

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
Fiction & Research Synthesis: Connecting Literature to Our World	How does the context of our life reflect in the literature we compose?	Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. These tenets are perpetually mirrored in the world around us.	TCC2(9-12); TCC3(9-12); TI3(9-12)
Poetry, Drama Meet Fiction: Monster & The Human Psyche	In what ways can literature better help us understand the parent/creator role within a relationship?	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.	TI2(9-12); AA1(9-12).
Modern Fiction: The Hero Quest	What is the role of heritage in determining our ultimate destiny?	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting and the heritage surrounding characters included in such settings.	AA2(9-12); AA1(9-12)
Short Fiction: Identity & Character Complexity	What factors help to determine how a character is formed and what techniques can authors include to achieve this?	A narrator’s or speaker’s perspective controls the details and emphasizes that affect how readers experience and interpret a text.	AA4(9-12), AA3(9-12)



Unit 1 - Fiction & Research Synthesis: Connecting Literature to Our World

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Literature and Composition Conceptual Framework](http://www.CollegeBoard.org). For more information visit: www.CollegeBoard.org.

CHR: Character

SET: Setting

STR: Structure

NAR: Narration

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

Understandings: Students will understand that...

Character Development

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.

Setting:

- Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

Structure:

Essential Questions:

How can the study of fiction help us to better understand the world around us?

Where does fiction reflect the events of the real world?

What is a credible source?

What are the best available resources on a topic I’ve selected?

How can raising and answering questions be used to develop a central idea about a literary text?

What is the best way to organize and present an argument?

<ul style="list-style-type: none"> • 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. • Plot and the exposition that accompanies it focus readers’ attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting. <p>Narration</p> <ul style="list-style-type: none"> • The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters. 	<p>What is the value in providing and receiving peer feedback?</p> <p>How does literature serve as a force in breathing life to a particular time and place, communicating the value system associated with a unique setting?</p> <p>What patterns and motifs are used to determine the author’s purpose in a literary text?</p> <p>How does an author use form and function to explore order and disorder in a literary text?</p> <p>How does the author use language to provide meaning and to engage the reader?</p> <p>In what ways can the structure of a text’s argument assist in communicating an author’s ideas?</p> <p>How does the author explore the conflict between the needs of the individual and the needs of a society?</p> <p>What is the author’s purpose in exploring familial as well as love relationships in a literary text and what literary devices are used to achieve that purpose?</p> <p>What vocabulary is essential to write about this literary text?</p>
<p>Students will know...</p> <p>Character:</p> <ul style="list-style-type: none"> • CHR-1.A Description, dialogue, and behavior reveal characters to readers. • CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. • CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. • CHR-1.D A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives • Approach and use texts as ways to analyze, interpret, and reconsider ideas • Identify and describe specific textual details that convey or reveal a setting.



<p>events of the plot, and the ideas expressed in the text.</p> <p>Narration:</p> <ul style="list-style-type: none"> • A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text. <p>Argumentation:</p> <ul style="list-style-type: none"> • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> • Identify and describe how plot orders events in a narrative. • Explain the function of a particular sequence of events in a plot. • Identify and describe the narrator or speaker of a text. • Identify and explain the function of point of view in a narrative. • Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. • Develop new methods for all forms (including digital) of textual analysis, synthesis, and representation
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Key Vocabulary: Abstract, Topic, Purpose, Scope, Primary Source, Secondary Source, Thesis/Claim, Evidence, Commentary

Assessment Evidence

<p>Performance Tasks:</p> <p><i>Summative #1: Research Synthesis</i></p> <ul style="list-style-type: none"> • This summative assignment asks that students conduct a research synthesis that blends their summer choice text with interest-driven connections. <p><i>Summative #2: Introduction to Fiction Analysis</i></p> <ul style="list-style-type: none"> • This second summative in Unit I tasks students with developing an argumentative response based on a student-selected AP Free Response question. 	<p>Other Evidence:</p> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Research Proposal • Research Credibility Assessment • Peer Editing & Recursive Writing Checkpoints • Thesis Writing Checkpoint • Process Writing Peer and Self Review <p><i>Interim Assessments:</i></p> <ul style="list-style-type: none"> • Rough Draft of Research Synthesis • Works Cited Research Checkpoint • Rough Draft of Fiction Analysis Response • Close Reading Response/Quiz • Rough Draft of Argumentative Writing
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Learning Plan

ADAPT AND ADJUST:

- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.



Summative #1: Research Synthesis - Bridging fiction with non-fiction research.

THINK CRITICALLY AND CREATIVELY

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative #1: Research Synthesis - Bridging fiction with non-fiction research.

TAKE INITIATIVE

- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Summative #2: Introduction to Fiction Analysis

ADAPT AND ADJUST

- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Summative #2: Introduction to Fiction Analysis

Teacher Resources: Resources and texts including, but not limited to:

- *Where the Crawdads Sing* by Delia Owens; student selected fiction text
- Databases: UConn ECE Database (Babbage), JSTOR, EBSCO Host, Statista, AllSides.com, Google Scholar, Statista
- Teacher and student selected resources including articles, texts, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom, TurnItIn
- College Board released AP Literature and Composition student samples, scorings guidelines, and rubrics
- AP Classroom
- AP Lit. & Comp. retired exam materials (individual multiple choice sections, approx 11-15 question passages)

Unit 2 - Poetry & Drama Meet Fiction: Monster and The Human Psyche

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Literature and Composition Conceptual Framework](https://collegeboard.org/ap-literature). For more information visit: www.CollegeBoard.org.

Character CHR

Structure STR

Figurative Language FIG

Literary Argumentation LAN

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

T12(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

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.

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.

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:

How can fictional characters serve as a conduit to exploring human behavior?

What are the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text?

In what ways can the structure of a text be linked to an author’s argument?

In what ways do character changes and the reasons for the changes reveal much about that character’s traits and values, and, in turn, how does the character contribute to the interpretation of the work as a whole?

	<p>Why do authors enrich language with figurative language? What purpose does this serve?</p> <p>How does interpretation of a poem's parts inform an interpretation of the entire poem?</p> <p>How do texts engage with a range of experiences, institutions, or social structures?</p>
<p>Students will know...</p> <p>Character:</p> <ul style="list-style-type: none"> • CHR-1.E Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take. <p>Structure:</p> <ul style="list-style-type: none"> • STR-1.D Line and stanza breaks contribute to the development and relationship of ideas in a poem. • STR-1.E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem. • STR-1.F A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole. • STR-1.G Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery. • STR-1.H Contrasts are the result of shifts or juxtapositions or both. • STR-1.I Shifts may be signaled by a word, a structural convention, or punctuation. • STR-1.J Shifts may emphasize contrasts between particular segments of a text. <p>Figurative Language:</p> <ul style="list-style-type: none"> • FIG-1.A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, 	<p>Students will be able to...</p> <p>Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>Explain the function of structure in a text.</p> <p>Explain the function of contrasts within a text.</p> <p>Explain the function of specific words and phrases in a text.</p> <p>Identify and explain the function of a simile.</p> <p>Identify and explain the function of a metaphor.</p> <p>Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p>



phrases, or clauses.

- FIG-1.B Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.
- FIG-1.C Words or phrases may be repeated to emphasize ideas or associations.
- FIG-1.D Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations
- FIG-1.E A simile uses the words “like” or “as” to liken two objects or concepts to each other.
- FIG-1.F Similes liken two different things to transfer the traits or qualities of one to the other.
- FIG-1.G In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- FIG-1.H A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.
- FIG-1.I In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- FIG-1.J Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.
- FIG-1.K Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.

Argumentation:

- LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- LAN-1.B A claim is a statement that requires defense with evidence from the text.
- LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.



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Key Vocabulary: Alliteration, Allusion, Anaphora, Anapest, Apostrophe, Assonance, Ballad, Blank Verse, Caesura, Consonance, Couplet, Dactyl, Diction, Dramatic Irony, Enjambment, Foot (part of discussion on prosody), Heroic Couplet, Meter (or common measure), Hyperbole, Image, Internal rhyme, Metaphor, Metaphysical conceit, Onomatopoeia, Paradox, Petrarchan sonnet, Prosody (general), Refrain, Scan/Scansion,, Sestet, Shakespearean Sonnet, Simile, Sonnet (general), Spondee, Stanza, Stage Direction, Synesthesia, Syntax, Tragic Hero/Tragic Figure, Volta.

Assessment Evidence

<p>Performance Tasks:</p> <p>Summative #1 - Monster-Themed Fiction Summative Response</p> <ul style="list-style-type: none"> This first summative of Unit II tasks students with developing an argumentative response based on a student-selected AP Free Response question using the anchor text from the “Monster-Themed” sub-unit. <p>Summative #2 - Drama Summative Response</p> <ul style="list-style-type: none"> This second summative of Unit II tasks students with developing an argumentative response based on a student-selected AP Free Response question using the anchor text from the Drama sub-unit. 	<p>Other Evidence:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Poetry Analysis Workshop Collaborative Poetry Discussion Text Feature Identification Activities: Speaker, Tone, Structure <p>Interim Assessments:</p> <ul style="list-style-type: none"> Poetry Terms Assessment Drama Structure Assessment Anchor Text Reading Assessment(s) Rough Draft/Progress Check Assessments
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Learning Plan

THINK CRITICALLY AND CREATIVELY

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Summative #1: Monster-Themed Fiction Summative Response

TAKE INITIATIVE

- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Summative #2: Drama Summative Response



ADAPT AND ADJUST

- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Summative #2: Drama Summative Response

Teacher Resources: Resources and texts including, but not limited to:

- *Frankenstein* by Mary Shelley; *The Fifth Child* by Dorris Lessing; *Hamlet* by William Shakespeare
- Teacher and student selected resources including articles, texts, poetry, etc.
- Film: *Hamlet* (1996) Kenneth Branagh
- Google Docs, Google Slides, Google Shared Drive, Google Classroom, TurnItIn
- College Board released AP Literature and Composition student samples, scorings guidelines, and rubrics, multiple choice close reading practice passages
- AP Classroom
- AP Lit. & Comp. retired exam materials (individual multiple choice sections, approx 11-15 question passages)

Unit 3 - Modern Fiction: The Hero Quest

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Established Goals: *Standards based on the [College Board AP Literature and Composition Conceptual Framework](http://www.CollegeBoard.org). For more information visit: www.CollegeBoard.org.

CHR: Character

SET: Setting

STR: Structure

NAR: Narration

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

AA2(9-12): I can assess my past successes and mistakes to change my approach.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

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

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.

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:

To what extent can we learn about ourselves by studying literature?

What is the impact of avarice in shaping human morality?

How do complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts affect a work of literature?

What makes “change” inevitable?

How do the structures of poetry and prose contribute to meaning and interpretations?

How do the development of characters, conflicts, and plots relate and contribute to the representation of values within a longer work of fiction?

Students will know...

Character:

- CHR-1.F The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.
- CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.
- CHR-1.H Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.
- CHR-1.I A character's perspective may shift during the course of a narrative.
- CHR-1.J When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.
- CHR-1.K Readers can infer a character's motives from that character's actions or inactions.
- CHR-1.L A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.
- CHR-1.M Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.
- CHR-1.N Some characters remain unchanged or are largely unaffected by the events of the narrative.

Structure

- STR-1.N Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.
- STR-1.O A text may contain multiple conflicts. Often two or more conflicts in a text intersect.
- STR-1.P A primary conflict can be heightened by the presence of additional conflicts that intersect with it.

Students will be able to...

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.

Explain the function of a significant event or related set of significant events in a plot.

Explain the function of conflict in a text.

Develop paragraphs that include 1) a claim that requires defense with evidence from the text and 2) the evidence itself. These paragraphs should build toward a convincing and well-supported argument.

Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Demonstrate control over the elements of composition to communicate clearly.

<p>Argument</p> <ul style="list-style-type: none"> LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning. 	
<p>Key Vocabulary: Allegory, Antagonist, Characterization, Conflict, Connotation, Denotation, Dialogue, Diction, Exposition, Falling action, Flashback, Flat Character, Foil, Foreshadowing, Hyperbole, Irony, Metonymy, Motif, Personification, Point of View (POV), Protagonist, Resolution, Satire, Symbol, Synecdoche, Syntax, Theme.</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative #1 - Argumentative Response to Long Fiction</p> <ul style="list-style-type: none"> This summative tasks students with developing an argumentative response based on a student-selected AP Free Response Question. <p>Summative #2 - Argumentative Response to Poetry</p> <ul style="list-style-type: none"> This summative tasks students with developing an argumentative response based on a retired AP exam Question #1 (Poetry) Free Response Question. 	<p>Other Evidence:</p> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> Close Reading Passages & Discussion Questions Collaborative Response Exercises Writing Checkpoints (i.e. - thesis writing, evidence collection, etc). Multiple Choice Practice Passages Grammar, Syntax, and Conventions exercises <p><i>Interim Assessments:</i></p> <ul style="list-style-type: none"> Reading comprehension assessment(s) Argumentative Rough Drafts
<p>Learning Plan</p>	
<p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> TCC3(9-12): I can integrate relevant information to produce multiple valid solutions. 	



- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative #1: Argumentative Response to Long Fiction

TAKE INITIATIVE

- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Summative #1: Argumentative Response to Long Fiction

ADAPT AND ADJUST

- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Summative #2: Argumentative Response to Poetry

Teacher Resources:

- Resources and texts including, but not limited to:
- *All the Pretty Horses or No Country for Old Men* by Cormac McCarthy
- Realism & Romanticism Notes & Presentation
- Characteristics of an Epic (Instructor notes and presentation)
- Teacher and student selected resources including articles, texts, poetry, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom, TurnItIn
- College Board released AP Literature and Composition student samples, scorings guidelines, and rubrics, multiple choice close reading practice passages
- AP Classroom
- AP Lit. & Comp. retired exam materials (individual multiple choice sections, approx 11-15 question passages)

Unit 4 - Short Fiction: Identity & Character Complexity

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [College Board AP Literature and Composition Conceptual Framework](https://collegeboard.org/ap-literature). For more information visit: www.CollegeBoard.org.

CHR: Character

SET: Setting

STR: Structure

NAR: Narration

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

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 emphasizes that affect how readers experience and interpret a text.

Essential Questions:

How does context shape content?

What is the role of the reader in historically-based fiction?

How does the deliberate manipulation of language create meaning?

How do cultures and eras communicate ideas about values?

How do cultural and/or regional beliefs about beauty and love affect individual development?

<p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	
<p>Students will know...</p> <p>Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> <p>The outside perspective of third-person narrators may not be affected by the events of the narrative.</p> <p>Third-person narrators' knowledge about events and characters may range from observational to all knowing, which shapes their perspective.</p> <p>Third-person narrators are outside observers.</p> <p>First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.</p> <p>Narrators may also be characters, and their role as characters may influence their perspective.</p> <p>The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.</p> <p>A speaker or narrator is not necessarily the author.</p> <p>Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.</p> <p>Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.</p>	<p>Students will be able to...</p> <p>Identify and explain the function of point of view in a narrative.</p> <p>Identify and describe the narrator or speaker of a text.</p> <p>Explain the function of a particular sequence of events in a plot.</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 narrative.</p> <p>Identify and describe specific textual details that convey or reveal a setting.</p> <p>Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>Identify and explain the function of a symbol.</p> <p>Explain the function of contrasts within a text.</p> <p>Identify and describe details, diction, or syntax in a text that reveal 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>



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Key Vocabulary: Alliteration, Allusion, Anaphora, Anapest, Apostrophe, Assonance, Ballad, Blank Verse, Caesura, Consonance, Couplet, Dactyl, Diction, Dramatic Irony, Enjambment, Foot (part of discussion on prosody), Heroic Couplet, Meter (or common measure), Hyperbole, Image, Internal rhyme, Metaphor, Metaphysical conceit, Onomatopoeia, Paradox, Petrarchan sonnet, Prosody (general), Refrain, Scan/Scansion, Sestet, Shakespearean Sonnet, Simile, Sonnet (general), Spondee, Stanza, Stage Direction, Synesthesia, Syntax, Tragic Hero/Tragic Figure, Volta.

Assessment Evidence

<p>Performance Tasks:</p> <p>Summative #1 - Short Fiction Argumentative Response</p> <ul style="list-style-type: none"> This summative tasks students with developing an argumentative response based on a student-selected AP Free Response Question using our short fiction anchor text as a primary source. <p>Summative #2 - Choice Text Creative Response Summative</p> <ul style="list-style-type: none"> This summative asks that students compose a creative response to a text of their choosing (For example: composing an alternate ending mirroring the author’s prose style; responding to the work through a collection of poems; etc.) 	<p>Other Evidence:</p> <p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> Creative Response (For example, but not exclusive to the following learning activities: Character Obituary, Letter Response to Becher 1972 essay) Connection to supporting texts (For example, but not exclusive to the following texts: <i>Bell Jar</i> and “Story of an Hour”) <p><i>Interim Assessments</i></p> <ul style="list-style-type: none"> Rough Draft writing checkpoint Evidence journal In-Class essay response (timed-essay prompt) Comprehension Quizzes
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Learning Plan

ADAPT AND ADJUST:

- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Summative #2: Choice Text Creative Response Summative

THINK CRITICALLY AND CREATIVELY

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative #1: Short Fiction Argumentative Response



TAKE INITIATIVE

- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

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ADAPT AND ADJUST

- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

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Teacher Resources:

- Resources and texts including, but not limited to:
- *The Awakening* by Kate Chopin
- Vogue Magazine covers 1896-Present
- *The Bell Jar* by Sylvia Plath (excerpts)
- 2004 AP Free Response Prompt (...”outward existence that conforms, inward life which questions”)
- “A Work of Artifice” by Marge Piercy
- Catherine Beecher 1872 - “A Woman’s Profession as Mother & Educator”
- 1969 No Fault Divorce Bill
- “The Skunk” by Seamus Heaney
- “The Story of an Hour” by Kate Chopin
- “The Floating Rib” by Lucia Perillo
- “Signs” by Natasha Trethewey
- Visual art by John Holcroft
- Teacher and student selected resources including articles, texts, poetry, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom, TurnItIn
- College Board released AP Literature and Composition student samples, scorings guidelines, and rubrics, multiple choice close reading practice passages
- AP Classroom
- AP Lit. & Comp. retired exam materials (individual multiple choice sections, approx 11-15 question passages)
- Ohio Education Association Teacher Contract, 1922
- Historical Photographs (Annette Kellerman, 1907; The Whitely Exerciser, 1902; Ferris Corset Waists, 1898)
- Student Choice Text (Creative Response Summative)