



ESL
SCIENCE
BUSINESS
BILINGUAL
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MATHEMATICS
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SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: AP Literature and Composition

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Dr. Leslie Septor, Program Supervisor of Literacy

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Subject/Course Title:
AP Literature and Composition
Grades 11-12

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade(s)

PACING GUIDE

Unit	Title	Pacing
1	Fundamentals of Short Fiction	3 weeks
2	College Essay/Admission Writing	2 weeks
3	Intro to Poetry I	2 weeks
4	Elements of Fiction/Drama (<i>A Doll's House/The Awakening</i>)	3 weeks
5	Short Fiction II - In Depth Analysis	3 weeks
6	Fiction/Drama - In Depth Analysis (<i>The Great Gatsby/Othello</i>)	10 weeks
7	Poetry II - In Depth Analysis	2 weeks
8	AP Preparation and Review	2 weeks
9	Long Fiction/Drama Study (<i>Wuthering Heights</i>)	5 weeks
10	Short Fiction Study (Review of <i>The Awakening</i>)	3 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments.

- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English

Unit 1 Title: Fundamentals of Short Fiction

Target Course/Grade Level: 11-12

Unit Summary: Students will review literary devices while beginning to create a vocabulary list to use throughout the year. Students will learn the process to properly annotate and analyze texts in a variety of ways. Students will learn new reading and rhetorical strategies to be useful in writing. Students will use the short stories from the summer reading to create graphic organizers, which will be used for their first essay. Students will learn various strategies to use during discussion, including active listening skills and claim/evidence argument. Students will be introduced to the prose essay prompt; students will practice writing an introduction paragraph and an outline for an essay using one of the short stories used for summer reading.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.KL.11–12.2. 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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).

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.AW.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.RW.11–12.7. 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.PE.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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

AP Related Skills:

HR 1 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

SET 2 2.A Identify and describe specific textual details that convey or reveal a setting.

STR 3 3.A Identify and describe how plot orders events in a narrative.

STR 3 3.B Explain the function of a particular sequence of events in a plot.

NAR 4 4.A Identify and describe the narrator or speaker of a text.

NAR 4 4.B Identify and explain the function of point of view in a narrative.

LAN 7 7.A Develop a paragraph that includes

- 1) a claim that requires defense with evidence from the text
- 2) the evidence itself.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- authors use specific literary, poetic, and syntactical devices to create both meaning and enjoyment for readers
- the author's use of specific literary terms impacts the literature's meaning and author's message
- analyzing characters allows readers to explore values, beliefs, assumptions, biases, and cultural norms in society
- the structure of a text contributes to the reader's interpretation
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful
- a narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text

Unit Essential Questions:

- What are the various literary terms and literary, poetic, and syntactical devices most found in literature?
- How do authors manipulate meaning through language?
- How are social issues and concerns expressed in literature through character, setting, and plot?
- How is an AP essay crafted to achieve a maximum score? Specifically, why is the introduction paragraph most critical in an AP essay?

Knowledge and Skills:

Students will know...

- how to read closely and analyze literary texts
- literature is analyzed by readers based on the author's use of language and the reader's experiences
- writing for an AP scorer requires adherence to specific guidelines and expectations
- description, dialogue, and behavior reveal characters to readers.
- descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.
- the point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.
- The outside perspective of third-person narrators may not be affected by the events of the narrative.

Students will be able to...

- identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- 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.
- use interrupted reading strategy to read critically and interpret literary texts
- annotate literature and identify specific literary terms
- fully express individual arguments on literature both orally and in written form
- adhere to grammatical rules in writing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Students will write an intro paragraph that adheres to the guidelines discussed in class and reviewed from collegeboard.com
- Participate daily in class discussion of literary analysis
- Have a Socratic seminar discussion

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller "break-out" groups
- Use visual media to present analysis of character, literary devices, setting, &/or structure
- Interrupted reading & text rendering Jane Schaffer writing activities

RESOURCES

Teacher Resources:

- Handouts from Collegeboard.com (Passages from Released Exams)
- “Araby” by James Joyce
- “Another Evening at the Club” by Alia Rifaat
- “The War Prayer” by Mark Twain
- “I Stand Here Ironing” by Tillie Olsen
- “Lamb to the Slaughter” by Roald Dahl

Equipment Needed:

- Chromebook
- SmartBoard

UNIT OVERVIEW

Content Area: English

Unit 2 Title: College Essay/Admission Writing

Target Course/Grade Level: 11-12

Unit Summary: Students will complete a personal essay for college admission. They will use personal experience to respond to a prompt from The Common Application. They will work with dialogue, detail, language, syntax, and varied sentence structure to write a narrative, and they will use the conventions of Standard English.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- The personal essay is intended to show the reader insight into who they are as individuals.
- The personal essay is the student's opportunity to craft a specific depiction and description of themselves.
- Knowing your audience is imperative in any type of writing.

Unit Essential Questions:

- How has my past impacted my present and shown a light towards my future?
- How can my uniqueness be used as an advantage?

Knowledge and Skills:

Students will know...

- the qualities of a successful college essay
- topics that work and topics that do not

Students will be able to...

- Identify the key characteristics of a strong personal statement.
- Write their own personal statement.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will have a completed college essay.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will evaluate sample college essays.
- Students will peer review essays in groups.
- Students will conference with the teacher throughout this unit.
- Students will conduct free write activities

RESOURCES

Teacher Resources:

- Handouts
- Sample Essays

Equipment Needed:

- Chromebook
- Smart Board

UNIT OVERVIEW

Content Area: English

Unit 3 Title: Intro to Poetry I

Target Course/Grade Level: 11-12

Unit Summary: Students will read poetry and begin to identify literary elements found in poems. They will observe and examine the poet's purpose in writing. They will use the author's purpose to create their own literary argument. They will write intro paragraphs and continue writing by creating body paragraphs. Students will also be introduced to the AP Literature poetry analysis essay and the corresponding rubric. This unit is an introduction. Concepts will be explored more deeply in Unit Seven. This follows the College Board course framework entitled "Spiraling the Big Ideas."

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- E. 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.
- F. 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.
- G. 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.
- H. 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.
- I. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

CHR 1 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

STR 3 3.C Explain the function of structure in a text.

STR 3 3.D Explain the function of contrasts within a text.

FIG 5 5.B Explain the function of specific words and phrases in a text.

FIG 6 6.A Identify and explain the function of a simile.

FIG 6 6.B Identify and explain the function of a metaphor.

LAN 7 7.A Develop a paragraph that includes

- 1) a claim that requires defense with evidence from the text
- 2) the evidence itself.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- There are specific structural elements used in poetry.
- There are specific literary elements that are used more prominently in poetry.
- Poetry is a strong factor in the AP exam.
- Reading poetry requires specific steps to follow.

Unit Essential Questions:

- How do poets use literary elements to express their purpose in a creative manner? • What are specific literary devices used in poetry?
- How does the structure of a poem affect its reading and understanding?

Knowledge and Skills:

Students will know...

- the AP writing rubric is a specific guide to develop and enhance student writing
- analysis of previously scored AP essays is tantamount to avoiding common writing mistakes
- annotation facilitates close reading which aids in the development of an argument/analysis
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful
- every poetry analysis essay must have a defensible claim and it must use evidence from the text for support
- sophisticated essays of analysis contain nuanced arguments that are well-supported

Students will be able to...

- explain the function of specific words, phrases, details, & images in the text
- identify and explain the function of a simile and of a metaphor
- identify and explain the function of a poem's structure and/or rhyme scheme
- develop a paragraph that includes a defensible claim and evidence from the text

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will create graphic organizers (such as TPCASTT and FLIRT) to identify poetic devices and explain how and why they are used.
- Graphic organizers will be used to write a QPA or quick passage analysis.
- Prompt: from the 2007 AP Literature Exam: “In the following two poems, adults provide explanations for children.
- Write an essay in which you compare and contrast the two poems, analyzing how each poet uses literary devices to make his point.”
- Participate daily in class discussion of literary analysis

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present analysis of character (speaker), poetic devices, imagery, &/or symbol(s)
- Interrupted reading & text rendering
- Use graphic organizers to outline an essay of literary argument.
- Students will work collaboratively to research selected poems and present their findings to the class.

RESOURCES

Teacher Resources:

- Sample Essays “Those Winter Sundays” by Robert Hayden
- “XIV” by Derek Walcott
- “The Juggler” by Richard Wilbur
- “Sonnet 73” by William Shakespeare
- “The History Teacher” by Billy Collins
- “A Barred Owl” by Richard Wilbur
- “Hawk Roosting” by Ted Hughes
- “Golden Retrievals” by Mark Doty
- “Funeral Blues” by W.H. Auden
- “Po’ Boy Blues” by Langston Hughes
- “Nineteen-twenty-nine” by William Waring Cuney
- Handouts from Collegeboard.com

Equipment Needed:

- Chromebook
- Smart Board

UNIT OVERVIEW

Content Area: English

Unit 4 Title: Elements of fiction/Drama (*A Doll's House/ The Great Gatsby*)

Target Course/Grade Level: 11-12

Unit Summary: Students will learn to identify and analyze the five elements of fiction: plot, setting, character, point of view, theme. They will also investigate archetypes, symbols, motifs, tropes, and genres. Time will be spent analyzing patterns and structures in literature and drama. They will use the themes to understand the author's purpose. Students will also be introduced to the open essay and the corresponding AP rubric. They will read and respond to rangefinder essays from College Board and apply the AP rubric to evaluate essays of literary analysis. They will explore how authors create meaning and pose questions, and they will learn how to develop their own analysis of such. This unit is an introduction. Concepts will be explored more deeply in Unit Six. This follows the College Board course framework entitled "Spiraling the Big Ideas."

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

CHR 1 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

CHR 1 1 .B Explain the function of a character changing or remaining unchanged.

SET 2 2.A Identify and describe specific textual details that convey or reveal a setting.

STR 3 3.E Explain the function of a significant event or related set of significant events in a plot.

STR 3 3.F Explain the function of conflict in a text.

LAN 7 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7 7.E Demonstrate control over the elements of composition to communicate clearly.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- authors use specific literary, poetic, and syntactical devices to create both meaning and enjoyment for readers
- the author’s use of specific literary terms impacts the literature’s meaning and author’s message

- analyzing characters allows readers to explore values, beliefs, assumptions, biases, and cultural norms in society
- the structure of a text contributes to the reader’s interpretation
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful

Unit Essential Questions:

- How do gender roles impact everyone in society?
- What are the expectations of marriage?
- How are social issues and concerns expressed through character, setting, and plot?
- How does societal norms pressure people into behaving in a certain manner?

Knowledge and Skills:

Students will know...

- how to read closely and analyze literary texts
- literature is analyzed by readers based on the author’s use of language and the reader’s experiences
- characters and conflicts in a drama allow the audience to explore the values and issues within a society
- setting (time and place) plays an integral role in the narrative; details of the setting convey the values associated with that setting

Students will be able to...

- use interrupted reading strategy to read critically and interpret literary texts
- annotate literature and identify specific literary terms and symbols
- analyze the development of characters, conflicts, and plot
- express individual arguments on literature both orally and in written form
- Adhere to grammatical rules in writing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will create graphic organizers to identify literary devices and explain how and why they are used.
- Graphic organizers will be used to write a QPA or quick passage analysis.
- Prompt: from the 2016 AP Literature Exam: “Many works of literature contain a character who intentionally deceives others. The character’s dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone’s feelings, or to carry out a crime. Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character’s deception and discuss how the deception contributes to the meaning of the work as a whole.”
- Participate daily in class discussion of literary analysis

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups

- Use visual media to present analysis of character, literary devices, setting, &/or symbol
- Symbolism Chart Interrupted reading & text rendering

RESOURCES

Teacher Resources:

- Handouts from Collegeboard.com Jane Schaffer Writing Program
- A Doll's House by Henrik Ibsen
- "Gender Roles in the 19th Century" by Kathryn Hughes (British Library)
(<https://www.matchfishtank.org/curriculum/ela/12th-grade-english/adolls-house/>)
- The Awakening by Kate Chopin
- "Daddy" by Sylvia Plath

Equipment Needed:

- Chromebook
- SmartBoard

UNIT OVERVIEW

Area: English

Unit 5 Title: Short Fiction II: In Depth Analysis

Target Course/Grade Level: 11-12

Unit Summary: Students will review literary terms, literary devices, tone words, and syntactical devices. They will dive deeper into close reading and annotation of short works and isolated passages from longer works. They will review Freytag's Pyramid and practice writing the AP Literature prose analysis essay. Students will read and respond to prose passages and evaluate essays using the Advanced Placement rubric. This unit builds on Unit One and follows the College Board course framework entitled "Spiraling the Big Ideas."

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

CHR 1 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

CHR 1 1.C Explain the function of contrasting characters.

CHR 1 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.

SET 2 2.B Explain the function of setting in a narrative.

SET 2 2.C Describe the relationship between a character and a setting.

STR 3 3.A Identify and describe how plot orders events in a narrative.

STR 3 3.D Explain the function of contrasts within a text.

NAR 4 4.A Identify and describe the narrator or speaker of a text.

NAR 4 4.B Identify and explain the function of point of view in a narrative.

NAR 4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7 7.E Demonstrate control over the elements of composition to communicate clearly.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- authors use specific literary, poetic, and syntactical devices to create both meaning and enjoyment for readers
- the author’s use of specific literary devices impacts the literature’s meaning and the author’s message

- analyzing characters allows readers to explore values, beliefs, assumptions, biases, and cultural norms in society
- the structure of a text contributes to the reader’s interpretation
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful

Unit Essential Questions:

- What are the various literary, poetic, and syntactical devices most found in literature?
- How do authors manipulate meaning through language?
- How are social issues and concerns expressed in literature through character, setting, and plot?
- How is an AP essay crafted to achieve a maximum score?
- What constitutes a defensible thesis?
- What is meant by a “complex literary argument”?

Knowledge and Skills:

Students will know...

- how to read closely and analyze literary texts
- literature is analyzed by readers based on the author’s use of language and the reader’s experiences
- writing for an AP scorer requires adherence to specific guidelines and expectations

Students will be able to...

- use interrupted reading strategy to read critically and interpret literary texts
- annotate literature and identify specific literary devices
- fully express individual arguments on literature both orally and in written form
- adhere to grammatical rules in writing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will create graphic organizers to identify literary devices and explain how and why they are used.
- Graphic organizers will be used to write a QPA or quick passage analysis.
- Students will respond to either the 2018 or the 2019 Prompt: from the 2018 & 2019 AP Literature Exams: “Analyze how Hawthorne portrays the narrator’s attitude towards Zenobia through the use of literary techniques.” (2018) “Analyze how the author portrays the complex experience of two sisters, Penelope and Irene, within their family and society.” (2019)
- Participate daily in class discussion of literary analysis.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present analysis of character, literary devices, setting, &/or structure
- Interrupted reading & text rendering

RESOURCES

Teacher Resources:

- Sample Essays
- “A Rose for Emily” by William Faulkner
- “Birthday Party” by Kate Chopin
- “Hills Like White Elephants” by Ernest Hemingway
- Handouts from Collegeboard.com

Equipment Needed:

- Chromebook
- SmartBoard

UNIT OVERVIEW

Content Area: English

Unit 6 Title: Fiction/Drama: In Depth Analysis (*Wuthering Heights*)

Target Course/Grade Level: 11-12

Unit Summary: Students will continue to analyze the elements of fiction: plot, setting, character, point of view, theme. They will also investigate archetypes, symbols, motifs, tropes, and genres. Time will be spent analyzing patterns and structures in literature and drama. Students will practice writing the open essay and adhering to the AP rubric. They will read and respond to rangefinder essays from College Board and apply the AP rubric to evaluate essays of literary analysis. They will explore how authors create meaning and pose questions, and they will learn how to develop their own analysis of such. This unit explores the concepts of Unit Three more deeply following the College Board course framework entitled “Spiraling the Big Ideas.”

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- F. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- E. 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.
- F. 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.
- G. 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.
- H. 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.
- G. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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
- A. 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

CHR 1 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

CHR 1 1.C Explain the function of contrasting characters.

CHR 1 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

STR 3 3.A Identify and describe how plot orders events in a narrative.

STR 3 3.B Explain the function of a particular sequence of events in a plot.

STR 3 3.D Explain the function of contrasts within a text.

NAR 4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.

NAR 4 4.D Explain how a narrator’s reliability affects a narrative.

FIG 5 5.C Identify and explain the function of a symbol.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- authors use specific literary, poetic, and syntactical devices to create both meaning and enjoyment for readers
- the author’s use of specific literary terms impacts the literature’s meaning and author’s message

- analyzing characters allows readers to explore values, beliefs, assumptions, biases, and cultural norms in society
- the structure of a text contributes to the reader’s interpretation
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful
- figurative language, word relationships, and nuances in word meanings help to create a distinctive voice and to inform the meaning of the work as a whole

Unit Essential Questions:

- How do gender roles and social norms impact everyone in society?
- How does language, including dialect, impact the meaning of a work?
- How are social issues and concerns expressed through character, setting, and plot?
- How does the anti-hero deserve support and admiration much like a hero?
- How does Bronte use language to reveal her characters?
- How does Bronte’s use of multiple narrators impact the meaning of the work as a whole?

Knowledge and Skills:

Students will know...

- how to read closely and analyze literary texts
- literature is analyzed by readers based on the author’s use of language and the reader’s experiences
- writing for an AP scorer requires adherence to specific guidelines and expectations
- language choices help to inform the meaning of a work

Students will be able to...

- use interrupted reading strategy to read critically and interpret literary texts
- annotate literature and identify specific literary terms
- fully express individual arguments on literature both orally and in written form
- adhere to grammatical rules in writing
- analyze works of literature on multiple levels (literal, inferential, thematic)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Graphic organizers will be used to write a QPA or quick passage analysis.
- AP Open Essay Prompt: Students will respond to one or both of the following: “Select a novel, play, or epic poem that features a character whose origins are unusual or mysterious. Then write an essay in which you analyze how these origins shape the character and that character’s relationships, and how the origins contribute to the meaning of the work as a whole.” (from the 2017 AP Literature Exam) “It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character’s values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character’s values and provides a deeper understanding of the meaning of the work as a whole.” (From the 2014 AP Literature Exam)
- Participate daily in class discussion of literary analysis

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present analysis of character, literary devices, setting, &/or structure
- Interrupted reading & text rendering
- Write and evaluate literary argument essays

<i>RESOURCES</i>

Teacher Resources:

- Handouts from Collegeboard.com
- Handouts from Prestwick House
- Sample Essays
- Wuthering Heights by Emily Bronte
- The Byronic Hero: (https://epublications.marquette.edu/gothic_byronichero/)
- “A Starry Night” by Vincent Van Gogh

Equipment Needed:

- Chromebook
- SmartBoard

UNIT OVERVIEW

Content Area: English

Unit 7 Title: Poetry II – In-depth Analysis

Target Course/Grade Level: 11-12

Unit Summary: Students will continue to analyze poetic devices and to use them in their own writing. They will continue to analyze the function of structure and juxtaposition in a text as well as the function of specific words, phrases, metaphors, and similes. They will write poetry analysis essays adhering to the AP rubric and using textual evidence to support their interpretation(s). They will learn to write analysis/commentary that explains the relationship between the chosen textual evidence and the thesis. This unit explores the concepts of Unit Four more deeply following the College Board course framework entitled “Spiraling the Big Ideas.”

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- H. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.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.
- I. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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
- E. research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- F. 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.
- G. 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.
- H. 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

TR 3 3.C Explain the function of structure in a text.

FIG 5 5.A Distinguish between the literal and figurative meanings of words and phrases.

FIG 5 5.B Explain the function of specific words and phrases in a text.

FIG 5 5.D Identify and explain the function of an image or imagery.

FIG 6 6.B Identify and explain the function of a metaphor.

FIG 6 6.C Identify and explain the function of personification.

FIG 6 6.D Identify and explain the function of an allusion.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7 7.E Demonstrate control over the elements of composition to communicate clearly.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- Poetry differs from prose in many ways, structure being the most obvious.
- The structure of poetry contributes to its meaning.
- Line and stanza breaks often separate thoughts and ideas.
- Characters in poetry can be used to explore values, beliefs, and cultural norms represented by those characters.

Unit Essential Questions:

- How can poetry contribute to our understanding of the world?
- What are the elements of poetry and how are they used to create meaning?
- How does the structure of a text inform meaning?

Knowledge and Skills:

Students will know...

- the AP writing rubric is a specific guide to develop and enhance student writing
- analysis of previously scored AP essays is tantamount to avoiding common writing mistakes
- annotation facilitates close reading which aids in the development of an argument/analysis
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful
- every poetry analysis essay must have a defensible claim and it must use evidence from the text for support
- sophisticated essays of analysis contain nuanced arguments that are well-supported

Students will be able to...

- explain the function of specific words, phrases, details, & images in the text
- identify and explain the function of a simile and of a metaphor
- identify and explain the function of a poem's structure and/or rhyme scheme
- develop a paragraph that includes a defensible claim and evidence from the text

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will create graphic organizers (such as TPCASTT and FLIRT) to identify poetic devices and explain how and why they are used.
- Graphic organizers will be used to write a QPA or quick passage analysis.
- Prompt: from the 2018 AP Literature Exam: “In a well-organized essay, analyze how the poet portrays the complex relationships among the speaker, the implied audience, and plant life. You may wish to consider the author’s use of such literary techniques as syntax, diction, and figurative language.”
- Participate daily in class discussion of literary analysis

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present analysis of character (speaker), poetic devices, imagery, &/or symbol(s)
- Interrupted reading & text rendering

RESOURCES

Teacher Resources:

- Handouts from Collegeboard.com
- Sample Essays
- Excerpt from “Song of Myself” by Walt Whitman
- “O Captain! My Captain!” by Walt Whitman
- “The Broken Heart” by John Donne
- “We Real Cool” by Gwendolyn Brooks
- “Woodchucks” by Maxine Kumin
- “Let America Be America Again” by Langston Hughes
- “Still I Rise” by Maya Angelou
- “Walnut Tree” by Mary Oliver (2012 AP Exam)
- “Icarus” by Edward Field (2009 AP Exam)
- “The Century Quilt” by Marilyn Nelson Waniek (2010 AP Exam)
- “The Landlady” by P.K. Page (2019 AP Exam)
- “Plants” by Olive Senior (2018 AP Exam)

Equipment Needed:

- Computer with Internet Access
- SmartBoard

UNIT OVERVIEW

Content Area: English

Unit 8 Title: AP Preparation and Review

Target Course/Grade Level: 11-12

Unit Summary: Students will learn multiple choice strategies, study the exam format, and begin to work under timed conditions to respond to multiple choice questions based on prose passages and poetry.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- B. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- C. Analyze nuances in the meaning of words with similar denotations.
- D. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- E. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.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.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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
- B. research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- C. 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.
- D. 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.

E. 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- The multiple-choice section of the AP exam has its own rules and format.
- There are specific strategies that can be applied to successfully approach the AP multiple choice exam.
- Repetitive multiple-choice drills will increase students’ understanding of the format and ability to respond successfully in a timed setting.

Unit Essential Questions:

- What is the format of the multiple-choice section of the AP exam?
- What are the basic types of questions that are repeatedly found on the AP exam multiple-choice section?
- What are some effective multiple-choice response strategies?

Knowledge and Skills:

Students will know...

- how to closely read and analyze literary texts
- how to read and interpret the multiple-choice questions on the AP exam
- how to work through the multiple-choice questions on the AP exam efficiently and effectively

Students will be able to...

- closely read and interpret literary texts
- identify different types of multiple-choice questions
- eliminate distracters and select best response to varied types of multiple-choice questions in connection with literature read in a timed setting

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Complete multiple-choice assessments both collaboratively and individually.
- Students will collaborate on practice multiple-choice assessments and individually present their own multiple-choice strategies and rationale during timed drills.
- Participate daily in class discussion of literary analysis

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups.
- Work in small groups to analyze and respond to multiple choice questions.
- Address certain multiple-choice passages and challenging questions as a whole class.

RESOURCES

- Individual, timed multiple-choice practice activities.

Teacher Resources:

- Practice Multiple Choice passages from Collegeboard.com
- Passages from The Princeton Review book

Equipment Needed:

- Computer with Internet Access
- SmartBoard

UNIT OVERVIEW

Area: English

Unit 9 Title: Long Fiction/Drama Study (Othello)

Target Course/Grade Level: 11-12

Unit Summary: At this point in the course, students will use what they have learned to deeply analyze the Shakespearean drama Othello. Students will explore the ways that drama can represent the human experience and structures in society, particularly prejudice & bias, preconceived ideas about gender roles, jealousy, and appearance vs. reality. They will examine how the conflicts in a drama illustrate the values of the society and the characters within that society. By now, students should recognize that to fully understand a complex text is to develop a thorough and nuanced analysis and avoid binary and absolute statements. They should be able to recognize and explain moral ambiguity and shifting ideas. Furthermore, they will recognize how Shakespeare uses language not only to write beautiful dramatic poetry, but to develop depth, complexity, and richness within the story and the characters.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed

and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

RI.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

W.AW.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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
- B. research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- C. 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.
- D. 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.
- E. 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.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.

2024 AP CED for Literature and Composition

CHR 1 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

CHR 1 1.C Explain the function of contrasting characters.

CHR 1 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

STR 3 3.A Identify and describe how plot orders events in a narrative.

STR 3 3.B Explain the function of a particular sequence of events in a plot.

STR 3 3.D Explain the function of contrasts within a text.

NAR 4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.

NAR 4 4.D Explain how a narrator’s reliability affects a narrative.

FIG 5 5.C Identify and explain the function of a symbol.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

Unit Understandings:

Students will understand that...

- authors use specific literary, poetic, and syntactical devices to create both meaning and enjoyment for readers
- the author's use of specific literary techniques impacts the literature's meaning and author's message
- analyzing characters allows readers to explore values, beliefs, assumptions, biases, and cultural norms in society
- the structure of a text contributes to the reader's interpretation
- there is a specific style of Advanced Placement writing whose guidelines must be followed to create writing that is convincing and insightful
- figurative language, word relationships, and nuances in word meanings help to create a distinctive voice and to inform the meaning of the work as a whole

Unit Essential Questions:

- What is meant by "other-ing?"
- What distinguishes Othello as the 'other' in Shakespeare's play Othello?
- How can we relate the themes in Othello to present-day biases?
- How can language reveal or conceal a person?
- What implicit bias might I have that will make me aware of influences on my perceptions and decision-making?
- What is identity, and how is it formed?

Knowledge and Skills:

Students will know...

- how to closely read and analyze a Shakespearean play
- writing for an AP scorer requires adherence to specific guidelines and expectations, including specific evidence from the text to support analysis/argument
- how to read Shakespearean language
- literature is analyzed by readers based on the author's use of language and the reader's experiences
- literature is a product of the time from which it comes
- characters in literature allow readers to explore a range of beliefs and cultural norms represented by those characters

Students will be able to...

- closely read and interpret a Shakespearean text
- analyze language used in Shakespearean texts
- fully express individual arguments on literature both orally and in written form
- adhere to grammatical rules in writing
- write a well-developed essay providing specific evidence to support all claims
- create a thesis that presents a defensible interpretation of Othello

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Write an essay of literary analysis, using brainstorming and outlining guidelines. Students may write on one of the following prompts. Prompt: “A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.” (From the 2009 AP Literature Exam) Prompt: Many works of literature contain a character who intentionally deceives others. The character’s dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone’s feelings, or to carry out a crime. Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character’s deception and discuss how the deception contributes to the meaning of the work as a whole. (From the 2016 AP Literature Exam) Quotation Analysis: understanding of the duplicity of Shakespeare’s language in the classic tragedy Othello. Students will examine, interpret, and explain the literary elements used in several quotations from the play. Participate daily in class discussion of literary analysis.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups. Use visual media to present author biographical information, background notes, and real-life connections. Journals and guided-reading activities.

RESOURCES

Teacher Resources:

- Handouts from CollegeBoard.com
- Handouts from PrestwickHouse.com
- Sample Essays “Insider’s Guide: Language in Othello”:
(<https://www.youtube.com/watch?v=trhHBQRJUcQ>)
- Othello by William Shakespeare
- William Shakespeare Biography: <https://www.biography.com/writer/william-shakespeare> A free digital copy of Shakespeare’s Othello can be found at
- <http://www.folgerdigitaltexts.org/html/Oth.htm>

Equipment Needed:

- Computer with internet
- SmartBoard