style="list-style-type: none"> prepare for and participate in a variety of conversation types. listen and consider others' viewpoints and share personal points of view.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Modifications for Special Population Students

Advanced Learners	Independent studies or additional readings and/or films, leading class discussions, becoming an “expert” on particular topics and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments’ requirements
Struggling Learners	Small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary, suggestions included in IEP, 504, and/or management plans
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Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Social and Cross-Cultural Skills

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Productivity and Accountability

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - ...work positively and ethically.
 - ...manage time and projects effectively.
 - ...multi-task.
 - ...participate actively, as well as be reliable and punctual.
 - ...present oneself professionally and with proper etiquette.
 - ...collaborate and cooperate effectively with teams.
 - ...respect and appreciate team diversity.
 - ...be accountable for results.

Unit Title: Drama

Unit Description:

Drama, like an extended narrative, intends to portray life, a character, or a story that involves conflicts and emotions through action and dialogue. The focus upon character, setting, structure, and literary argumentation continues with dramatic works which may be included in the Longer Fiction units. Drama, like longer fictional works, explores the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. The plays chosen by the instructor must present a character's shifting perspective over the course of the play as well as the revelation of the character's motives. Selected works must also provide examples of a character's internal conflict between competing values. By studying a longer literary work, students have an opportunity to analyze character and multiple literary elements. Students' writing will continue to model the claim-and-evidence pattern.

Unit Duration:

Drama I (17 class periods), Drama II (17 class periods), Drama III (17 class periods) – ALL APPROXIMATE

Desired Results

Standard(s): This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 11-12.

Essential Anchor Standards for Reading:

NJSLSA.R1, NJSLSA.R2, NJSLSA.R3,
NJSLSA.R6, NJSLSA.R9, NJSLSA.R10

Secondary Standards for Reading:

RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.5
RL.11-12.9

Essential Anchor Standards for Writing:

NJSLSA.W1, NJSLSA.W3, NJSLSA.W5,

Secondary Standards for Writing:

W.11-12.2 W.11-12.4W.11-12.10

Essential Anchor Standards for Speaking and Listening:

SL.11-12.1 SL.11-12.3, SL.11-12.4

Secondary Standards for Speaking and Listening:

SL.11-12.6

Essential Anchor Standards for Language:

NJSLSA.L1, NJSLSA.L2, NJSLSA.L3

Secondary Standards for Language:

L.11-12.4, L.11-12.5, L.11-12.6

Learning Targets:

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will evaluate point of view, assess the premise, link ideas, and identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

Students will present information, findings, and supportive evidence clearly, concisely, and logically.

Understandings:

Students will understand that...

- ...there are characteristics and literary elements that plays share with other works
- ...tension and suspense can be created in plays through characters, environments, and actions
- ...physical, social, and emotional dimensions of characters can be explored in aspects that are unique to drama
- ...universal concepts of life can be delivered in dramatic form
- ...there are different perspectives of playwrights, texts, and readers
- ...there are key characteristics of plays that are unique to dramas such as stage direction, set and character descriptions, and monologues, asides, and soliloquies
- ...a play, or narrative, is delivered through a series of events that relate to a conflict.
- ...the significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
- ...conflict in characters may be internal, psychological, or external.
- ...inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.
- ...events in a plot collide and accumulate to create a sense of anticipation and suspense.
- ...a lack of a resolution may contribute to the interpretation of a text.
- ...multiple, and even contrasting, perspectives can occur within a single text and contribute to its complexity.
- ...interpretations of a text are often affected by a character changing – or not.
- ...inconsistencies and unexpected developments in a character affect readers' interpretation of that character, other characters, plot events and conflicts, and perspectives of the narrator, character, speaker, and/or setting.
- ...in literary analysis, writers read a text closely to identify details that enable them to make and defend a claim about an aspect of the text.

Essential Questions:

How are plays different from other narrative works?
How do we “read” plays?
How do elements such as the playwright’s directions and descriptions affect the reader’s interpretation of a character and/or a work?
Is it fair to have expectations of characters?
When the expectations of a character or story may or may not be met, how does it affect your interpretation of both the character and the entire work?
What elements contribute to your interpretation of a character?
How reliable is a narrator or speaker? Does the narrator or speaker influence your interpretation of the plot and opinion of the characters?
How can a playwright or actor determine a character’s perspective?
What are the internal and external changes a character may experience? How can an actor demonstrate these changes?
What are the main elements of a play? How do they piece together as a whole?
What are the conflicts in the play?
What messages is the character/novel providing?
What does the significance of an event in the work depend upon and affect?
What are your arguments for your interpretations of character, theme, and plot?
What is the effect of a character changing or remaining unchanged?

Assessment Evidence

Performance Tasks:

Independent and Group Reading Tasks and conferences (ongoing)

Other Evidence:

Teacher observations and conversations
Student self-reflection/AP Personal Progress Checks
Informal checks for understanding

<p>Literary vocabulary pertinent to AP Literature and Composition (ongoing)</p> <p>Explain the function of contrasting characters as well as the function of a character changing or remaining unchanged.</p> <p>Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p> <p>Identify and describe how plot orders events in a play.</p> <p>Explain the function of a significant event or related set of significant events in a plot.</p> <p>Identify and describe details, diction, or syntax in a text that reveals a narrator's or speaker's perspective.</p> <p>Explain how a narrator's reliability affects a narrative.</p> <p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>Writing conferences</p> <p>Class discussion</p> <p>Small and large group work</p> <p>Peer collaboration</p> <p>Socratic seminars</p> <p>Discussion blogs</p> <p>Classwork</p> <p>Homework</p> <p>Practice AP Literature and Composition tests</p> <p>Practice AP Literature and Composition writing prompts</p> <p>Teacher created projects and assessments</p>
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Benchmarks:

Writing portfolios, AP Personal Progress Checks, Sample AP tests and writing prompts

Learning Plan

Learning Activities:

- Students will complete College Board assessments to measure acquisition of skills and knowledge necessary for the AP exam.
- Students will complete practice AP questions and/or exams and evaluate their efforts using the College Board's AP Literature and Composition rubric.
- Student writing portfolios can be used as a measure of progress toward mastery of the College Board standards.
- Activities, including close reads, at teacher discretion to support unit goals.

Resources:

***The Importance of Being Earnest* by Oscar Wilde**

***Oedipus* by Sophocles**

***Medea* by Euripedes**

***The Tragedy of Hamlet, Prince of Denmark, Macbeth, and/or King Lear* by William Shakespeare**

***Waiting for Godot* by Samuel Beckett**

***A Doll's House* and/or *Hedda Gabler* by Henrik Ibsen**

***Rosencrantz and Guildenstern Are Dead* by Tom Stoppard**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.

4.0	Students will be able to: <ul style="list-style-type: none"> understand a work's thematic meaning and recognize its complexity and literary elements. make careful observations of detail, form connections among observations, and draw conclusions about characters.
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2.0	Students will be able to: <ul style="list-style-type: none"> identify themes and literary elements. observe key details and form opinions about characters.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.W1,2,4: Write arguments to support claims and to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.

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Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.

4.0	Students will be able to: <ul style="list-style-type: none"> prepare for, participate in, and confidently lead a variety of conversation types. thoughtfully listen and consider others' viewpoints while formulating an original point of view on a variety of subjects.
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Unit Modifications for Special Population Students

Advanced Learners	Independent studies or additional readings and/or films, leading class discussions, becoming an “expert” on particular topics and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments’ requirements
Struggling Learners	Small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary, suggestions included in IEP, 504, and/or management plans
English Language Learners	Additional time for assignments, closed-captioning, small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, explanation, context clues, or decoding techniques for difficult vocabulary
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Social and Cross-Cultural Skills

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Productivity and Accountability

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - ...work positively and ethically.
 - ...manage time and projects effectively.
 - ...multi-task.
 - ...participate actively, as well as be reliable and punctual.
 - ...present oneself professionally and with proper etiquette.
 - ...collaborate and cooperate effectively with teams.
 - ...respect and appreciate team diversity.
 - ...be accountable for results.