

Glen Ridge Board of Education
AP English Literature & Composition
Required
Full Year

New Jersey Student Learning Standards

Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever changing world.

Course Description:

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

NB: this course is designed with no preconceived sequential order and is deployed based on the nature of the students' learning needs, as well as current events. To that end, units are indicated by letters rather than numbers (Unit A instead of Unit 1).

AP English Literature and Composition

Unit A: Introduction to Prose Analysis - Summer Reading

Time Allotted (days of instruction): 20

New Jersey Student Learning Standards (NJSLs):

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do characters in fiction represent a range of values, beliefs, assumptions, biases and cultural norms? ● How does setting not only depict a time and place, but also convey values associated with that setting? ● How does the organization and structure of a work contribute to the reader’s interpretation of the text? ● How does the narrator or speaker’s perspective control the details and emphases that affect how readers experience and interpret a text? ● How does the organization and unification of a literary essay impact its meaning as a whole? ● How can you understand what a complex literary prompt is asking? ● What are the components of a strong thesis? 	<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. ● Identify and describe specific textual details that convey or reveal a setting. ● 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 thesis that establishes a clear, arguable response to a prompt. ● Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> ● Introduction to the course and the exam. <ul style="list-style-type: none"> ○ AP Lit. rubric scoring calibration (group and individual). ○ Practice AP Lit. exam multiple choice. ○ Distribution and setup of personal course journals. ● Passage annotation and seminar from the summer reading. ● Groups create master character sheets for each central character in the summer novel and then jigsaw with other groups. ● Imitate the protagonist's narrative voice to describe interactions with present-day issues. ● Use their own corrected essays and a sheet of common essay issues to create a personalized essay writing cheat sheet for their own skill and ability level. ● Students create a small “tone poster” exemplifying a particular narrative tone for a gallery walk. ● Interrupted reading with key passages in order to calibrate focus on the importance of syntax and diction. ‘ ● Book-talk/mini-seminar with students who selected

		<p>the same summer reading book.</p> <ul style="list-style-type: none"> ● Common summer reading book presentation and pitch session. ● Review of previous AP Lit. exam prompts in order to have students individually select one that best applies to their <i>choice novel</i> from the summer reading. ● Thesis workshop and peer evaluation.
Resources/Materials	<p><i>Jane Eyre</i> by Charlotte Brontë; <i>The Underground Railroad</i> by Colson Whitehead; <i>The Sympathizer</i> by Viet Thanh Nguyen; <i>The Idiot</i> by Elif Batuman; <i>Lincoln in the Bardo</i> by George Saunders; <i>Homegoing</i> by Yaa Gyasi; <i>Sing, Unburied, Sing</i> by Jesmyn Ward; <i>Jude the Obscure</i> by Thomas Hardy; <i>Maurice</i> by E.M. Forster; <i>Dracula</i> by Bram Stoker; <i>Annihilation</i> by Jeff VanderMeer; <i>The Song of Achilles</i> by Madeline Miller.</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	

Diversity/Inclusion	<ul style="list-style-type: none"> The selection for the second summer reading novel presents students with a variety of voices and stories that have traditionally been repressed by the publishing industry and academia.
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Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Essay grade norming from previous AP Lit. exams. Group editing. Socratic Seminar. Theme workshop. Anchor chart. Passage annotation. Sample exam style multiple choice questions. 	<ul style="list-style-type: none"> At-home essay responding to a single prompt for the summer reading. In-class essay responding to FRQ designed for selected novel. 	<ul style="list-style-type: none"> Paragraph drafting. Journal. Small and large group drafting workshop. Rubric alignment. Two-draft personalized writing cheat sheet. 	<ul style="list-style-type: none"> Oral presentation. Rewriting the ending of the novel. Student's select their preferred novel from a list of five major 21st century works.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<ul style="list-style-type: none"> Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. Composition is taught and evaluated at a college level.

AP English Literature and Composition
Unit B: Introduction to Poetry Analysis
Time Allotted (days of instruction): 20
New Jersey Student Learning Standards (NJSLS): <ul style="list-style-type: none"> RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on

- a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does the arrangement of the parts and sections of the poem, the relationship of the parts to each other, and the sequence contribute to the reader’s interpretation of a text? ● How Comparisons, representations, and associations shift meaning from the literal to the figurative in the reader’s interpretation of the poem? ● How do you communicate an 	<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. ● Explain the function of structure in a text. ● Explain the function of contrasts within a text. ● Explain the function of specific words and phrases in a text. 	<ul style="list-style-type: none"> ● Have students read “I Am Offering This Poem” by Jimmy Santiago Baca. Noting that the poem has four stanzas divided by the phrase “I love you,” have students read and paraphrase each of the stanzas. Then have them explore how each stanza conveys meaning on its own but also relates to the stanza that comes before and after it. ● During an analysis of Langston Hughes’s “Theme for English B,” have students read along with you while you mark the text for contrasts, such as shifts and

interpretation of a poem focused on the importance of individual words and phrasing in the poem?

- How can you continuously develop an idea over the course of a paper?
- What text best exemplifies an argument?

- Identify and explain the function of a simile.
- Identify and explain the function of a metaphor.
- Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

juxtapositions. Mark the words, punctuation, and/or structures that signal the contrast. Then, with the students, discuss what exactly is contrasted and how these contrasts convey meaning.

- Have students read Elizabeth Bishop's "The Fish." In a double-entry journal entry, on the left side, ask students to include the lines from "I stared and stared / and victory filled up . . ." to the end of the poem. The poem ends with "rainbow, rainbow, rainbow! / And I let the fish go." On the right side of the journal entry, ask students to write their ideas about why the word "rainbow" is repeated and what ideas or associations are emphasized through this repetition.
- After students have read Baca's "I Am Offering This Poem," have them identify an individual simile or metaphor in the poem in a whole-group setting. Explain to them how the two objects are compared, paying particular attention to the specific compared traits of the objects. Then, explain how the comparison conveys associations and contributes to meaning. Next, in pairs, students identify another simile or metaphor in the poem. The pairs work together to explain how the two objects are compared and then explain how particular associations convey meaning. Finally, have students work on their own to identify another simile or metaphor in the poem and repeat the same process.
- Have students read John Donne's "The Sun Rising" and give them the following claim about the poem: The speaker believes himself to be more powerful and important than the sun. Have students engage in a quick write a paragraph in which they identify textual evidence and explain how the evidence supports the claim. Then, have them share their ideas with peers and revise their evidence and explanations based on the discussion.
- Over the course of two class periods, students complete an FRQ in-class essay.

Resources/Materials	Online poetry databases (Poetry Foundation & Academy of American Poets); <i>The Bedford Introduction to Literature</i> , ed. Michael Meyer; <i>The Seagull Book of Poems</i> , ed. Joseph Kelly; <i>Perrine's Sound and Sense: An Introduction to Poetry</i> eds. Thomas R. Arp & Greg Johnson.
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● One of the foci for this unit will be a collection of authors from the LGBTQIA+ community. ● We will also be looking at Gender/Queer literary theory.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Poem annotation. ● Comparative analysis. 	<ul style="list-style-type: none"> ● Poetic device identification test. ● Poetry FRQ question. 	<ul style="list-style-type: none"> ● Poem recitation. ● Paragraph drafting. 	<ul style="list-style-type: none"> ● Poem text illuminations. ● Poem composition.

<ul style="list-style-type: none"> ● Thematic identification and application. ● Sample exam style multiple choice questions. ● Interrupted reading. 		<ul style="list-style-type: none"> ● Journal. ● Small and large group drafting workshop. ● Rubric alignment. 	
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Modifications		
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AP English Literature and Composition
Unit C: Classical Drama
Time Allotted (days of instruction): 20
New Jersey Student Learning Standards (NJSLS):
<ul style="list-style-type: none"> ● RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) ● RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. ● RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. ● W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing

flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do authors use the words and actions of dynamic characters to push the plot of a longer work of fiction? ● How does character movement and physical action develop character and plot? ● How does the supernatural impact characters and theme? ● How do different settings within a work impact characters and thematic concerns? ● How does the passage of time develop characters and narrative meaning? ● How can you select evidence from various parts of a work in order to develop a complex claim? 	<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. ● 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 a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. ● 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. 	<ul style="list-style-type: none"> ● Students recreate scenes in a limited timeframe with only the materials they have on hand. ● Students evaluate several filmed interpretations of scenes from the play based on their own reading. ● In groups, students perform a close reading of a monologue from the play and annotate for meaning and emphasis. Then, group members brainstorm physical and vocal cues that might emphasize meaning. Finally, each group selects one member to perform the speech according to notes ● Students analyze scenes for the contrast between how characters are seen by themselves vs. by others. ● During an in-class reading, students raise their hands to interrupt the performers and give them notes relating to how they should deliver lines based on the subtext. ● Students create an emotional timeline of a character throughout the play, indicating level of emotion tied to specific moments. ● Students study the etymology of certain words in order to give added meaning to their own characterization of elements in the story. ● Students nominate, argue and then vote on themes present in the story and then narrow down to a final

	<ul style="list-style-type: none"> ● 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>list of three.</p> <ul style="list-style-type: none"> ● Students complete an FRQ essay.
Resources/Materials	<i>Oedipus Rex</i> and <i>Antigone</i> by Sophocles; Selections from <i>The Oresteia</i> by Aeschylus; <i>Medea</i> by Euripedes; <i>Lysistrata</i> by Aristophanes	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● We will be looking at the story from the perspective of the prevailing mythology, which is decidedly Western. A counter project during this unit will be the investigation of the cultural mythology of groups not previously studied in school. ● We will also interrogate Joseph Campbell's Heroes' Journey monomyth as a subversively imperial 	

endeavor.

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none">● Scene reenactment.● Character bio.● Setting analysis from previous AP Lit. exams.● Sample exam style multiple choice questions.● Act TQE (two thoughts, two questions, two epiphanies).	<ul style="list-style-type: none">● Drama FRQ essay.	<ul style="list-style-type: none">● Paragraph drafting.● Journal.● Small and large group drafting workshop.● Rubric alignment.	<ul style="list-style-type: none">● Scene reenactment video recording with creative embellishments to highlight dramatic elements (including invented visual metaphors).

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none">● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.● Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process.	<ul style="list-style-type: none">● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need.	<ul style="list-style-type: none">● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices.● Composition is taught and evaluated at a college level.

AP English Literature and Composition

Unit D: Short Story and the FRQ Essay

Time Allotted (days of instruction): 20

New Jersey Student Learning Standards (NJSLS):

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters? ● How does setting and the details associated with it not only depict a time and place, but also convey values associated with that setting? ● How does 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? ● How can a narrator’s or speaker’s 	<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. ● Explain the function of contrasting characters. ● Describe how textual details reveal nuances and complexities in characters’ relationships with one another. ● Explain the function of setting in a narrative. ● Describe the relationship between a character and a setting. ● Identify and describe how plot orders events in a narrative. ● Explain the function of contrasts within a text. 	<ul style="list-style-type: none"> ● Students participate in an interrupted reading of a work of flash fiction. ● In groups, students agree on the salient theme of a short story and then re-read the story annotating for elements that contribute to that theme. ● Students complete a guided close reading of selected passages in a short story that develop a particular literary element. ● In groups, students are assigned a family of words they are to track throughout the short story. One a piece of poster paper, students record each word and its contextual meaning/characters they are attached to. ● Students analyze a quote exemplifies a particular stylistic elements, then find another example from the story that uses the same element. ● As a class, students nominate tone words to describe

<p>perspective control the details and emphases that affect how readers experience and interpret a text?</p> <ul style="list-style-type: none"> ● How can comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text? ● How do readers establish and communicate their interpretations of literature through arguments supported by textual evidence? ● How can a writer synthesize multiple elements of a story to create greater meaning? 	<ul style="list-style-type: none"> ● Identify and describe the narrator or speaker of a text. ● Identify and explain the function of point of view in a narrative. ● Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective. ● 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>a particular passage or bit of dialogue. Then, students take turns defending or condemning particular words on the list. This is followed by a vote to determine which words we keep and which we cross-out. A final word is selected and appraised by the teacher.</p> <ul style="list-style-type: none"> ● Students select passages they found either too vague, difficult to understand or unrelated to the meaning of the story. These passages are collected and redistributed to random students whose job is to justify the passage’s inclusion and meaning in the story. Students can choose to pass on one passage. From that pile, the teacher will conduct a whole-class analysis. The students rate the teacher’s argument. ● Students receive a slip of paper with a single sentence from the story and need to perform a cold analysis based on their understanding of the story as a whole. ● Students complete an FRQ in-class essay.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● <i>We the Animals</i> by Justin Torres ● <i>Vampires in the Lemon Grove</i> by Karen Russell ● “Night Stand” by Daniel Woodrell; “I’d Love You to Want Me” by Viet Thanh Nguyen; “Vampires in the Lemon Grove” by Karen Russell; “Sticks” by George Saunders; “The Mill” by James Dickey; “Girl” by Jamaica Kincaid; “Where Are You Going, Where Have You Been?” by Joyce Carol Oates; “A Good Man is Hard to Find” by Flannery O’Connor; “The Dead” by James Joyce; selections from the following authors: Alejandro Zambra, Junot Díaz, Lorrie Moore, Alice Munro, Ray Bradbury, Anton Checkov, Leo Tolstoy, Nikolai Gogol; Mark Twain, Sherwood Anderson, Lydia Davis, Deborah Eisenberg, Jhumpa Lahiri, Ted Chiang, Lauren Groff, David Foster Wallace, and more... 	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies 	

	<ul style="list-style-type: none"> ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● For this unit, one of the foci will be on mental health issues and representation, or lack thereof in fiction.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Story annotation ● Structure analysis/outline. ● Socratic seminar. ● Sample exam style multiple choice questions. ● Self-select applicable previous FRQ prompts. ● 5, 4, 3, 2, 1 synthesis of story elements. ● Interrupted reading. 	<ul style="list-style-type: none"> ● Short story FRQ essay response. 	<ul style="list-style-type: none"> ● Paragraph drafting. ● Journal. ● Small and large group drafting workshop. ● Rubric alignment. 	<ul style="list-style-type: none"> ● Independent selection and analysis for author study. ● Original short story composition.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices.

<p>ELL students.</p> <ul style="list-style-type: none"> Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<p>submission and early May for the AP test), all deadlines and assignments are adaptable per student need.</p>	<ul style="list-style-type: none"> Composition is taught and evaluated at a college level.
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AP English Literature and Composition

Unit E: The Presence of the Past in the Novel

Time Allotted (days of instruction): 20

New Jersey Student Learning Standards (NJSLS):

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while

attending to the norms and conventions of the discipline in which they are writing.

- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
 - W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
 - L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does an author’s use of the past within a narrative to impact the way a reader interprets the thoughts and actions of characters? ● What does the sequencing of the plot do to alter the way a reader interprets a story? ● How might a particular sequence of events illuminate a pattern present throughout the novel? ● What does the passage of time do to alter the effect a particular setting has on both characters and readers? ● How can a writer interlace disparate times within a plot in order to establish a clear argument about an overarching meaning in a work of fiction? ● What can quotation pairings do to enhance the scope of an argument within an essay? 	<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. ● Explain the function of contrasting characters. ● Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. ● Identify and describe how plot orders events in a narrative. ● Explain the function of a particular sequence of events in a plot. ● Explain the function of contrasts within a text. ● Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective. ● Explain how a narrator’s reliability affects a narrative. ● Identify and explain the function of a symbol. ● 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 	<ul style="list-style-type: none"> ● Students create an overlay map to orient the characters in post-WWI London. ● Students track recurring images in different characters’ perspectives. ● In groups, students identify setting and physical orientation of each central characters and try to synthesize those elements into an overarching characterization. Then, groups are assigned a character to present to the class. ● Students compare and contrast individual characters while they are moving (walking or driving) and when they are sitting still (standing or lying down). ● Students complete close readings on time elements present in the novel in order to establish an argument for their function within the narrative. ● Students socratic seminar a passage and the next day debate the goodness/genuineness/likeability of the characters involved in the passage. ● In groups, students generate a research topic related to the book and then design a presentation that includes a handout and an online presentation tool in concert to produce college seminar level work.

	<p>evidence to both develop and support a line of reasoning.</p> <ul style="list-style-type: none"> ● Demonstrate control over the elements of composition to communicate clearly. 	
Resources/Materials	<p><i>Mrs. Dalloway</i> by Virginia Woolf; <i>Homegoing</i> by Yaa Gyasi; <i>Beloved</i> by Toni Morrison; <i>Kindred</i> by Octavia Butler; <i>The Scarlet Letter</i> by Nathaniel Hawthorne; <i>Go Tell It on the Mountain</i> by James Baldwin; <i>The Diver's Clothes Lie Empty</i> by Vendela Vida; <i>Disgrace/Waiting for the Barbarians</i> by J.M. Coetzee; <i>On Earth We're Briefly Gorgeous</i> by Ocean Vuong; <i>Sing, Unburied, Sing</i> by Jesmyn Ward.</p>	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● The central novel in this unit features a romantic relationship between women. The author also explored concepts of gender in her essays. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Novel timeline. ● Socratic seminar. ● Close reading. ● Historical context of author and time. ● 5, 4, 3, 2, 1 synthesis of story elements. 	<ul style="list-style-type: none"> ● Research-based group presentation regarding context of novel. 	<ul style="list-style-type: none"> ● Drafting workshop. ● Presentation design peer evaluation. ● Journal. 	<ul style="list-style-type: none"> ● Groups generate their own research topic.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

AP English Literature and Composition
Unit F: Figurative Language and Narrative Technique in Drama
<p>Time Allotted (days of instruction): 20</p> <p>New Jersey Student Learning Standards (NJSLS):</p> <ul style="list-style-type: none"> ● RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) ● RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-,

nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the standards and conventions of Shakespearean drama? ● How do playwrights use dramatic speech in order to reveal the inner workings of a character? ● How do minor characters both reveal more about the main characters and affect the meaning of the play as a whole? ● How can a reader’s interpretation of implied stage direction alter their understanding of subtext in a drama? ● How can a character’s use of figurative language in speech communicate the subtext in a dramatic speech? ● How does the reader’s interpretation of the reliability of a character impact the way they interpret their speech? ● How can writers best include dramatic speech as evidence in a paper? ● How does the presentation of evidence 	<ul style="list-style-type: none"> ● Explain the function of a character changing or remaining unchanged. ● Describe how textual details reveal nuances and complexities in characters’ relationships with one another. ● Explain the function of setting in a narrative. ● Describe the relationship between a character and a setting. ● Identify and describe how plot orders events in a narrative. ● Explain the function of a particular sequence of events in a plot. ● Explain how a narrator’s reliability affects a narrative. ● Identify and explain the function of a symbol. ● Identify and explain the function of an image or imagery. ● Identify and explain the function of a 	<ul style="list-style-type: none"> ● Highlight Polonius’s claim that Hamlet is mad (2.2.223–224). Have one half of the class select textual evidence for this claim and the other half against this claim. Use this evidence to support group conclusions and reasoning in a debate. ● Have students draft a literary argument that analyzes how Hamlet’s “To be or not to be” soliloquy reveals his conflicting perspectives and motives, particularly through the contrasting ideas and images in the soliloquy. In pairs, ask students to read each other’s arguments and critique the degree to which the peer has justified their claims through clear, logical explanations that articulate relationships among textual evidence, the line of reasoning, and the thesis. ● Students select an overarching tone to characterize the dialogue of a set of characters and select 2-3 lines that support their tone word(s). Then, students take turns presenting either their quotes or their tone words and the class volunteers to identify the character.

<p>from disparate parts of the timeline help establish a synthesis analysis?</p> <ul style="list-style-type: none"> • How are philosophical and metaphysical quandaries represented in a work of drama? 	<p>simile.</p> <ul style="list-style-type: none"> • Identify and explain the function of personification. • 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. 	<ul style="list-style-type: none"> • Students recreate the entirety of an act while the teacher waits outside the door (about 20-25 minutes). Students select which parts to include and what lines to highlight (improving lines in between that remain true to the moment in the play). The class is graded on their execution and their decisions that show their understanding of the play. • Students perform a dumb show of the unseen murder of King Hamlet. • Students evaluate and debate the difference between the word <i>sullied</i> and <i>solid</i> in different transcriptions Hamlet's I.ii soliloquy. • Students develop <i>stage business</i> for non-speaking (but on-stage) characters that accurately and subtly depict their mindset. • Students are trained to identify visual/literary humor of the period and earn points by performing an agreed upon silent hand signal during live table reading. • Students create and maintain their own vocabulary journal, researching meaning and etymology. • Students view and evaluate famous interpretations of the play, watching scenes on the screen. • After finishing the play, students evaluate the aptness of Goethe's analysis of the character. • Students select a critical lens to guide their FRQ essay about the play.
<p>Resources/Materials</p>	<p><i>Hamlet/The Tempest/King Lear</i> by William Shakespeare</p>	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> • The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. • The use of MLA citation is common in multiple disciplines in the Arts and Sciences. • Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. • Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism 	

	<ul style="list-style-type: none"> ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● There will be a counter project during this unit exploring the great works of communities not afforded the cultural dominance of the White Western world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Figurative language identification. ● Theme tracking. ● Text annotation. ● Scene reenactment. ● Scene staging. 	<ul style="list-style-type: none"> ● FRQ essay from previous AP Lit. exam. 	<ul style="list-style-type: none"> ● Paragraph drafting. ● Journal. ● Small and large group drafting workshop. ● Rubric alignment. 	<ul style="list-style-type: none"> ● Students select their preferred theme to track throughout the book. ● Musical score assignment. ● Costuming and prop assignment.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. ● Composition is taught and evaluated at a college level.

AP English Literature and Composition

Unit G: Poetry Synthesis Essay

Time Allotted (days of instruction): 20

New Jersey Student Learning Standards (NJSLS):

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

two) for a range of tasks, purposes.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can chronological study of diction within a poem reveal thematic shifts? 	<ul style="list-style-type: none"> ● Explain the function of structure in a text. 	<ul style="list-style-type: none"> ● In groups, students identify patterns of imagery in a longer poem and present on the evolution of the

<ul style="list-style-type: none"> ● How does the structure of a poem interact with or enhance the meaning of the poem? ● How do subtler sound devices mimic emotions or sensations presented in a poem? ● What does a greater understanding of a poet's body of work do to enhance one's understanding of an individual poem? ● What can the title of a poem do to enhance or change its meaning? ● How do line lengths and punctuation convey meaning in a poem? ● How can you incorporate shorter or single-word quotations best in a poetry essay response? ● How can you incorporate your understanding of poets and their movements into your analysis? ● How can you synthesize structural, thematic, and figurative analyses to best support an argument in a poetry essay response? 	<ul style="list-style-type: none"> ● Distinguish between the literal and figurative meanings of words and phrases. ● Explain the function of specific words and phrases in a text. ● Identify and explain the function of an image or imagery. ● Identify and explain the function of a metaphor. ● Identify and explain the function of personification. ● Identify and explain the function of an allusion. ● 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>image throughout the piece vis-à-vis overarching meaning/theme.</p> <ul style="list-style-type: none"> ● Students research a poet and explore their body of work in order to prepare a paragraph analysis of one of the poet's other works. ● Students self-select their way through an album of poems that explore meaning in line, meter, structure and sound devices. Then, students are paired up based on common selections and given a new poem to annotate and present on for a grade. ● The class reads a poem together and then students nominate the three most important words, make their case for them and debate each other in order to make a master list. ● Students analyze a poem from a particular movement in light of its characteristics. ● Students compose an essay that tracks diction and syntax patterns in a longer poem in order to reflect the impact on the meaning of the work as a whole.
<p>Resources/Materials</p>	<p>Online poetry databases (Poetry Foundation & Academy of American Poets); <i>The Bedford Introduction to Literature</i>, ed. Michael Meyer; <i>The Seagull Book of Poems</i>, ed. Joseph Kelly; <i>Perrine's Sound and Sense: An Introduction to Poetry</i> eds. Thomas R. Arp & Greg Johnson.</p> <p>Authors featured: Natasha Trethewey, William Blake, Adrienne Rich, Tracy K. Smith, Yusef Komunyakaa, John Donne, Kevin Young, Kaveh Akbar, Walt Whitman, Ocean Vuong, Emily Dickinson, Edgar Allan Poe, Danez Smith, T.S. Eliot, Sandra Cisneros, and more...</p>	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: 	

	<ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● A focus for this unit will be on the experience of America from those made to feel like outsiders.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Poem annotation. ● Comparative analysis. ● Thematic identification and application. ● Sample exam style multiple choice questions. ● 5, 4, 3, 2, 1 synthesis of story elements. 	<ul style="list-style-type: none"> ● Poetry FRQ question. 	<ul style="list-style-type: none"> ● Poem recitation. ● Paragraph drafting. ● Journal. ● Small and large group drafting workshop. ● Rubric alignment. 	<ul style="list-style-type: none"> ● Poem text illuminations. ● Poem composition. ● Student-selected author study.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices.

<p>ELL students.</p> <ul style="list-style-type: none"> Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<p>submission and early May for the AP test), all deadlines and assignments are adaptable per student need.</p>	<ul style="list-style-type: none"> Composition is taught and evaluated at a college level.
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AP English Literature and Composition

Unit H: Narrative Perspective and Theme in Longer Fiction

Time Allotted (days of instruction): 23

New Jersey Student Learning Standards (NJSL):

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly. Knowledge of Language
 - L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
 - L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at

the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do authors manipulate readers by using multiple narrators? ● How does the ordering of different narrative perspectives develop themes and create drama/tension in a work? ● How do readers interpret conflicting accounts of events in a novel? ● How does the use of varying dialects affect a reader's interpretation of characters in a novel? ● How does the use of physical movement or lack thereof affect the way characters interact? ● What is the best way to construct comparative analysis of a single work? ● How can you use multiple points of evidence in order to develop a complex argument? 	<ul style="list-style-type: none"> ● Explain the function of a character changing or remaining unchanged. ● Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. ● Explain the function of a significant event or related set of significant events in a plot. ● Explain the function of conflict in a text. ● Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. ● 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. 	<ul style="list-style-type: none"> ● Students analyze how particular dialects characterize different characters. ● Before reading, students are assigned a motif to track in their reading of the book in their journals. ● In groups, students try to map out physical movement described by multiple characters from their own perspective. ● Students collect quotations to perform in a debate about whether a character is insane or has extrasensory perception. ● Students re-read the novel but only one character's chapters. Students with like characters discuss the experience in groups and then present to the class on the new experience. ● Students perform close readings at the start of each period in order to refine annotation and language analysis skills. ● In groups, students are assigned a progression of four of Darl's narratives. Students will assign tone words for each passage and one quote that characterizes that tone in the passage. Then, students will discuss whether or not Darl has a static personality to characterize. ● Students write in their top three salient questions about the book to a discussion board. The teacher selects three to discuss as a class and models how each question can be burst apart into attendant questions that need to be answered or that betray certain assumptions. Students go back to the discussion board and repeat the process on a classmate's question. ● Students complete a character analysis essay.
Resources/Materials	<p><i>As I Lay Dying</i> by William Faulkner; <i>Before the Fall</i> by Noah Hawley; <i>Frankenstein</i> by Mary Shelley; <i>Let the Great World Spin</i> by Colum McCann; <i>The Thousand Autumns of Jacob de Zoet</i> by David Mitchell; <i>An</i></p>	

	<i>American Marriage</i> by Tayari Jones; <i>The Master and Margarita</i> by Mikhail Bulgakov; <i>The Tsar of Love and Techno</i> by Anthony Marra.
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● This unit features characters from an impoverished community and investigates the effects of socioeconomic inequality on characters.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Mapping the setting. ● Perspective orientation. ● Character focus journal. ● Socratic seminar. ● Passage re-aloud annotation. 	<ul style="list-style-type: none"> ● FRQ in-class essay. 	<ul style="list-style-type: none"> ● Paragraph drafting. ● Journal. ● Small and large group drafting workshop. ● Rubric alignment. 	<ul style="list-style-type: none"> ● Reread the novel from only one character's perspective. ● Research presentation on context. ● Epigraph composition.

<ul style="list-style-type: none"> Ending prediction outline. Theme-passage alignment. 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process. 	<ul style="list-style-type: none"> Student’s educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices. Composition is taught and evaluated at a college level.

AP English Literature and Composition
Unit I: Post Exam - Creative Writing and Film Study
Time Allotted (days of instruction): 23
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) RL.11-12.8. (Not applicable to literature) RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. Range of Reading and Level of Text Complexity RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. <ul style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Observe hyphenation conventions.
 - B. Spell correctly.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can critical lenses be used to guide an interpretation of a work? ● What are the creative elements that can be employed in a film in order to enhance meaning? ● How do directors use the elements at her disposal to establish tension and conflict in film? ● What is the nature of resolution in filmic storytelling? ● How can you go from brainstorming elements of a story to create a draft? ● What are the elements of editing and revising that are most useful to you as a writer? ● How can you communicate the themes you have in mind in both written and visual media? 	<ul style="list-style-type: none"> ● Understand the domain-specific language of filmmaking. ● Explain the effectiveness of media-specific techniques in developing character and plot. ● Analyze the use of pacing in a film in order to make a claim related to meaning. ● Explain the function of setting in establishing a mood. ● Explain the function of score in establishing a mood. ● Explain the function of framing in establishing meaning in film. ● Identify visual metaphors in film. ● Develop commentary based on the execution of a film. ● Establish and develop a fictional story. ● Understand different techniques in the creative writing process. ● Understand the conventions of various fiction genres. ● Select the creative writing techniques that best fit your writing style and your writing goals. ● Create an original short story. ● Create a student film representing a scene from a curricular story (grades 9-12) utilizing the elements of film studied in this unit. 	<ul style="list-style-type: none"> ● Students view clips of different films in order to understand the function of filmic grammar. ● Students submit YouTube clips to a Padlet and identify which devices the scene exemplifies and to what end in terms of meaning. ● Students view and discuss a series of films, selecting one to be the focus of a single-page analysis. ● In groups, students select a scene from a novel or short story taught at GRHS (grades 9-12) to recreate and film using elements of film covered in the unit. ● Students read a series of flash fiction stories before composing one as a class. ● Students draft depictions of a single moment in order to apply various editing and revision techniques modeled in class. ● Students compose their own flash fiction story.
Resources/Materials	Flash fiction selections; <i>Force Majeure</i> dir. Ruben Östlund (2014); <i>Ex Machina</i> dir. Alex Garland (2014); <i>Ida</i> dir. Pawel Pawlikoski (2013); <i>Leave No Trace</i> dir. Debra Granik (2018); <i>First Reformed</i> , dir. Paul Schrader; <i>The Royal Tenenbaums</i> dir. Wes Anderson (2001); <i>Man on Wire</i> dir. James Marsh (2008); <i>My Brilliant Friend</i> (series) dir. Costanzo (2018); <i>There Will Be Blood</i> dir. Paul Thomas Anderson (2007);	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The principles of composition taught in AP Literature can be used as a transferable foundation to writing across all disciplines. ● The use of MLA citation is common in multiple disciplines in the Arts and Sciences. 	

	<ul style="list-style-type: none"> ● Historical context is utilized to help students understand the cultural norms and social mores of the setting of fiction. ● Literary theory schools of criticism are utilized as lenses in the following fields across the humanities: <ul style="list-style-type: none"> ○ Psychoanalytic Criticism ○ New Historicism/Cultural Studies ○ Feminist Studies ○ Gender/Queer Studies ○ Marxist Criticism ○ Critical Race Theory ○ Postcolonial Studies
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education <ul style="list-style-type: none"> ○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● In this unit, we investigate topics related to family acrimony, contemporary race relations and LGBTQIA+ representation in media.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Group flash fiction composition. ● Group film critique. ● Socatric seminar. ● In-class film festival. 	<ul style="list-style-type: none"> ● Student film. ● Individual flash fiction story. ● Film analysis one-page essay. 	<ul style="list-style-type: none"> ● Student film workshop. ● Script, props and shooting schedule benchmark submission. ● Draft submission. ● Peer workshop. 	<ul style="list-style-type: none"> ● Students self-select a scene from any high school novel to recreate and film. ● Students select their own film from our series to compose a one-page essay on (or can select another work from the director's oeuvre).

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none">• The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.• Students will find most readings from online sources, district ELL coordinators, and can use online translating tools to benefit their process.	<ul style="list-style-type: none">• Student’s educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need.	<ul style="list-style-type: none">• The AP curriculum is such that G&T students can be more directly involved with college level education standards and practices.• Composition is taught and evaluated at a college level.