

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 12 / English:
Length of Course: Full Year**

**English IV
Advanced Placement Literature and Composition**

Course Description: The Advanced Placement course in English Literature and Composition involves students in the careful reading and critical analysis of literature. By deepening their understanding of literature, students will develop critical standards in all disciplines. Students will study individual works, their characters, action, structure, and language. They will consider literary elements such as form, theme, figurative language, imagery, symbolism, and tone. Regular writing assignments will focus on critical analysis of literature and will include analytical and argumentative, as well as imaginative pieces. Students will take these skills and formulate distinctive and creative academic voices in writing and speaking in order to become articulate, productive, and responsible global citizens. This curriculum is inclusive of instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives / Content Statement(s) Students will demonstrate a command of the conventions of Standard English grammar and use when both writing and speaking. They will acquire skills needed to use language appropriately to get a point across and/or to explore meaning using varied reading and listening techniques.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

How can language be used? What should be done when one is confused with the language of a text?	Students will understand that... Language consists of both oral and written language. It's important to know how to use language correctly in order to get one's point across. Language enhances images and messages by being creative and incorporating varied syntax, different writing techniques, and sophisticated language. When confused with language, a strong student uses resources (both in the text and outside) in order to decipher meaning.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 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. 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.	Instructional Focus: Class generated online dictionary, glossary or vocabulary lists— Students will be able to explore language unfamiliar to them, predict definitions using context clues, and define vocabulary in their own words. Assign students certain chapters of any novel. They are responsible for finding up to 3 words they are unfamiliar with. On the class website, students are to record the word, record the sentence and page number where the word is found, supply a predicted definition based on context clues, and then look up the actual definition of the word and record that. As all class members read, the class generates its own online dictionary. Sample Assessments: Homework grades can be given for the completion of this assignment. Vocabulary tests can be generated as well. Students can be asked to formulate their own short stories with these words, or for a more formal grade write a letter to a character in the book where they should use a certain number of words correctly. Instructional Strategies: Interdisciplinary Connections Many novels incorporate scientific words or historical and cultural terminology and references that prompt students to look into other disciplines or into different time periods to understand the text.

Technology Integration

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- 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.

The online dictionary on Google Classroom is a simple way to record, organize and maintain vocabulary with easy access for all students.

Global Perspectives

While researching words, students are introduced into the etymology of the word including cultural and linguistic origins.

Media Literacy Integration

Use of Google Classroom (or like platform) to record and share student vocabulary findings. Student introduction to etymologyonline.com dictionary, and VisuWords visual word tool.

Culturally Responsive Teaching

Is Jane neurodiverse or non-binary? Study history of the word “queer.” Define key vocabulary words: Heteronormative, nonbinary, ally, cisgender, “the closet,” gay. What makes a word pejorative vs supportive? How do the speaker and audience matter?

Instructional Focus:

Vocabulary enrichment and development—

Vocabulary.com Do-now using Polleverywhere.com (alternate free site: IntensiveVocab.com).

Students will be able to apply knowledge of sentence structure and language to comprehend vocabulary more fully when reading and/or viewing.

Vocabulary.com offers many different vocabulary games that can be quick do-nows. For example, there is often a sentence posed with a word highlighted and options for the definition of the word. A teacher may post this sentence using the projector and have students text the best answer using polleverywhere.com. This is an interactive way for students to use context clues and then respond anonymously to what they think the best answer is.

Sample Assessments:

Teachers can take note of how the students are answering and assess the level of words the

	class may struggle with. This can also be a quick daily participation grade. Instructional Strategies: Interdisciplinary Connections The use of technology is a clear interdisciplinary connection, however, students are also using
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

whatever prior knowledge they may have of language to help come up with an answer.

Technology Integration

Vocabulary.com is an easy to use resource tool that students should be aware of. Also, polleverywhere.com requires no sign-up and supplies an immediate class response. Teachers may use other comparable sites or Google Forms to create activities of their own.

Global perspectives

There is a section on vocabulary.com titled "Exploring the Pathways of our Lexicon." It offers explanations for slang phrases, "accidental words", etc. Articles are from around the world and emphasize the importance of how language emerges as well as analyzes how language is used. Alternate free site:

WorldWideWords (www.words.org)

Media Literacy Integration

- Jay Walker "The World's English Mania" TedTalk by Jay Walker (4:31). Pre and post discussion: what advantages does being proficient in the English language bring to a native English speaker? To an ESL speaker? Discuss how English is the language of solving novel problems -- something that machines cannot do.
- Look at key vocabulary words and terms using Google Labs "Ngram Viewer" to compare word/phrase usage and history (background on Ngram Viewer at Michel/Aiden Ted Talk "What We Learned from 5 Million Books")

Culturally Responsive Teaching

Using the VocabGrabber at VisualThesaurus.com, one can paste in text (e.g. from Project Gutenberg for texts in the public domain) and produce a free vocabulary analysis. One can parse the list so that only words from domains of Mathematics, Science, or Arts and letters display.

Example: *Jane Eyre*, Chapter 1

- Vocab word: "moreen" (heavy wool fabric used for curtains)
- Science words: bilious, torpid, equilibrium, crimp, nova
- Mathematics words: adjoin, parallel
- Arts & Literature: fairy tale, vignette, glaze, ballad

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration

	Information Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. •
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course Objectives / Content Statement(s)* All students will read a variety of materials and texts with comprehension and critical analysis. Students will use a repertoire of strategies that enable them to adapt to increasing levels of complexity therefore developing lifelong habits of reading and thinking.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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How do authors develop their stories? In what ways can readers be certain they are getting the point of the story? How do texts differ? How does one read different types of texts? What is a genre?	Students will understand that... A good reader can define the setting and characters in a story in order to analyze the development of plot and then formulate ideas as to why the author presents information in the manner done.
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How does an author effectively use perspective and point of view when writing? Upon reading and reflection, when does application of a critical lens highlight one's understanding of literature? of life? How can critical lenses be applied to unfamiliar, multimodal texts? How can new knowledge positively impact communities?	Strong readers understand there are multiple interpretations to a story but can revisit a text to distinguish what is really meant by analyzing the author's word choice and writing structure. Careful readers realize that texts are categorized by genres, and each genre has a broad set of characteristics that the author tries to meet, whether through plot structure, themes, topics, dialogue, or sequence of events. This happens in both literary works and informational texts. It is important that skilled readers determine the author's point of view and analyze whether the style is effective
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: A close study of Diction/Detail: Students will be able to differentiate between detail and diction and defend the author's structural habits and word choice to determine the overall purpose, tone, and themes. Interrupted readings: Students receive a short story by Katherine Brush titled "The Birthday Party*." The short story is broken up into paragraphs and read one at a time. As each paragraph is read, students highlight any examples of diction and circle any examples of detail. Classwide discussion of each paragraph with examples of diction and detail recorded on the board *alternate texts: Voice/War: "OIF" by Phil Klay Satire/raising of stakes: "Thank You" by Amelia Gray, "The School" by Donald Barthelme Narrative proximity/structure: D.F. Wallace "Incarnations of Burned Children" Racial/ethnic bias and economic disparity: Alice Walker "The Flowers" Sample Assessments:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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).

Students can work on this individually and then check their understanding in cooperative groups and defend why they consider certain textual examples to be either diction or detail. The teacher should circle the room and listen to conversation and see what it is the students understand and what they seem to be struggling with.

Instructional Strategies:

Interdisciplinary Connections

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

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).

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 concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more

This could be as a genre specific unit. This could also be done while reading current political speeches, or persuasive editorials, allowing for examination of form and social/political/historical context.

Technology Integration

Having the story on the computer and presenting it from the projector could allow for visual learners to see the difference between detail and diction. Students could use color coordinated highlighting and editing tools in PDF or GoogleDocs to differentiate between diction and detail. This activity could also be done with student chromebooks and when cooperative groups present their findings to one another.

Global Perspectives

This activity can be used with a variety of texts. To add a global perspective, teachers could present two pieces of work that come from different cultures or countries in the world and have the students compare and contrast the author's use of detail and diction to best portray the general point.

Media Literacy Integration

View film trailers of both the 1998 and 2002 adaptations of *Crime and Punishment* and discuss which is more realistic or credible. Which might be truer to Dostoevsky's vision, versus the contemporary experiences of readers? What critical viewing aspects influence response (lighting, sound, acting, cinematography, etc)?

Instructional Focus:

TPCASTT: Students will be able to explore poetic devices, define tone, and explicate a poem by learning how to read a poem for meaning.

TPCASTT is a teaching tool for poetry explication. It asks students to formulate an interpretation of a poem and then revisit and analyze the poet's word choice and structure to best understand the poet's position and/or stance. Supply a TPCASTT handout with any poem and have students work through the poem in steps to understand and defend their understanding.

Sample Assessment:

Supply a timed writing piece similar to an AP style test question. Students should be given a poem and then allowed a class period to TPCASTT through the poem and outline an essay explicating the poem. That outline can be graded as a preparation grade.

texts from the same period treat similar themes or topics.	Students then create a formal analysis of the poem for a formal writing grade.
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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. 🌱	Instructional Strategies: Interdisciplinary Connections A variety of poems by many historically prevalent authors can be used. Song lyrics can also be analyzed using TPCASTT. Technology Integration Students create TPCASTT slideshows in order to visually organize and present their explication of any given poem. Global Perspectives Asking students to TPCASTT poems from different time periods or from authors around the world will introduce them to various global perspectives on many debatable issues. Culturally Responsive Teaching Inclusion and diversity: Developing cultural competency by including lessons, at the appropriate place and time, on diversity, inclusion, and the interconnected nature of social categorizations such as race, class, and gender applied to individual(s) and groups. Ensure that students see themselves, see others, and have access to others in their educational experiences.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Communicate clearly and with reason Employ valid and reliable research strategies Use technology to enhance productivity Work productively in teams Information Literacy Life and Career Skills 21st C Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Writing Domain Anchor Statements:
Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence

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from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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, and audiences.

Big Ideas: *Course Objectives / Content Statement(s)* All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Students will learn to examine their writing not only as a product but also as a mode of thinking. They will recognize that what they hear, speak, read, and view contributes to the content and quality of their writing. Students will write prose analysis, poetry analysis, and literary argument essays reflective of the AP Literature Exam.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Why write? How do writers express their thoughts and feelings? What makes writing flow? How can writers use pen and paper to get their points across? Why is knowing the audience important when writing? Why conduct research?	Students will understand that... Writers recognize there are many types of writing, all dependent on the purpose of the piece. Strong writers maintain a certain tone, use appropriate language and engage the reader in an organized format. At times writers must do a substantial amount of research to express and defend a thought. Recognizing this makes a writer much more concise and objective. Developed writers maintain flow by using details and varying syntax. They employ various writing techniques and incorporate sophisticated language in order to get their points across. Strong writers understand that when producing a piece they must consider the audience. By recognizing the audience writers can then decide on the medium to be used and then appropriately design the piece to meet the audience.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

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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.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

Researching and synthesizing information on a contemporary topic. Possibilities include social media, privacy laws, public surveillance.

1984 / Brave New World

Science fiction and satire are literary constructs used to explore societies current problems. Language is one of the most powerful political weapons for manipulating thought.

Privacy Law Research Paper:

Students will be able to synthesize information from multiple sources, cite sources of information, and write collaboratively and individually using modern conventions of formal English.

Students research a contemporary privacy law or act that is controversial. They then locate reliable sources that would defend a side and create a booklet, consisting of chapters that would introduce, prove, and diminish opposing arguments. They must work collaboratively with a peer group to create a concise, organized and informative booklet.

Sample Assessments:

This project works best with two rubrics—one that assesses the group work and one that assesses the individual's research and writing. Each student should be responsible for one chapter documenting at least 3 different sources, informing the reader of his/her purpose and defending the controversial issue with the use of appropriate primary and secondary sources.

Instructional Strategies:

Interdisciplinary Connections

This project asks students to step away from just literary references. They must research various sources and understand the law they are defending or arguing against. They too must be well read on the history of the law and other more contemporary arguments of the issue at hand.

Technology Integration

Students make great use of the school media center, and its many databases and resources. They research current and past newspaper articles via the internet in order to understand their argument. They also view interviews of political figures speaking on behalf of the law. Additionally, students are encouraged to use Google Docs in order to work collaboratively.

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,	
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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.

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.

Global Perspectives

Often, students read about these laws or examples of these laws globally and how other nations are reacting to the controversial issue. They use this information either to argue for or against the topic. They bring in information about different cultural understandings of the law and this too helps foster a more academically rich classroom debate.

Media Literacy Integration

Students search for, view, and respond to relevant opinion leaders on the topic of privacy at Ted Talks. For example, “Your Online Life, Permanent as a Tattoo” by Juan Enrique (5:53): “When Online Shaming Goes Too Far” by Jon Ronson (16:27). Students can present this information to the class as small groups or pairs.

Working in pairs, students find newscasts or program segments on the use of civilian drones to record images and audio. Share with class and lead short informal discussion on how this topic ties to the novel at hand, and how current laws (FAA, Constitutional Rights) apply to drone usage.

Listen to advertisements for home security firms, and discuss what makes the ads realistic or unrealistic. (Google “home security systems” for a selection of current available commercials.)

Culturally Responsive Teaching

Individuals produce display collages reflective of their own heritage/personal history and cultural symbols with which they identify. Alternately can produce in character as the protagonist or antagonist of a novel (*1984* or *Brave New World*). Key question: how does the researched law affect the particular individual?

Discuss current memes in social media, especially when a person is being outed for making a mistake. Have students ask each other and discuss: What is the meme’s purpose? Point of view? Production technique? Is the meme reflective of the culture of celebrity or the culture of a hero?

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W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🍌 W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). W.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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy

Speaking and Listening Anchor Statements:
Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas: *Course Objectives / Content Statement(s)* Students will be able to speak for and listen for a variety of real purposes and audiences. Students will prepare and participate in more formal presentations, such as speeches, panel discussions and debates. They will use language for a variety of purposes, including questioning, sharing information, storytelling, and helping others achieve goals. In addition, they will develop an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality. Students will become effective listeners who are able to restate, interpret, respond to, and evaluate increasingly complex messages conveyed through sound.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

What do good speakers sound like?

How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?

What is body language? Why use it?

To whom am I speaking?

What does a good listener listen for?

Students will understand that...

Good speakers can concisely express their thoughts to a diverse group being prepared for discussion and understanding the ultimate goal of any conversation.

A strong speaker can listen to his/her group members, synthesize what is being said, and then establish individual roles for goal setting or respond thoughtfully using evidence from what was said.

It is important to understand your audience and prepare any discussion points with an appropriate tone and manner. A strong command of formal language can be used while strong body language commands the audience's attention.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Examples, Outcomes, Assessments

Students will:

Instructional Focus:

Jane Eyre and Socratic Seminars

Students will be able to participate in discussion, identify, explore and solve problems through oral speech and the act of listening. Students will also be able to speak before a group to defend an opinion and synthesize what they hear from their peers.

Students are given opportunities to "examine" a common piece of text and create one open-ended

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	question and two guiding questions that would aid the class in discussing the one general question. Groups must identify two passages for each question that will also serve as a guide to discussion. Each group must run a 20 minute discussion with selected classmates.
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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.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.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.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

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

The group runs smoothly with the following roles: moderator, secretary, contributing members.

Sample open-ended questions for Bronte's *Jane Eyre*:

1. In what ways does Jane threaten the social order of her time period?
2. If Jane is sympathetic to the working class and the poor throughout the entire novel, what purpose does that serve?
3. Through Jane, how does Bronte exhibit resentment toward a society that has scorned her?
4. How does *Jane Eyre* work as a feminist novel pleading for gender equality?
5. How is Jane characterized in conjunction with the idea of Rochester the "fallen" hero?
6. What are the results of comparing Jane's expression of feelings for Helen Burns vs feelings for Rochester?

Sample Assessments:

There are multiple assessments that go with such a project. Students are graded on the outline they must hand in to the teacher a day prior to their seminar. Teachers assess the quality of their questions—did they use outside resources to help formulate their questions?

Additionally, students are assessed on their conversation skills during the Socratic Seminar. An A-D rubric is handed out so that students understand their roles as active group participants. Did they offer enough solid analysis? Did each participant show active listening skills by synthesizing comments being made in the group and offer clarification and/or follow up to the conversation? Was appropriate formal language used? Did students talk over one another? etc.

Instructional Strategies:

Interdisciplinary Connections

Socratic seminars invite students to research a plethora of information that can cross into historical documents, scientific discoveries, and even social studies. For example, in this unit, students will have to research the role of men and women during the time of Bronte. What were the laws? What rights did different people have? What social restrictions did women have to adhere to? They are asked to analyze and understand the social norm of the time period.

Technology Integration

	Use of databases, internet sources, and printed sources are imperative to hold smooth, academic conversation. Students are also prompted to post their group notes and outlines on the Google Classroom in order to keep running notes for test preparation. Global Perspectives Within the separate groups, students are researching social order of the past in different countries. As well they examine gender roles and analyze class systems of different cultures. Media Literacy Integration Use online discussion boards so that the seminar audience has means of participating in backchannel discussion via chromebooks. Students can compare the pros and cons of online discussions vs. spoken discourse. Culturally Responsive Teaching Use of online discussion boards can be more conducive to discussion participation by digital natives more comfortable with online forums than speaking. Small-teams approach of Socratic Seminars is culturally responsive by personalizing learning. Topics for Socratic discussion might include: Appropriateness of Names, Jane and Helen vs Jane and Rochester, Jane's Artwork, Religion, Education, Weather/Pathetic Fallacy
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Vengeance, Ambition, and Obsession: *Hamlet* (4 Weeks)

Unit Summary:

This unit centers on reading, viewing/listening, and performing Shakespeare's 1600-1601 tragedy, *Hamlet*. The play is a study in characters whose actions are motivated by vengeance, ambition, and jealousy. Students will ponder concepts of morality and the soul in literature and prose as well as the relationship to fate and divine forces of good and evil. Students will commit to memory and recite one of the great soliloquies from this text. Guiding quote: "Tragedy is the imitation of an action that is serious, complete and of a certain magnitude, in language embellished with each kind of artistic ornament, the several kinds being found in separate parts of the play . . . through pity and fear effecting the proper purgation of these emotions." -- Aristotle, *The Poetics*

Primary interdisciplinary connections:

Behavioral Sciences: Family psychology, Oedipus Complex, loss of parent, and depression
Social Studies: European history, English History

Mathematics: Sonnet as poetic form

Fine, Practical, Performing arts: Tragedy, dramatis personae, scansion, stagecraft and lighting,

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The objective of the course framework is to read a variety of materials and texts with comprehension and critical analysis. In this unit, students will use a repertoire of strategies that enable them to adapt to increasing levels of complexity, therefore developing lifelong habits of reading and thinking. The tragedy of Prince Hamlet, prince of Denmark, still resonates today. The "to be or not to be" monologue is a worldwide literary touchstone and necessary reading for all culturally literate people.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • 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. • 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. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • 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.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. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● 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).
Writing	● 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. ● 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. ● 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. ● 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.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 ● W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). ● W.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.
Speaking & Listening	● 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. ● SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ● SL.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. ● SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 ● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions:	Understandings: <i>Students will understand that...</i>
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• What is a tragedy? a tragic hero? • What effect do directorial lighting choices make on the tone of a performance? • What is the “royal ‘we’”? • Can a heteronormative lens apply to work that is centuries old? • How are the conflicts of man v self and man v man resolved in Hamlet? • How does Shakespeare’s use of language enrich the tragic theme of Hamlet?	• ...a single person’s greed can result in death and tragedy • ...revenge is complicated • ...equivocation can lead to stagnation • ... a foil is a literary device that shows the tragic hero’s faults by comparison (Hamlet vs Laertes, Fortinbras). • ...Shakespearean plays follow the Aristotelian plot arc of exposition, rising action, climax, falling action, denouement. • ...careful study of Shakesperian heightened language is essential to unlocking the text’s timeless and universal messages and themes
Unit Learning Activities: <i>Students will...</i> ... apply cinematic choices to an interpretation of the text ... analyze literary (fiction, poetry) texts (syntax, tone, diction) ...compare/contrast unit theme via dual poetry passages (Blake, Shakespeare) ...collaborate with peers to research, plan, and record select scenes ...Acquire and master vocabulary in context ...Listen actively for note-taking and understanding ...Speak informally and formally: individually, in groups, and in class discussions.	
Assessments	

Summative: ● Cinematography project: How to convey the tone of a dramatic scene with only Lighting and Camera Angle. Having been assigned a key scene from Hamlet, students will work in small teams to storyboard and design both lighting and shot angles to convey an assigned tone (e.g. chaotic, calm, angry, etc.). Students will have access to the TV studio, will film the finished storyboard/shooting script with technical assistance, and will then view and critique the work of peers. Introduction to language of stage and film: : Mise-en-scene, composition, framing. Actor's positions: full front, quarter turn, profile, 3/4 turn, back to camera. Angles: birds-eye, eye-level, high, low, oblique, tilt/dutch. Lighting: soft focus, high key, high contrast, backlighting. Colors. ● Dual Poetry Passage Literary Analysis: Write a compare/contrast essay between William Blake's "A Poison Tree" and Shakespeare's Sonnet 90 "Then Hate Me When Thou Wilt" ● Prose Literary Analysis: Write a response to an AP Lit prose passage (e.g. <i>Henry V</i>)	Formative: ● Use TPCASTT technique to analyze an Elizabethan sonnet. ● Select a definition of tragedy, and find three textual quotations to support it. Illustrate and present a poster to the class. ● Participate in guided small group and whole class discussions on the play (Tragedies, History of Hamlet) ● Memorize a passage using mnemonics and practice ● Respond to an AP-style writing prompt, and analyze score based on AP rubric standards ● completion of AP Practice multiple choice packet on Hamlet. ● discuss text using appropriate terms: soliloquy, aside, tragic hero, dramatic irony ● encounter and identify figurative language in the text: allusion, alliteration, simile, metaphor, meter, iambic pentameter, foot, blank verse, imagery, foil, pun, slant rhyme, feminine rhyme ● View films at https://myshakespeare.com/hamlet covering topics such as "Religion in Hamlet," "Elizabethan Theatre," "Shakespeare's Life" ● View and discuss cinematic versions of the "To Be or Not To Be" speech from a variety of actors and films (e.g. dir John Ford's 1946 <i>My Darling Clementine</i>) Instructional focus:
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	Athoroughreading/discussionoftheplay: silent reading, classroomrolesandenactments, viewingof performances, sceneperformances. Sample assessments: Write a synthesis essay based on multiplereviews ofKennethBranagh's<i>Hamlet</i>(1996) Read"TheDevil andTomWalker"byWashington Irving and determine tone and mood, connecting text to Hamlet. Study excerpts describing Captain Ahab from Melville's <i>Moby Dick</i> for a study in characterization, and connect to King Hamlet, Laertes, Fortinbras. Read excerpts from Milton's <i>Paradise Lost</i> to explore the relationship between mankind and god/satan - good/evil in verse form and connect to Hamlet themes.
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The Search for Freedom, Justice, Sanity: *Native Son*

(3.5 weeks)

Unit Summary: This novel, along with others in the senior curriculum (*Heart of Darkness*, *Catch-22*, *1984*, etc) focuses on the quest for freedom, justice, and sanity by asking: are those concepts abstract, idealistic, and utopian? Is their pursuit essential to finding purpose in life and humanity? Do societies naturally and inevitably tend to support or deny individual free thought and expression, human and civil rights? Students will explore the struggles of mankind against systems. This unit introduces students to the modern voice in American literature through study of Richard Wright's 1940 novel, *Native Son*, an important work of fiction centered on race relations and unfair media portrayals in the United States. Wright's novel is a groundbreaking exercise in naturalism, written from the black perspective. Given biographical and historical information about Wright, students will explore a timeline of social and cultural movements that inform his work. Gender, race, and wealth gaps will be addressed in whole-class discussion. The novel's three-part structure and moral message will allow students to study themes in the African-American experience, and connect them via comparison to a variety of genres. Guiding quote: "And there comes a time when one must take a position that neither safe, nor politic, nor popular, but he must do it because Conscience tells him it is right" - Martin Luther King

Primary interdisciplinary connections:

Social Studies (The Great Migration, Jim Crow, Segregation, Scottsboro Boys, Chicago, Marxism, Socialism, Communism, The John Reed Club)
Fine and Performing arts (Music of Kendrick Lamar, Billie Holiday, Art of Jacob Lawrence, Harlem Renaissance)

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The objective of the course framework is to read a variety of materials and texts with comprehension and critical analysis. In this unit, students will use a repertoire of strategies that enable them to adapt to increasing levels of complexity, therefore developing lifelong habits of reading and thinking. The story of Bigger Thomas is fraught with uniquely American moral and political crises: how is Wright expressing the problems faced by blacks in post-bellum, pre-Civil Rights America? Race relations are at the forefront of American public discourse, and *Native Son* provides a meaningful entry point. Privilege, race, and the demonization of black men will be examined in popular song (Kendrick Lamar), crime and justice will be explored (excerpts from Dostoevsky's "Crime and Punishment") and connections to the US Constitution and its amendments.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- 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.
- 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.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • 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
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	build on one another to produce 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. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • 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).
Writing	• 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. • 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. • 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. • 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.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 • W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). • W.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.

Speaking & Listening	• 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. • SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.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.
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	• 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. • SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• What does power look like in <i>Native Son</i>? What does power look like in modern day America? • How do those with power shape the identity of those who are marginalized? • How does language and imagery in the media influence public opinion and create stereotypes? • What is the role of race and racial stereotypes for Bigger Thomas? • What is unconscious prejudice? What is institutionalized racism? What role do these concepts play in the novel? What role do they still play in America today? • How can new knowledge positively impact community?	• Research is an important component of well-written essays. • Writing can be both personal and relevant to the world at large • Urban Naturalism is a literary movement of the 19-20th Century
Unit Learning Activities: <i>Students will...</i> • ...be able to thoughtfully and tactfully engage in discussions, both written and oral, about challenging topics such as race, racism, prejudice, and stereotyping. • ... define institutional and unconscious racism and identify how those concepts play a role within the context of the novel as well as in contemporary America. • ... analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (i.e. thematic or conceptual connections between <i>Native Son</i> and songs from Kendrick Lamar’s <i>To Pimp a Butterfly</i>). • ... create an original work of art (poetry or a visual medium) using the words and images used from our core text to explore the role of race in the novel. • ...the third-person limited narrative perspective has benefits and deficits.	
Assessments	

Summative: • Team research on assigned topic. Given an assigned topic in the <i>Native Son</i> Unit, student will research and turn in a complete exploration on one of the following: Jim Crow, Richard Wright, The Great Migration, Jacob Lawrence, Marxism, The Scottsboro Boys • In-Class essay: - o In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from [<i>Native Son</i>] who responds in some significant way to justice or injustice. Then write a well-developed essay in which you	Formative: • Writing journal entries • Tests and quizzes • Song and Poetry response (Sharon Olds “On the Subway,” Billie Holiday “Strange Fruit,” Claude Kendrick Lamar “Sing About Me, I’m Dying of Thirst” and “Complexion: A Zulu Love” • Viewing and note-taking: Wright biopic “Black Boy” Instructional Focus: Research on topics that inform the reading and understanding of race and history. Collaborative teamwork on poetry analysis, theme writing, and presentation.
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analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole. - o In great literature, no scene of violence exists for its own sake. [<i>Native Son</i>] confronts the reader or audience with a scene or scenes of violence. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary. - o The conflict created when the will of an individual opposes the will of the majority is the recurring theme of many novels, plays, and essays. From [<i>Native Son</i>], select a fictional character who is in opposition to his or her society. In a critical essay, analyze the conflict and discuss the moral and ethical implications for both the individual and the society. Do not summarize the plot or action of the work you choose. - o Critic Roland Barthes has said, “Literature is the question minus the answer.” Choose [<i>Native Son</i>], and, considering Barthes’ observation, write an essay in which you analyze a central question the work raises and the extent to which it offers answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary.	Sample Assessments: • Whole class discussion: interrupted/close reading of Alice Walker’s “The Flowers” • Small teams analyze and present select sonnets to the class, utilizing TPCASTT discussion points and apply lens of privilege, race to connect to themes in <i>Native Son</i>. Sonnets include: “Find Work” by Espallat; “Those Winter Sundays” by Hayden; “Kitchenette Building” by Brooks; “If We Must Die” by McKay; “Ozymandias” by Shelley. • With Terrance Hayes poem “The Golden Shovel” as model, write a golden shovel poem using a sentence from <i>Native Son</i> (or supplement).
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Conformity and Dissent: *The Metamorphosis*

(3.5 Weeks)

Unit Summary:

This unit centers on reading Franz Kafka's 1915 novella, *The Metamorphosis*. Given biographical and historical information about the author, this unit offers opportunities to touch back to the classics (the transformation in Ovid's tale "Arachne," the workplace boredom and dissent in Melville's "Bartleby the Scrivener") and to practice dual-passage poetry analysis (Carver/Kafka). The novella's narration offers a good opportunity to study 3rd person, as it is close to Gregor both in his human and his "othered" non-human form. Students will create found poems, write original poetry, and study this complex text through many lenses. Guiding quote: "Beauty plus pity—that is the closest we can get to a definition of art. Where there is beauty there is pity for the simple reason that beauty must die: beauty always dies, the manner dies with the matter, the world dies with the individual. If Kafka's *The Metamorphosis* strikes anyone as something more than an entomological fantasy, then I congratulate him on having joined the ranks of good and great readers." - Vladimir Nabokov

Primary interdisciplinary connections:

Behavioral Sciences: Family psychology, Freudianism, Rorschach, alienation and depression
 Social Studies: European history, Kafkaesque, economy and reciprocity
 Mathematics: Oulipian poetic forms
 Fine, Practical, Performing arts: surrealism, the grotesque, Dada

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The objective of the course framework is to read a variety of materials and texts with comprehension and critical analysis. In this unit, students will use a repertoire of strategies that enable them to adapt to increasing levels of complexity, therefore developing lifelong habits of reading and thinking. The story of Gregor Samsa is fraught with universal ramifications: how is Kafka expressing the problems faced by a global society? Can individuals with different points of view and experiences be welcomed to the communal discussion table? The incorporation of critical lenses aims to ensure that students see themselves, see others, and have access to others in their educational experiences. The supplemental readings for this unit provide ample opportunity to practice academic writing.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • 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. • 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. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • 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.
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	● 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. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● 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).
Writing	● 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. ● 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. ● 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. ● ● 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.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🍌 ● W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). ● W.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.

Speaking & Listening	• 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. • SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.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.
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	• SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• Is conformity or dissent a rational response to an unfair situation? • Do societies owe dissenters a rational response? • What is the acceptable role of society in an individual's life? • How can a family exert pressure on a child to conform or dissent?	• ... conformity and dissent not only have an impact on societies small and large, but also are interesting to explore. • ... the first page of a novel reveals much about the entire work. • ...the reading experience is deepened by application of critical lenses.
Unit Learning Activities: <i>Students will...</i> ...apply Critical Lenses to the Metamorphosis: Existential; feminist, heteronormative, expressionist, Freudian ... analyze literary (fiction, poetry) texts (syntax, tone, diction) ...compare/contrast unit theme across genres (poetry, prose) ...collaborate digitally to access, record, and share different viewpoints ...Acquire and master vocabulary in context ...Listen actively for note-taking and understanding ...Speak informally and formally: individually, in groups, and in class discussions.	
Assessments	

Summative: ● Essay Prompt 1*: Writers often highlight the values of a culture or a society by using characters that are alienated from that culture or society because of gender, race, class, or creed. Discuss Gregor's role in <i>The Metamorphosis</i> and show how that character's alienation reveals the surrounding society's assumptions or moral values. ● Poetry Prompt 2: The following two poems share a common theme. Read the two poems carefully. Considering such elements as speaker, diction, imagery, form, and tone, write a well-organized essay in which you compare or contrast the speaker's views. ● "Portrait of my Father as a Young Man" by Rainer Maria Rilke and "Photograph of My Father in His Twenty-Second Year" by Raymond Carver. * Alternate Essay Prompt 2: In retrospect, the reader often discovers that the opening scene of a drama introduces some of the major themes of the work. Write an essay about the opening scene of <i>The Metamorphosis</i> in which you explain how it functions in this way. Alternate Essay Prompt 3: An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the	Formative: ● Annotation of texts. ● Quizzes: vocabulary and text ● Journal: response to texts ● Creation of "AP" multiple choice questions ● AP Practice tests ● Homework: diction/detail, tone, syntax analysis ● TPCASTT poetry analysis ● Thesis Statements ● Found poetry in the style of assigned lens Instructional focus: Critical lens project: students will apply an assigned lens to the text. Teams will create posters and present to the class: criteria for lens, evidence from text, key quotations interpreted, an original found poem that thematically links text to team topic, and discussion of which supplemental reading is best companion for a study through assigned lens. Sample assessments: Reading comprehension quizzes on Part I, II, and III Annotation of Melville's "Bartleby the Scrivener" that shows notes on Character Development, Theme, Point of View, and Symbols. Read Ovid's "Arachne" to compare POV narrative distance and notions of 'god' in both tales.
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pleasure of significant closure has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of <i>The Metamorphosis</i>. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot.	Production of Diction/Detail/Tonal analysis of the following short stories and poems: Emily Dickinson "The Soul Selects Her Own Society" and "I'm Nobody, Who Are You;" Raymond Carver "Kafka's Watch;" William Saroyan "Gaston;" Kenneth Barnard "Sister Francetta and the Pig Baby;" Marcel Marien "The I Is Never Alone;" Margaret Atwood "My Life as a Bat." Dual poetry passage essay: Rilke, Carver AP Lit prose analysis essay: Kafka
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Name: _____

Diction Detail Tone Paragraph Rubric

Topic Sentence includes appropriate tone words _____ Quotation

sentence 1 with fluent “chunking” _____

- First Analysis quotation 1 _____
- Second Analysis quotation 1 _____

Quotation sentence 2 with fluent “chunking” _____

- First Analysis quotation 2 _____
- Second Analysis quotation 2 _____

Discusses connotation of tone words _____

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Name:

Syntax Tonal Analysis Paragraph Rubric

Topic Sentence includes appropriate tone words _____ *relative to author's craft.*

Subtopic 1:

Rhetorical pattern discerned: sentence stating specific observation _____

- First Analysis quotation 1 _____
- Second Analysis quotation 1 _____

Subtopic 2:

Sentence structural pattern discerned with specific observation _____

- First Analysis quotation 2 _____
- Second Analysis quotation 2 _____

Discusses connotation of tone words _____

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NAME: _____

ASSIGNMENT: _____

RUBRIC FOR AP LITERATURE & COMPOSITION PROSE ANALYSIS ESSAY

Thesis Points ____/2	Responds to the prompt with a thesis that presents a defensible interpretation of the passage. 2		For any of the following: - There is no defensible thesis - The intended thesis only restates the prompt - The intended thesis provides a summary of the work - There is a thesis but it does not respond to the prompt	
Evidence and Commentary Points ____/8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Consistently explains how the evidence supports a line of reasoning. & Explains how multiple literary elements or techniques in the passage contribute to its meaning. 8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Explains how some of the evidence supports a line of reasoning. & Explains how at least one literary element or technique in the poem contributes to its meaning. 7	EVIDENCE: Provides some specific, relevant evidence. & COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. 6	EVIDENCE: Provides evidence that is mostly general. & COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument. 5
Sophistication Points ____/2	Demonstrates sophistication of thought and/or develops a complex literary argument. - Identifies complexities or tensions with the passage - Situates the interpretation within a broader context - Accounts for alternative interpretations of the passage - Employs a style that is consistently vivid and persuasive 2		For any of the following: - Attempts to contextualize their interpretation, but suffers from sweeping generalizations. - Only hints at other possible interpretations. - Oversimplifies complexities in the poem. - Uses complicated or complex sentences or language that do not enhance the student's argument.	
Compositional Elements: Grammar, Mechanics, Use of Language Points ____/8	Precise and effective word choice, syntax and expression; punctuation, spelling and mechanics are error free. 8	Conventional word choice, syntax, or expression; mostly correct; some minor errors in punctuation, spelling and mechanics. 7	Repeated errors in diction, syntax, or expression; meaning somewhat obscured by errors in punctuation, mechanics and spelling. 6	Frequent errors in diction, syntax, and expression. Errors in punctuation, mechanics and spelling detract from meaning and clarity. 5

GRADE: _____ / 20

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NAME: _____

ASSIGNMENT: _____

RUBRIC FOR AP LITERATURE & COMPOSITION POETRY ANALYSIS ESSAY

Thesis Points ____/2	Responds to the prompt with a thesis that presents a defensible interpretation of the poem. 2		For any of the following: • There is no defensible thesis • The intended thesis only restates the prompt • The intended thesis provides a summary of the work • There is a thesis but it does not respond to the prompt	
Evidence and Commentary Points ____/8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Consistently explains how the evidence supports a line of reasoning. & Explains how multiple literary elements or techniques in the poem contribute to its meaning. 8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Explains how some of the evidence supports a line of reasoning. & Explains how at least one literary element or technique in the poem contributes to its meaning 7	EVIDENCE: Provides some specific, relevant evidence. & COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. 6	EVIDENCE: Provides evidence that is mostly general. & COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument. 5
Sophistication Points ____/2	Demonstrates sophistication of thought and/or develops a complex literary argument. • Identifies complexities or tensions with the poem • Situates the interpretation within a broader context • Accounts for alternative interpretations of the poem • Employs a style that is consistently vivid and persuasive 2		For any of the following: • Attempts to contextualize their interpretation, but succumbs to sweeping generalizations. • Only hints at other possible interpretations. • Oversimplifies complexities in the poem. • Uses complicated or complex sentences or language that does not enhance the student's argument.	
Compositional Elements: Grammar, Mechanics, Use of Language Points ____/8	Precise and effective word choice, syntax and expression; punctuation, spelling and mechanics are error free. 8	Conventional word choice, syntax, or expression; mostly correct; some minor errors in punctuation, spelling and mechanics. 7	Repeated errors in diction, syntax, or expression; meaning somewhat obscured by errors in punctuation, mechanics and spelling. 6	Frequent errors in diction, syntax, and expression. Errors in punctuation, mechanics and spelling detract from meaning and clarity. 5

GRADE: _____ / 20

Revised: August 2021

NAME: _____

ASSIGNMENT: _____

RUBRIC FOR AP LITERATURE & COMPOSITION LITERARY ARGUMENT ESSAY

Thesis Points ____/2	Responds to the prompt with a thesis that presents a defensible interpretation of the selected work. 2		For any of the following: - There is no defensible thesis - The intended thesis only restates the prompt - The intended thesis provides a summary of the work - There is a thesis but it does not respond to the prompt	
Evidence and Commentary Points ____/8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Consistently explains how the evidence supports a line of reasoning. 8	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. & COMMENTARY: Explains how some of the evidence supports a line of reasoning. 7	EVIDENCE: Provides some specific relevant evidence. & COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. 6	EVIDENCE: Provides evidence that is mostly general. & COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument. 5
Sophistication Points ____/2	Demonstrates sophistication of thought and/or develops a complex literary argument. - Identifies complexities or tensions with the work - Situates the interpretation within a broader context - Accounts for alternative interpretations - Employs a style that is consistently vivid and persuasive 2		For any of the following: - Attempts to contextualize their argument, but such of sweeping generalizations. - Only hints at other possible interpretations. - Oversimplifies complexities of the topic and/or the work - Uses complicated or complex sentences or language that does not enhance the student's argument.	
Compositional Elements: Grammar, Mechanics, Use of Language Points ____/8	Precise and effective word choice, syntax and expression; punctuation, spelling and mechanics are error free. 8	Conventional word choice, syntax, or expression; mostly correct; some minor errors in punctuation, spelling and mechanics. 7	Repeated errors in diction, syntax, or expression; meaning somewhat obscured by errors in punctuation, mechanics and spelling. 6	Frequent errors in diction, syntax, and expression. Errors in punctuation, mechanics and spelling detract from meaning and clarity. 5

GRADE: _____ / 20