

WGSD Curriculum -- Analysis and Synthesis of Multiple Sources

Gifted 12/ AP English Literature and Composition

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

archetype.

- performing specific processes, such as:
 - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
 - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing how the literary and historical period of a given work influences the content and multiple themes.
 - constructing a range of sophisticated, plausible interpretations of a given work.
 - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ identifying the literary period of a given work. ○ demonstrating comprehension of a given work. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.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).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> ● flexibly applying the core ideas from one or more schools of literary criticism. ● applying philosophical or scientific ideas to multiple texts. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. ● creating a fictional work in which themes from one text are applied to a different text or time period <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ annotating a theme in a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone
Gifted 12/ AP English Literature & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
 - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
 - writing a well reasoned research paper that argues the original hypothesis.
 - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by

- performing specific processes, such as:
 - developing a topic with good potential.
 - writing a competent research paper that addresses the topic in a thorough but not original manner.
 - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Citing Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence 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.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.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).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
 - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
 - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> ● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent. ○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

Learning Design

WGSD Curriculum -- Collaborative Discussions

Gifted 12/ AP English Literature & Composition

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c)</p> <ul style="list-style-type: none"> ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.9-10.1d) ● integrating multiple sources of information presented, evaluating their credibility and accuracy. ● evaluating a speaker’s point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ● Working with peers to set rules for collegial discussions and decision making. ● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● Preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.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.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
 - resolving issues of complex or contested usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, absolute, gerund, subjunctive*
 - performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

Learning Design

WGSD Curriculum – Gifted 12/ AP English Literature & Composition

Analysis of Writer’s Point of View, Purpose, and Structure

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.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).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3 The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">• analyzing a point of view in a literary text to determine its impact on meaning.• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text. 2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i> ● Performing basic processes, such as <ul style="list-style-type: none"> ● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text. ● determining point of view in a literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information
 Gifted 12/ AP Literature and Composition
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● presenting information, findings, and supporting evidence clearly, concisely, and logically.● making strategic use of multimedia and digital media.● choosing flexibly among rhetorical techniques according to task purpose.● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">● making adequate presentations to an audience of peers after making teacher-suggested revisions.● making use of some digital resources.● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.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.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.11-12.4b)● consulting 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, or its standard usage. (CCSS.ELA-Literacy.L.11-12c)

	<ul style="list-style-type: none"> • understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.11-12.4c) • recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) • correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives. • performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Writing Critical Analysis

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> ● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements. ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style. ● writing under extended deadlines outside of class and on demand with a time limit in class. ● revising in response to teacher and peer feedback. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i> ● performing basic processes such as: <ul style="list-style-type: none"> ● creating a valid assertion and using summary to provide relevant evidence in support. ● distinguish among the schools of literary criticism. ● establishing a formal style and achieving consistency with help. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

Learning Design

WGSD Curriculum -- Analysis and Synthesis of Multiple Sources
Gifted 12/ AP English Literature and Composition
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

archetype.

- performing specific processes, such as:
 - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
 - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Course Content

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing how the literary and historical period of a given work influences the content and multiple themes.
 - constructing a range of sophisticated, plausible interpretations of a given work.
 - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ identifying the literary period of a given work. ○ demonstrating comprehension of a given work. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.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).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> ● flexibly applying the core ideas from one or more schools of literary criticism. ● applying philosophical or scientific ideas to multiple texts. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. ● creating a fictional work in which themes from one text are applied to a different text or time period <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ annotating a theme in a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone
Gifted 12/ AP English Literature & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
 - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
 - writing a well reasoned research paper that argues the original hypothesis.
 - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by

- performing specific processes, such as:
 - developing a topic with good potential.
 - writing a competent research paper that addresses the topic in a thorough but not original manner.
 - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Citing Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence 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.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.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).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
 - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
 - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> ● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent. ○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

Learning Design



WGSD Curriculum -- Collaborative Discussions

Gifted 12/ AP English Literature & Composition

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c)</p> <ul style="list-style-type: none"> ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.9-10.1d) ● integrating multiple sources of information presented, evaluating their credibility and accuracy. ● evaluating a speaker’s point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ● Working with peers to set rules for collegial discussions and decision making. ● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● Preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.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.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
 - resolving issues of complex or contested usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, absolute, gerund, subjunctive*
 - performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

Learning Design

WGSD Curriculum – Gifted 12/ AP English Literature & Composition

Analysis of Writer’s Point of View, Purpose, and Structure

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.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).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3 The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">• analyzing a point of view in a literary text to determine its impact on meaning.• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text. <p>2: The student demonstrates he/she is nearing the learning goal by</p>

	<ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i> ● Performing basic processes, such as <ul style="list-style-type: none"> ● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text. ● determining point of view in a literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information
 Gifted 12/ AP Literature and Composition
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● presenting information, findings, and supporting evidence clearly, concisely, and logically.● making strategic use of multimedia and digital media.● choosing flexibly among rhetorical techniques according to task purpose.● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">● making adequate presentations to an audience of peers after making teacher-suggested revisions.● making use of some digital resources.● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.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.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.11-12.4b)● consulting 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, or its standard usage. (CCSS.ELA-Literacy.L.11-12c)

	<ul style="list-style-type: none"> • understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.11-12.4c) • recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) • correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives. • performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Writing Critical Analysis

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> ● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements. ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style. ● writing under extended deadlines outside of class and on demand with a time limit in class. ● revising in response to teacher and peer feedback. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i> ● performing basic processes such as: <ul style="list-style-type: none"> ● creating a valid assertion and using summary to provide relevant evidence in support. ● distinguish among the schools of literary criticism. ● establishing a formal style and achieving consistency with help. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

Learning Design