

Rumson-Fair Haven Regional High School

Course: *AP English Literature and Composition*

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Board Approval: August 2024

Section I: Course Description

AP English Literature and Composition integrates the study of language and literature to enhance the literacy capacities and critical thinking skills needed for the 21st Century. Emphasis is placed on the acquisition and development of the literacy capacities needed for college and career readiness according to the *2023 New Jersey Learning Standards for English Language Arts Anchor Standards*. Students enrolled in *AP English Literature and Composition* will read and respond to a wide range of imaginative works of literature that broaden their literary and cultural perspectives. *AP English Literature and Composition* is aligned with the curricular requirements established by *The College Board* and documented in *College Board AP English Literature and Composition Course Description*.

Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives:

1. [2023 New Jersey Student Learning Standards English Language Arts:](#)

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

2. [2020 New Jersey Student Learning Standards: Social Studies:](#)

- o All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.)

3. [2020 New Jersey Student Learning Standards – Visual and Performing Arts:](#)

- o The NJSL-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

4. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSL:](#)

- o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply

- content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
 9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
 10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *AP English Literature and Composition* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *AP English Literature and Composition* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>AP English Literature and Composition</i>	Grade Level: 11-12
Unit I: Applying A Literary Framework to Traditional and Modern Texts	Weeks 1-3
Unit II: Distortion, Duality, and Identity	Weeks 4-7
Unit III: Sonnets	Weeks 8-10
Unit IV: Structure of a Traditional Tragedy	Weeks 11-14
Unit V: Structure of a Modern Tragedy	Weeks 15-17
Unit VI: Poetry by Genre	Weeks 18-20
Unit VII: Dystopian Literature	Weeks 21-24
Unit VIII: Culture, Gender, and the Evolution of Drama	Weeks 25-28
Unit IX: Modern Poetry	Weeks 29-31
Unit X: Defying Societal Expectations	Weeks 32-34
Unit XI: AP English Literature and Composition Examination Review	Weeks 35-37
Unit XII: <i>The Post-AP English Literature and Composition Examination Experience</i>	Weeks 38-40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *AP English Literature and Composition*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Vocabulary.com* (www.vocabulary.com)
- AP Classroom (<https://myap.collegeboard.org/login>)
- Aristophanes, *Lysistrata*
- Jean Paul Sartre, *No Exit*
- Samuel Beckett, *Waiting for Godot*
- *Athol Fugard, *Master Harold...and the boys*
- Franz Kafka, *The Metamorphosis*
- George Orwell, *1984*
- William Shakespeare, *Richard III*, *Othello*, *King Lear*, *The Tempest*
- Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*
- *Oscar Wilde, *The Picture of Dorian Gray* and *The Importance of Being Earnest*
- Kate Chopin, *The Awakening*
- *Jean Rhys, *Wide Sargasso Sea*
- Charlotte Bronte, *Jane Eyre*
- *August Wilson, *Fences*
- *Amanda Gorman, *Call Us What We Carry*
- Thomas C Foster, *How to Read Literature Like a Professor: A Lively and Entertaining to Reading Between the Lines*
- Estelle Rankin and Barbara Murphy's *5 Steps to a 5: AP English Literature (2021)*

The following poems will be taught in *AP English Literature and Composition* in conjunction with the poems listed on AP Central and included in past AP exams and practice tests:

- Sonnets by Shakespeare, Petrarch, Dante, Spenser, Sidney. Millay
- "Ozymandias" "Ode On a Grecian Urn" "La Belle Dame Sans Merci", John Keats
- "Do Not Go Gentle into That Good Night" Dylan Thomas
- "Sestina" Elizabeth Bishop
- "For Jane" Theodore Rothke
- "--In Just" e e cummings
- "The Love Song of J Alfred Prufrock" T. S. Eliot
- "Storm Warnings" Adrienne Rich
- "The Road Not Taken" "Stopping by the Woods on a Snowy Evening" Robert Frost
- "To an Athlete Dying Young" A. E. Houseman
- "To The Virgins" Robert Herrick
- "A Dream Within a Dream" "Annabel Lee" Edgar Allan Poe
- "My Last Duchess" Robert Browning
- "The Flea" "Death be not Proud" John Donne
- *Assorted poems by Maya Angelou

The following essays and short fiction texts will be used in *AP English Literature and Composition*:

- Charlotte Perkins Gilman's "The Yellow Wallpaper"
- Short stories included in the *Best Short Stories of 2021: O. Henry Prize Winners* and *The Best American Short Stories 2021* collections

Section VII: Grading Formula and Assessment Modes

Marking period grades in *AP English Literature and Composition* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP English Literature and Composition* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Dance* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *AP English Literature and Composition* curriculum by the *AP English Literature and Composition* instructional team:

Unit I: Applying A Literary Framework to Traditional and Modern Texts

Unit Summary

In this unit, students will be applying a literary framework to traditional and modern texts beginning with the summer reading texts, *Jane Eyre* and *How to Read Literature Like a Professor* and then will move through the more modern text of *Wide Sargasso Sea*. Students will apply the literary frameworks presented in *How to Read Literature Like a Professor* to the traditional text of *Jane Eyre* and then to the modern text of *Wide Sargasso Sea*. Students will also be introduced to the format of the *AP English Literature and Composition* examination and the requirements of both the multiple choice and the essay sections of the College Board assessment. They will be required to sit for a baseline test to measure their proficiency in the critical reading and writing skills established by the College Board. This baseline test is secured from *College Board: English Literature and Composition Course Description (Fall 2019)*. Unit I texts will serve as controlling textual referents during this introduction.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLSA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLSA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI. PP. 11-12.5, RL. MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI. CT. 11-12.8
 - Writing: NJSLSA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W. WR. 11-12.5, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLSA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- How do authors apply literary language and narrative form to support their different representations of the themes?
- *How do the cultural values impact the context of the literature?
- *How do the cultural values evolve from traditional to modern texts?
- How do students successfully respond to AP Style Free Response Questions?

Unit Enduring Understandings

- There are a variety of narrative forms and techniques which authors use to enhance their themes and convey meaning in literature.
- *Through comparing modern and traditional texts, it is clear that the context in which a text is written impacts the cultural values present as well as the meaning of the work.
- *By comparing a traditional and modern text, students can explore how cultural values have evolved throughout literature.
- By exploring past exam questions and student responses students can begin to model their written responses in a coherent and logical written form.

Evidence of Learning

Formative & Alternative Assessments:

- Journals: Applying analytic concepts from *How to Read Literature Like a Professor* to both *Jane Eyre* and *Wide Sargasso Sea*
- Baseline Assessment: *College Board: English Literature and Composition Course Description (Fall 2019)*
- AP Classroom resources
- Class notes and discussions

Benchmark & Summative Assessments:

- Timed Writing: *Wide Sargasso Sea* (Benchmark)
- Seminar: *Jane Eyre* and *How to Read Literature Like a Professor* (Benchmark)

Resources Needed:

- College Board's AP Classroom Unit 1 Multiple Choice
- Charlotte Bronte's *Jane Eyre*
- Thomas C. Foster's *How to Read Literature Like a Professor*
- Jean Rhys' *Wide Sargasso Sea*
- Common Sense Media
- Baseline Assessment: *College Board: English Literature and Composition Course Description (Fall 2019)*

<ul style="list-style-type: none"> • Reading Quizzes: <i>Jane Eyre</i>, <i>Wide Sargasso Sea</i> • Individual student check ins with teacher 		
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Unit II: Distortion, Duality, and Identity

Unit Summary

In this unit, students will be exploring how distortion, duality and identity in Oscar Wilde's *The Picture of Dorian Gray* as well as the supplemental text, Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*. In Unit II students will extend their understanding of the characteristics of Victorian English literature. Students will also position the text in relation to its historical context (late 19th-century European Imperialism). Students will analyze *The Picture of Dorian Gray* and determine how the narrative represents and transcends the cultural context in which it was produced through its symbolism and use of Gothic elements. Students will research and analyze the gothic elements as well as the detective genre of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Specific attention will be paid to Wilde's use of narrative to critique society. Secondary texts that also include Gothic elements will be used to supplement students' understanding of cultural and literary context.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLSA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLSA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI. PP. 11-12.5, RL. MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI. CT. 11-12.8
 - Writing: NJSLSA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W. WR. 11-12.5, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLSA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Can students identify elements of Victorian literature?
- Can students recognize and analyze gothic elements in literature?
- Can students explore elements specific to the detective genre?
- How do authors critique their current society through literature?
- How do students successfully respond to AP Style Free Response Questions?

Unit Enduring Understandings

- Situating a text within its literary and historical context enables texts to take on a richer and more profound meaning. Victorian literature provides a window into the lives of those living in Victorian England as well as the scientific advances of the time period.
- Gothic elements are conveyed by plot, setting, symbolism, and sometimes characterization.
- As early examples of the detective genre, these texts provide a case study into the beginnings of the genre which can be compared to the modern fascination with true crime.
- By analyzing the context and tone of a text, the meaning of the text as a whole, including the author's embedded critiques, becomes apparent.
- By exploring past exam questions and student responses students can begin to model their written responses in a coherent and logical written form.

Evidence of Learning

Formative & Alternative Assessments:

- Historical Research
- AP Classroom resources
- Class notes and discussions
- Reading Quizzes: *The Strange Case of Dr. Jekyll*

Benchmark & Summative Assessments:

- Timed Writing: *The Picture of Dorian Gray*
- Seminar: *The Picture of Dorian Gray* and *The Strange Case of*

Resources Needed:

- College Board's AP Classroom
- Thomas C. Foster's *How to Read Literature Like a Professor*
- Estelle Rankin and Barbara Murphy's *5 Steps to a 5: AP English Literature (2021)*

<i>and Mr. Hyde</i> <ul style="list-style-type: none"> Individual student check ins with teacher 	<i>Dr. Jekyll and Mr. Hyde</i>	<ul style="list-style-type: none"> Robert Louis Stevenson's <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Oscar Wilde's <i>The Picture of Dorian Gray</i>
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Unit III: Sonnets

Unit Summary

In this unit, students will be exploring sonnets based on selections of Shakespearean, Petrarchan, Spenserian, and modern sonnets. Poets will include William Shakespeare, Edmund Spenser, Sir Phillip Sydney, Petrarch, Dante, and Edna St. Vincent Milay. In Unit III: Sonnets, students will begin their formal study of poetry and establish their understanding of how and why poetry differs from prose. In addition to studying the basic linguistic building blocks of poetry and the different structural components, students will learn how specific poetic forms common to the focus periods function. Students will learn and apply sonnet-specific and poetic terminology.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJLSLA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI. PP. 11-12.5, RL. MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI. CT. 11-12.8
 - Writing: NJLSLA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W. WR. 11-12.5, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJLSLA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistorySE.14.b
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Can students recognize the difference between prose and verse?
- What are the components of a sonnet?
- How do traditional poetry forms compare and contrast with modern poetry?
- Can students explore and identify poetic devices and terms?
- Can students explore and analyze the impact of literary devices on tone and overall meaning?

Unit Enduring Understandings

- There are specific literary terms and devices associated with prose and verse that students need to recognize.
- Students should be able to identify types of sonnets, form, rhythm, rhyme scheme, and meter associated with each type of sonnet.
- Poetry has evolved throughout the centuries. Students should be able to associate and compare traditional poetic elements with modern elements used in poetry.
- There are specific poetic terminology students will learn and apply to their analysis of poetry.
- Understanding the purpose poets incorporate poetic devices into their writing and how it enhances mood, theme, tone, and overall message.

Evidence of Learning

Formative & Alternative Assessments:

- Multiple Choice sections on sonnets
- Historical Research
- AP Classroom resources Multiple Choice Unit 2
- Class notes and discussions
- Individual student check

Benchmark & Summative Assessments:

- Timed Writing: teacher-selected sonnet
- Poetry Presentation: student-selected sonnet (Benchmark)

Resources Needed:

- Poetry Foundation: <http://www.poetryfoundation.org/>;
- Academy of American Poets: <http://www.poets.org/>.
- AP Central: <https://apcentral.collegeboard.org>
- College Board's AP Classroom
- Thomas C. Foster's *How to Read Literature Like a Professor*

ins with teacher	<ul style="list-style-type: none"> Estelle Rankin and Barbara Murphy's <i>5 Steps to a 5: AP English Literature</i> (2021)
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Unit IV: Structure of a Traditional Tragedy

Unit Summary

In this unit students will analyze the structure of a traditional tragedy with one primary Shakespeare tragedy, *Othello*, *King Lear*, or *Richard III*, and on a complementing modern adaptation of the play. In Unit IV, students will analyze Shakespeare's use of elements of traditional tragic drama. Students will also study Shakespeare's use of characterization of the play's protagonist, focusing on his pathological composition and questioning the character's status as a tragic figure. Specific attention will be paid to how the play's protagonist "works" with the audience and gains its' sympathy. The historical context of Shakespeare's work will help the students understand Shakespeare's political treatment of English history. The modern adaptation will be used as a complementing work to further student understanding of Shakespeare's complex approach to characterization. In Unit IV, students will also examine monologues, soliloquies, and speeches by other Shakespearean figures to determine how the playwright used literary language to affect/influence his audience.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJLSA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI. PP. 11-12.5, RL. MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI. CT. 11-12.8
 - Writing: NJLSA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W. WR. 11-12.5, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJLSA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- 2020 New Jersey Student Learning Standards: Visual and Performing Arts
 - 1.2.12prof.Re8a, 1.4.12prof.Re7b, 1.4.12prof.Re8a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Can students recognize specific form and structure related to a traditional tragedy?
- Can students explore and analyze a tragic hero?
- Can students explore and analyze a traditional villain?
- Can students continue to explore conventions of iambic pentameter and poetic terms?

Unit Enduring Understandings

- Traditional dramatic tragedies have a specific form and structure dating back to Ancient Greek theater.
- Tragic heroes have specific character traits and flaws that students will explore and identify.
- Villain stereotypes will be explored and analyzed.
- Continued focus on meter, iambic pentameter, and other poetic devices will be reinforced.

Evidence of Learning

Formative & Alternative Assessments:

- Historical Research
- AP Classroom resources, Multiple Choice Unit 3
- Class notes and discussions
- Read aloud and perform scenes
- Close Reading: Passage Analysis
- Reading Quizzes: *Richard III*, *Othello*, or *King Lear*
- Individual student check ins with teacher

Benchmark & Summative Assessments:

- Timed Writing: *Richard III*, *Othello*, or *King Lear*
- Seminar: Shakespeare's play and Modern Adaptation

Resources Needed:

- College Board's AP Classroom
- Thomas C. Foster's *How to Read Literature Like a Professor*
- Estelle Rankin and Barbara Murphy's *5 Steps to a 5: AP English Literature* (2021)
- William Shakespeare's *King Lear*, *Othello*, *Richard III*

Unit V: Structure of a Modern Tragedy

Unit Summary

In this unit, students will explore the structure of a modern tragedy through August Wilson’s *Fences*, Samuel Beckett’s *Waiting for Godot*, and Jean-Paul Sartre’s *No Exit*. In Unit V, students will analyze modern tragedies and determine how the literary work reflects the changing contemporary culture. Students will pay specific attention to how the authors use literary language to help the reader engage in the “willing suspension of disbelief” through setting and characterization. Background on the authors’ lives, philosophical beliefs, and the socio-political conditions of the period of time in which the texts were composed will enhance student understanding of the plays.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJLSLA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI. PP. 11-12.5, RL. MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI. CT. 11-12.8
 - Writing: NJLSLA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W. WR. 11-12.5, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJLSLA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.4.12prof.Re7b, 1.4.12prof.Re8a
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Can students analyze modern tragedies?
- Can students explore elements of absurdity in literature?
- How do modern tragedies compare and contrast with traditional tragedies?

Unit Enduring Understandings

- Modern tragedies often take inspiration from classical drama. It is crucial to note how playwrights play with form and structure in modern tragedies.
- Absurdism provides a framework for viewing the world of the tragedies themselves as well as the modern world.
- Though form, structure, and subject matter are often different between modern and traditional tragedies, there are many continuities.

Evidence of Learning

Formative & Alternative Assessments:

- Historical research
- AP Classroom resources
Multiple Choice Unit 4
- Class notes and discussions
- Read aloud and perform scenes
- Reading Quizzes: *Fences*, *Waiting for Godot*, *No Exit*
- Individual student check ins with teacher

Benchmark & Summative Assessments:

- Timed Writing: *Fences*, *Waiting for Godot*, *No Exit*
- Seminar: *Fences*, *Waiting for Godot*, *No Exit*

Resources Needed:

- College Board’s AP Classroom
- August Wilson’s *Fences*
- Samuel Beckett’s *Waiting for Godot*
- Jean-Paul Sartre’s *No Exit*
- Thomas C. Foster’s *How to Read Literature Like a Professor*
- Estelle Rankin and Barbara Murphy’s *5 Steps to a 5: AP English Literature (2021)*

Unit VI: Poetry by Genre

Unit Summary

In this unit, students will focus on poetry by genre by exploring selected samples of genres of poetry. Poets and poems will include Lord Byron, Elizabeth Barrett-Browning, Robert Browning, A.E. Houseman, John Keats, Christina Rossetti, Dante,

Theodore Rothke, Dylan, Thomas, Adrienne Rich, Robert Herrick, and John Donne. In Unit VI, students will continue their formal study of poetry and reinforce their understanding of how and why poetry differs from prose. The basic linguistic building blocks of poetry and the different structural components of poetry will continue to be emphasized as well as established poetic forms. Instruction in literary language and literary terminology will also be embedded in Unit VI. Students will be required to juxtapose focus poems with selections covered in the unit on Sonnets to see and understand the different structural elements in genres of poetry. Excerpts from extended poetic texts will complement complete samples of verse in Unit VI.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLSA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLSA 11-12:
 - RL.CR. 11-12.1, RL.CI. 11-12.2, RL.CI. 11-12.3, RI.IT. 11-12.3, RL.TS. 11-12.4, RI.TS. 11-12.4, RL.PP. 11-12.5, RI.PP. 11-12.5, RL.MF. 11-12.6, RI.MF. 11-12.6, RL.CT. 11-12.8, RI.CT. 11-12.8
 - Writing: NJSLSA 11-12:
 - W.IW. 11-12.2, W.WP. 11-12.4, W.WR. 11-12.5, W.SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLSA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL.PI. 11-12.4, SL.UM. 11-12.5, SL.AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Can students recognize the difference between prose and verse?
- What are components of modern poetry?
- How do traditional poetry forms compare and contrast with modern poetry?
- Can students explore and identify poetic devices and terms?
- Can students explore and analyze the impact of literary devices on tone and overall meaning?

Unit Enduring Understandings

- Students will continue to explore properties and differences between prose and verse form.
- Exploration of modern poetry will help to develop an understanding of common themes, devices, and forms used currently.
- Identifying the evolution of poetry and how modern poets have incorporated elements from traditional poetry as well as expanded and created new genres.
- Continued exploration and development of the usage of poetic devices and terms.
- Continued analysis of how devices impact the tone, mood, and overall meaning of poetry.

Evidence of Learning

Formative & Alternative Assessments:

- Multiple Choice section on selected poems
- Historical Research
- AP Classroom resources on poetry
- Class notes and discussions
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Timed Writing: selected sample of English verse from the 19th Century;
- Poetry Presentation: student-selected sample of English verse from the 19th Century

Resources Needed:

- Poetry Foundation: <http://www.poetryfoundation.org/>;
- Academy of American Poets: <http://www.poets.org/>.
- AP Central: <https://apcentral.collegeboard.org/>

Unit VII: Dystopian Literature

Unit Summary

This unit focuses on one primary text— George Orwell’s *1984*. In Unit VII students will analyze how Orwell uses literature as a satirical response to the socio-political conditions that he observed in the mid-20th Century—specifically life in a totalitarian state—and determine why the novel remains relevant today. In this unit, students will be required to analyze the “political” nature of language as it is represented in *1984*, focusing specifically on the paradoxical nature of political orthodoxy and propaganda in the novel. Students will research Orwell’s life and the socio-political conditions of his era to contextualize *1984* as well as to compare it with modern day.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The State standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLA 11-12:
 - RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, RL.PP.11–12.5, RL.MF.11–12.6, RL.CT.11–12.8
 - Writing: NJSLA 11-12:
 - W.AW.11–12.1, W.IW. 11-12.2, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNE.16.b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions

- Can students explore the impact of the cultural context of the text?
- How does the genre of dystopian novels impact the overall meaning of the text?
- How do political orthodoxy and propaganda impact the author’s message?
- What connections can students make to modern society?

Unit Enduring Understandings

- Situating a text within its literary and historical context enables texts to take on a richer and more profound meaning.
- The genre of dystopian literature provides ample opportunity for social critique. Authors of dystopian literature often incorporate contemporary elements of their own societies into their futuristic texts.
- Authors are affected by the political situations and context of the places in which they write their novels.
- There are many parallels between *1984* and dystopian literature more broadly, and the world today, including freedom of speech, surveillance, and governmental control.

Evidence of Learning

Formative & Alternative Assessments:

- Multiple Choice Practice Exams
- Historical Research
- AP Classroom resources
- Class notes and discussions
- Reading Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Timed Writing: *1984* (Summative)
- Group Presentation: Modern Comparison 1984 to Today (Benchmark)

Resources Needed:

- College Board’s AP Classroom
- George Orwell’s *1984*

Unit VIII: Culture, Gender, and the Evolution of Modern Drama

Unit Summary

The unit, focuses on Aristophanes' *Lysistrata*, Oscar Wilde’s *The Importance of Being Earnest*, and Athol Fugard’s *Master Harold...and the Boys*. Students will analyze the major cultural themes in each play (gender politics, mental health, segregation) as well as the staging and formatting for each play. In Unit VIII: Culture, Gender, and the Evolution of Modern Drama, students will also discuss the relationships between the characters and how this association helps the audience understand the tension between the rational and the irrational, the real and the imagined.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*

- Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
- Reading: NJSLA 11-12:
 - RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RL.TS.11-12.4, RL.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8
- Writing: NJSLA 11-12:
 - W.AW.11-12.1, W.IW. 11-12.2, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7
- Speaking and Listening: NJSLA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistorySE.14.b
- 2020 New Jersey Student Learning Standards: Visual and Performing Arts
 - 1.2.12prof.Re8a, 1.4.12prof.Re7b, 1.4.12prof.Re8a
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.1.1 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions

- What are the components of modern drama?
- How does modern drama compare and contrast with traditional drama?
- How does the cultural context of modern drama impact the characterization and plot structure of a play?

Unit Enduring Understandings

- Exploration of expectations of form, content, and themes associated in modern drama.
- Comparison and contrast between form, content, and themes in traditional vs. modern drama.
- Recognizing the context of the literature at the time it was written and how it impacts the author's message and overall impact of a play.

Evidence of Learning

Formative & Alternative Assessments:

- Historical Research
- AP Classroom resources
- Reading Quizzes: *Lysistrata*, *Equus*, *Master Harold...and the boys*
- Class notes and discussions
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Timed Writing: *Lysistrata*, *The Importance of Being Earnest*, *Master Harold...and the Boys* (Summative)
- Seminar: Synthesis *Lysistrata*, *The Importance of Being Earnest*, *Master Harold...and the boys*

Resources Needed:

- College Board's AP Classroom
- Aristophanes' *Lysistrata*
- *Oscar Wilde's *Importance of Being Earnest*
- *Athol Fugard's *Master Harold... and the boys*

Unit IX: Modern Poetry

Unit Summary

This unit focuses on the core text of *Amanda Gorman's anthology *Call Us What We Carry* as well as selected samples of 20th and 21st verse. Poets and poems will include a variety of voices and experiences: *Maya Angelou, W.H. Auden, Elizabeth Bishop, Gwendolyn Brooks, e.e. cummings, Paul Dunbar, Weldon Kees, T.S. Eliot, Robert Frost, Seamus Heaney, *Langston Hughes, Ted Hughes, Robinson Jeffers, Donald Justice, D.H. Lawrence, Denise Levertov, Sylvia Plath, Ezra Pound, Theodore Roethke, *Edna St. Vincent Millay, Dylan Thomas, *Alice Walker, William Carlos Williams, and *Richard Wilbur. In this unit, students will continue their formal study of poetry and reinforce their understanding of how and why poetry differs from prose. The basic linguistic building blocks of poetry and the different structural components of poetry will continue to be emphasized as well as established poetic forms.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The State standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLA 11-12:
 - RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RL.TS.11-12.4, RL.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8
 - Writing: NJSLA 11-12:
 - W.AW.11-12.1, W.IW. 11-12.2, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLA 11-12:

<ul style="list-style-type: none"> ■ SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.2.12.HistoryCC.5.h ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Can students recognize the difference between prose and verse? ● What are the components of modern poetry? ● How do traditional poetry forms compare and contrast with modern poetry? ● Can students explore and identify poetic devices and terms? ● Can students explore and analyze the impact of literary devices on tone and overall meaning? ● *How does a poetry collection by a young, black, female poet fit into the poetry canon? 	<ul style="list-style-type: none"> ● Authors use form specifically to convey a particular message. When choosing to write in verse, authors convey the importance of the language, syntax, and arrangement of a text. ● Authors of modern poetry use form, poetic elements, tone, sound, and other techniques to convey meaning. ● By analyzing traditional and modern forms of poetry, it is clear that both convey deeper meanings in different ways. ● Students will cultivate the skill of analyzing poetry for its particular craft choices and mode of expression. ● Students will be able to identify and explain the significance of authorial language choices in an effort to discern and unpack layered meaning in poetry. ● *Amanda Gorman’s collection, <i>Call Us What We Carry</i> projects the voice of the changing American identity. She addresses the contemporaneous issues of racism, COVID, and climate change. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Historical Research ● AP Classroom resources ● Class notes and discussions ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Timed Writing: selected sample of English and American verse from the 20th Century (Summative) ● Multiple Choice: selected samples of English and American verse from the 20th Century (Benchmark) ● Poetry Presentation: student-selected sample of English and American verse from the 19th Century 	Resources Needed: <ul style="list-style-type: none"> ● Poetry Foundation: http://www.poetryfoundation.org/; ● Academy of American Poets: http://www.poets.org/. ● AP Central: https://apcentral.collegeboard.org/ ● College Board’s AP Classroom ● *Amanda Gorman’s <i>Call Us What We Carry</i>

Unit X: Defying Societal Expectations
Unit Summary
<p>In the unit, students will study Kate Chopin’s <i>The Awakening</i>, Charlotte Perkins Gilman’s short story “The Yellow Wallpaper,” and <i>Best Short Stories of 2021: O. Henry Prize Winners</i> and <i>The Best American Short Stories 2021</i> collections. Students will research the historical context of these texts and will examine each text’s portrayal of gender politics in the time periods they are written. Students will analyze the major themes included in these works such as oppression, independence, social norms, and imprisonment making connections to texts from the start of the year.</p>
Standards/Core Ideas/Performance Expectations/Progress Indicators
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP English Literature and Composition</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Language: NJSLA 11-12: <ul style="list-style-type: none"> ■ L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4 ○ Reading: NJSLA 11-12: <ul style="list-style-type: none"> ■ RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, RL.PP.11–12.5, RL.MF.11–12.6, RL.CT.11–12.8 ○ Writing: NJSLA 11-12: <ul style="list-style-type: none"> ■ W.AW.11–12.1, W.IW. 11-12.2, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7 ○ Speaking and Listening: NJSLA 11-12: <ul style="list-style-type: none"> ■ SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i>

<ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.2.12.HistoryCC.5.h ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.1 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do writers develop characters and settings differently in short fiction versus longer fiction? ● *How are female protagonists portrayed throughout different time periods in literature? ● How is irony used differently in short and long fiction? 	<ul style="list-style-type: none"> ● There is a distinct way authors develop characters and setting in short fiction. Students will compare and contrast character and plot development in both genres. ● *Stereotypes and expectations of female characters have changed throughout time and place in literature. Students will trace the evolution in the works we have studied this year. ● Irony is an essential tool for writers. Short and long fiction use irony differently. Students will explore how irony is used to enhance the meaning of a work. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Historical Research ● AP Classroom resources ● Class notes and discussions ● Reading Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Timed Writing: <i>The Awakening</i> ● Seminar: <i>The Awakening</i>, “The Yellow Wallpaper,” <i>Best Short Stories of 2021: O. Henry Prize Winners</i> and <i>The Best American Short Stories 2021</i> collections and historical research 	Resources Needed: <ul style="list-style-type: none"> ● Kate Chopin’s <i>The Awakening</i> ● Charlotte Perkins Gilman’s “The Yellow Wallpaper” ● <i>O. Henry Prize Winners</i> ● <i>The Best American Short Stories 2021</i>

Unit XI: AP English Literature and Composition Examination Review

Unit Summary

The AP English Literature and Composition Examination Review is a focused prep sequence for the College Board assessment. Students will review their past essays and multiple-choice practice exams. Students will utilize AP Classroom and College Board resources to review exam techniques and content.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP English Literature and Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Language: NJSLA 11-12:
 - L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4
 - Reading: NJSLSA 11-12:
 - RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, RL.PP.11–12.5, RL.MF.11–12.6, RL.CT.11–12.8
 - Writing: NJSLSA 11-12:
 - W.AW.11–12.1, W.IW. 11-12.2, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7
 - Speaking and Listening: NJSLSA 11-12:
 - SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Do students understand the components of the AP Literature and Composition exam? ● Can students determine their strengths and weaknesses in preparation for the exam? ● Can students review texts and develop valuable examples to utilize on the exam? ● Can students explore verse and prose to review for the exam? 	<ul style="list-style-type: none"> ● The structure of the AP Literature exam is broken down into multiple choice questions and three essay questions: one essay on poetry, one essay on prose, and one free response essay. ● It is essential that students identify their individual strengths and weaknesses in order to best prepare for the exam. ● As part of the review, students should create study guides and review texts used in the course to create detailed and specific essays on the exam. ● It is also necessary for students to review terminology associated with prose and verse in preparation for the exam.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Practice Timed Writings ● Practice Multiple Choice Sections ● AP Classroom Review Resources ● Historical Research ● AP Classroom resources ● Class notes and discussions ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Open Ended Timed Writing (Summative) ● Full-Length AP Exam (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> ● College Board's AP Classroom ● Thomas C. Foster's <i>How to Read Literature Like a Professor</i> ● Estelle Rankin and Barbara Murphy's <i>5 Steps to a 5: AP English Literature (2021)</i>

Unit XI: The Post-AP English Literature and Composition Examination Experience	
Unit Summary	
<p>The Post-AP English Literature and Composition Examination Experience is the closing unit in <i>AP English Literature and Composition</i>. Unit XII: The Post-AP English Literature and Composition Examination Experience will begin with a debriefing session in which the students reflect on their experiences with the College Board Assessment. Upon completion of the debriefing session, students will transition into an independent reading text of literary merit and assess its inclusion in the <i>AP English Literature and Composition</i> curriculum. Students will also explore Common Application essay topics and brainstorm ideas for college essays.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The State standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP English Literature and Composition</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Language: NJSLSA 11-12: <ul style="list-style-type: none"> ■ L.SS. 11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI. 11-12.4 ○ Reading: NJSLSA 11-12: <ul style="list-style-type: none"> ■ RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RI.MF.11-12.6, RL.MF.11-12.6, RL.CT.11-12.8 ○ Writing: NJSLSA 11-12: <ul style="list-style-type: none"> ■ W.IW. 11-12.2, W.NW.11-12.3, W.WP. 11-12.4, W. SE. 11-12.6, W.RW. 11-12.7 ○ Speaking and Listening: NJSLSA 11-12: <ul style="list-style-type: none"> ■ SL.PE. 11-12.1, SL. 11. 11-12.2, SL.ES. 11-12.3, SL. PI. 11-12.4, SL. UM. 11-12.5, SL. AS. 11-12.6 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.1 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Can students analyze an additional text to determine its relevance for the course? ● Can students brainstorm and prepare topics for the Common Application essay? ● Can students evaluate and proofread their Common Application essay? 	<ul style="list-style-type: none"> ● By taking a retrospective look at the course texts as well as the skills honed throughout the year, students will be able to select and argue for texts which they believe would fit into the curriculum. ● Students will practice the skill of creative and personal narrative writing as well as adequately identify and prepare for college essay topics relevant to their experiences and circumstances. ● Students will continue to hone and employ revision strategies through process writing.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Common App Essay Drafting ● Brainstorming activities ● Silent Sustained Reading ● Peer Editing ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Independent Reading Project Presentations ● Common Application Essay
Resources Needed: <ul style="list-style-type: none"> ● Common Application website and resources ● Students-selected texts 	

Section IX: Unit Reflection

The *AP English Literature and Composition* instructional team must confer upon the completion of each instructional unit in the *AP English Literature and Composition* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP English Literature and Composition* curriculum.

Unit Reflection Form: AP English Literature and Composition			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)