Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: AP Literature and Composition

Course Description:

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

To support these objectives, this course delineates the knowledge and skills colleges and universities typically expect students to demonstrate in order to receive credit for an introductory college literature course and placement into a higher-level literature course.

Students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work. Across nine units, the content and skills increase in challenge and complexity, with students receiving repeated opportunities to develop and apply analysis and composition skills to specific genres of literature (short fiction, poetry, novels, and plays).

The culmination of the course is the AP Exam, which is administered in early May. Students taking the course are expected to take the exam.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As

New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**

Short Fiction I	16
Poetry I	16
Longer Fiction or Drama I	16
Short Fiction II	16
Poetry II	16
Longer Fiction or Drama II	16
Short Fiction III	16
Poetry III	16
Longer Fiction or Drama III	16

Unit 1

Desired Results
Unit 1 Title: Short Fiction I
Unit Summary: Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

Learning Standards
NJSLS: 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). 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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

Visual and Performing Arts:

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks.

1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theater, film, television, and electronic media to career preparation and lifelong learning.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do authors develop complex characters, and how does this development contribute to the overall meaning of a work? • In what ways does the setting of a literary work influence character development, plot progression, and thematic elements? • How do authors structure plots to create meaning, and how can variations in plot structure affect a reader's interpretation of a text? • How does the choice of narrator and point of view shape the reader's perception of events and characters in a story? • How do the fundamental elements of fiction (character, setting, plot, and narrator) interact to create a cohesive literary work?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization, Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator,	

Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue

Students will be able to:

- Analyze character development and motivations
- Identify and differentiate between types of characters (e.g., protagonists, antagonists, static, dynamic)
- Examine how characters' actions and dialogue reveal their personalities
- Analyze the function of setting in a text
- Explain how setting influences character and plot development
- Interpret the mood and atmosphere created by the setting
- Identify and analyze the elements of plot structure (exposition, rising action, climax, falling action, resolution)
- Examine how conflicts drive the plot forward
- Identify different types of narrators (first-person, third-person, omniscient, limited omniscient)
- Analyze how the choice of narrator affects the reader's perception of the story
- Compare and contrast how different authors use these fundamental elements
- Discuss how cultural, historical, or social context influences the development of these elements in a text
- Write analytical responses that demonstrate understanding of how these elements function in a text
- Engage in close reading to identify subtle details related to character, setting, plot, and narrator
- Develop and articulate interpretations of texts based on analysis of these fundamental elements

Learning Activities: Possible activities include:

- Create character maps for major and minor characters
- Write a character evolution essay tracking changes throughout the text
- Design visual representations of key settings
- Analyze how setting influences character decisions and plot development
- Construct a detailed plot diagram for a short story

- Compare and contrast plot structures in different literary works
- Identify and analyze different types of narrators (first-person, third-person limited, omniscient)
- Rewrite a passage from a different narrative perspective
- Group discussions on how character, setting, plot, and narrator interact
- Write an essay examining the interplay of these elements in a specific work
- Annotate short passages focusing on the four fundamental elements
- Conduct small group discussions on interpretations of annotated passages
- Compare how different authors use these elements across various texts
- Create Venn diagrams to visualize similarities and differences
- Write original short stories focusing on deliberate use of character, setting, plot, and narrator
- Peer review sessions to critique each other's use of these elements
- Read and discuss professional literary criticism focusing on these elements
- Write responses to critical articles, agreeing or disagreeing with interpretations
- Create and present a digital story map highlighting the four elements in a chosen text

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*,
- *LGBTQ and People with Disabilities*
- *Diversity*, *Equity & Inclusion [DEI]*
    - Textbook excerpts
    - *No Exit* by Jean Paul Sartre

Assessment Evidence
Formative Assessments:

- College Application Essay
- Unit 1 Quiz

Summative Assessments:

- Summer Work
- Unit 1 Test

Common Benchmark Assessments:

- Unit 1 Test

Alternative Assessments:

- Journal writing

Core Instructional & Supplemental Materials
Whole-Class Read: • *No Exit* by Jean Paul Sartre
Textbook excerpts
College Essay handouts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Poetry I

Unit Summary:

Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. To help students make the transition from prose to poetry, begin the unit with poems that describe or reveal a character so that students can continue to practice the skill of character analysis that they began in Unit 1. In this unit, students will also explore other fundamentals often associated with—though not unique to—poetry: word choice and the foundations of simile and metaphor.

Learning Standards

NJSLS:

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).

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.

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.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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
Computer Science & Design Thinking (*CS & DT***):** 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections: 6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks. 1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theatre, film, television, and electronic media to career preparation and lifelong learning.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do the structural elements unique to poetry contribute to its meaning and impact? • In what ways can a poem reveal or develop a character, and how does this compare to characterization in prose? • How does precise word choice in poetry create layers of meaning and evoke emotional responses? • How do poets use figurative language, particularly simile and metaphor, to convey complex ideas and emotions?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

	• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Stanza, Line, Verse, Free verse, Rhyme, Rhythm, Meter, Foot, Iambic pentameter, Enjambment, Caesura, End-stopped line, Couplet, Tercet, Quatrain, Sonnet, Haiku, Villanelle, Diction, Connotation, Denotation, Simile, Metaphor, Extended metaphor, Imagery, Sensory language, Personification, Alliteration, Assonance, Consonance, Onomatopoeia, Tone, Mood, Speaker (in poetry), Persona Allusion,, Symbolism, Theme, Motif, Repetition, Refrain, Figurative language, Literal language, Line break, Stanza break, Form, Structure, Blank verse, Poetic license	
Students will be able to: • Differentiate between the structures of poetry and prose • Analyze how poetic structure contributes to a poem's meaning and interpretation • Identify various poetic forms and structures (e.g., sonnets, free verse, haiku) • Examine how line breaks, stanza divisions, and other structural elements affect a poem's rhythm and meaning • Analyze characters within poems, connecting this skill to their previous work with prose • Interpret how poetic language reveals or describes character traits • Examine the significance of word choice (diction) in poetry • Analyze the connotations and denotations of words in poetic contexts • Identify and interpret similes in poetry • Recognize and analyze metaphors in poetry • Explain how similes and metaphors contribute to a poem's overall meaning or theme • Analyze how sound devices (e.g., alliteration, assonance, consonance) contribute to a poem's effect • Interpret the speaker's voice or persona in a poem • Analyze the tone and mood in poetry	

- Examine the relationship between form and content in poetry
- Practice close reading of poetry, paying attention to subtle details and nuances
- Write analytical responses that demonstrate understanding of poetic elements and their functions
- Compare and contrast different poems, focusing on their structural and linguistic features
- Discuss how cultural, historical, or personal contexts influence the interpretation of a poem
- Develop and articulate interpretations of poems based on analysis of structure, language, and figurative devices

Learning Activities: Possible activities include:

- Create Venn diagrams comparing structural elements of poetry and prose
- Analyze a short story and a poem with similar themes, focusing on structural differences
- Read and analyze poems that describe or reveal character traits
- Write an essay comparing character portrayal in a poem vs. a prose piece
- Identify and analyze various poetic forms (e.g., sonnet, haiku, free verse)
- Create a visual guide explaining how different structures contribute to meaning
- Conduct close readings focusing on diction in poems
- Create word clouds to visualize dominant vocabulary in specific poems
- Identify and interpret similes and metaphors in selected poems
- Write original similes and metaphors, then incorporate them into short poems
- Memorize and recite a chosen poem, emphasizing structure and word choice
- Discuss how recitation enhances understanding of the poem's elements
- Create found poems using text from prose works studied in Unit 1
- Reflect on how the transition from prose to poetry affects meaning
- Practice step-by-step explication of poems, focusing on structure, word choice, and figurative language
- Write a formal explication essay on a chosen poem
- Compare multiple poems by the same author, focusing on recurring structural or linguistic patterns
- Analyze how different poets approach similar themes through varied structures and word choices

- Create a visual or audio representation of a poem, emphasizing its structure and imagery
- Present and explain how the representation captures the poem's essence

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*
- *Asian American & Pacific Islanders*
- *Climate Change*
- *Diversity, Equity & Inclusion [DEI])*
    - Textbook excerpts
    - The Stranger by Albert Camus

Assessment Evidence
Formative Assessments: • Unit 2 Quiz
Summative Assessments: • Unit 2 Test
Common Benchmark Assessments: • Unit 2 Test
Alternative Assessments: • Journal writing

Core Instructional & Supplemental Materials
Whole-Class Read:

• *The Stranger* by Albert Camus
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners** English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. - Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups **Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results
Unit 3 Title: Longer Fiction or Drama I
Unit Summary: Unit 3 focuses on one or more extended narratives, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, novellas, novels, or plays in which a character's perspective shifts over the course of the narrative, and in which the character's

actions or inactions reveal the character's motives are employed. The text(s) provide examples of conflict between a character and outside forces that obstruct as well as examples of internal conflict between competing values within a character.

Learning Standards

NJSLS:

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).

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.

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.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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks.

1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theatre, film, television, and electronic media to career preparation and lifelong learning.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How does a character's perspective evolve throughout an extended narrative, and what factors contribute to these shifts? • In what ways do a character's actions and inactions reveal their underlying motivations and values? • How do external conflicts in a narrative reflect broader societal values or cultural tensions? • How do internal conflicts within a character create complexity and drive narrative development?	• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator, Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue	
Learning Activities: Possible activities includes: • Create a visual timeline tracking a main character's evolution throughout the text	

- Annotate key events that contribute to character growth or change
- Write essays examining how a character's perspective changes over time
- Create "before and after" character profiles highlighting these shifts
- Conduct a close reading of passages that reveal character motives
- Write interior monologues from a character's perspective, explaining their actions
- Diagram external conflicts between characters and outside forces
- Illustrate internal conflicts within characters using concept maps
- Identify and analyze how different characters represent various values
- Write comparative essays on conflicting values within the text
- Create cause-and-effect charts showing how plot events influence character development
- Write an analysis of how character decisions drive the plot forward
- Write and perform dramatic monologues capturing a character's internal conflict
- Peer review performances, discussing how well they conveyed the character's struggles
- Compare and contrast main characters with their foils
- Create Venn diagrams illustrating similarities and differences
- Examine how societal norms or expectations in the text's setting influence character actions
- Write essays on how characters conform to or rebel against these expectations
- Identify and analyze extended metaphors used to represent character growth or conflict
- Create original extended metaphors to describe a character's journey

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Diversity, Equity & Inclusion [DEI]*
    - Textbook excerpts

Assessment Evidence
Formative Assessments: • Unit 3 Quiz
Summative Assessments: • Unit 3 Test
Common Benchmark Assessments: • Unit 3 Test
Alternative Assessments: • Journal Writing

Core Instructional & Supplemental Materials
Whole-Class Read: • *Death of a Salesman* by Arthur Miller
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
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Students at Risk of Failure

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Unit 4

Desired Results

Unit 4 Title: Short Fiction II

Unit Summary:

Characters, plots, and dramatic situations- like people and events in the real world- are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking.

Learning Standards

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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).

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8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do authors create multi-dimensional characters, and how does this complexity contribute to the overall depth and meaning of a literary work? • In what ways do contradictions or inconsistencies within a character's behavior or thoughts enhance their realism and contribute to the narrative's complexity? • How do authors construct intricate dramatic situations, and how do these complexities affect character development and plot progression • How can the same literary conflict be interpreted differently based on various perspectives within the text? • How does the interplay between character complexity, nuanced situations, and multi-faceted conflicts influence a reader's interpretation of a text?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

	• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator, Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue	
Students will be able to: • Identify and interpret character inconsistencies and contradictions • Examine how complex characters evolve throughout a narrative • Analyze nuanced dramatic situations, including subtle tensions and underlying conflicts • Interpret how dramatic situations reveal character depth and complexity • Examine the various layers of literary conflicts, including internal, external, and situational conflicts • Analyze how different types of conflicts interact and complicate each other • Identify and interpret contrasts introduced by the author (e.g., in character, setting, tone) • Evaluate how contrasts affect the overall interpretation of the text • Select relevant textual evidence that demonstrates character complexity, nuanced situations, or complicated conflicts • Develop commentary that explains the significance of chosen evidence in relation to character, situation, or conflict • Analyze how an author's choices in presenting complex elements affect reader interpretation • Examine how complex characters navigate moral ambiguities • Analyze how subtle changes in dramatic situations affect character development • Synthesize observations about character complexity, nuanced situations, and complicated conflicts to form cohesive analyses	

Learning Activities: Possible activities include:

- Create detailed mind maps illustrating the multifaceted aspects of main characters
- Include contradictions, growth, and hidden depths
- Write essays examining a pivotal scene, exploring its subtleties and implications
- Discuss how small details contribute to the overall dramatic impact
- Develop a visual timeline showing how conflicts become more complex throughout the text
- Annotate key moments of escalation or complication
- Organize a class debate on contrasting elements within the text (e.g., characters, themes, settings)
- Focus on how these contrasts affect overall interpretation
- Provide students with a thesis statement and ask them to rank textual evidence in order of relevance and impact
- Discuss why certain pieces of evidence are more effective in supporting interpretations
- Practice writing multi-level commentary on selected passages
- Start with surface observations, then delve into deeper analysis and interpretation
- Rewrite a scene from different characters' perspectives
- Analyze how these shifts affect the reader's understanding of the situation
- Create visual representations of symbols in the text
- Host a gallery walk where students explain how these symbols contribute to character complexity or situational nuance
- In groups, identify instances of dramatic irony in the text
- Discuss how these moments add complexity to characters and situations
- Examine how conflicting themes create tension in the text
- Write essays exploring how this tension contributes to the overall literary effect

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- *Amistad & Holocaust*
- *Asian American & Pacific Islanders*
    - Textbook exceprts

Assessment Evidence
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Summative Assessments: • Unit 4 Test
Common Benchmark Assessments: • Unit 4 Test
Alternative Assessments: • Journal Writing

Core Instructional & Supplemental Materials
Whole-Class Read: • *The Metamorphosis* by Franz Kafka
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

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Unit 5

Desired Results

Unit 5 Title: Poetry II

Unit Summary:

In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text. Accordingly, poems for this unit provide students with opportunities to identify, understand, and interpret imagery, extended metaphors, personification, and allusion.

Learning Standards

NJSLS:

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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).

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.

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.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.

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
Computer Science & Design Thinking (*CS & DT***):**
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections:
6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks.

1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theatre, film, television, and electronic media to career preparation and lifelong learning.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets

Unit Essential Questions:

- How does specific word choice in poetry contribute to the creation of meaning and tone?
- In what ways do poets use imagery to evoke sensory experiences and convey complex ideas or emotions?
- How do extended metaphors and personification function to develop themes and create layers of meaning in poetry?
- How do allusions in poetry connect to broader cultural, historical, or literary contexts, and how do these connections shape our interpretation of the poem?

Unit Enduring Understandings:

- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Vocabulary:
Stanza, Line, Verse, Free verse, Rhyme, Rhythm, Meter, Foot, Iambic pentameter, Enjambment, Caesura, End-stopped line, Couplet, Tercet, Quatrain, Sonnet, Haiku, Villanelle, Diction, Connotation, Denotation, Simile, Metaphor, Extended metaphor, Imagery, Sensory language, Personification, Alliteration, Assonance, Consonance, Onomatopoeia, Tone, Mood, Speaker (in poetry), Persona Allusion,, Symbolism, Theme, Motif, Repetition, Refrain, Figurative language, Literal language, Line break, Stanza break, Form, Structure, Blank verse, Poetic license

Students will be able to:

- Analyze the impact of specific word choices on a poem's meaning and tone
- Identify and interpret various types of imagery in poetry (visual, auditory, tactile, olfactory, gustatory, kinesthetic)
- Examine how imagery contributes to the overall effect and meaning of a poem
- Recognize and analyze extended metaphors in poetry
- Interpret how extended metaphors develop throughout a poem and contribute to its themes
- Identify instances of personification in poetry
- Analyze how personification enhances the poem's meaning or emotional impact
- Examine how allusions enrich the poem's meaning and connect it to broader contexts
- Analyze the relationship between a poem's form and its content
- Interpret how the arrangement of words and lines on the page contributes to a poem's meaning
- Examine the use of sound devices (alliteration, assonance, consonance) and their effects
- Analyze how comparisons (similes, metaphors) reveal or emphasize certain aspects of the subject
- Identify and interpret symbols within poems
- Analyze how figurative language shapes the reader's interpretation of the poem

Learning Activities: Possible activities include:

- Select poems with rich vocabulary
- Have students highlight and analyze specific word choices, discussing their impact on meaning and tone

- Choose poems with vivid imagery
- Ask students to create visual representations (drawings, collages, or digital art) based on the imagery in the poems
- Select poems with extended metaphors
- Have students create concept maps tracing the development of the metaphor throughout the poem
- Provide poems featuring personification
- Ask students to rewrite sections without personification, then compare and analyze the difference in effect
- Choose poems with various allusions
- Organize a research-based activity where students investigate and present on the allusions found
- Select a poem with multiple possible interpretations
- Divide the class into groups to argue for different interpretations based on textual evidence
- Choose a complex poem incorporating multiple elements (imagery, metaphor, personification, allusion)
- Guide students through a step-by-step explication, focusing on how each element contributes to overall meaning
- Provide poems rich in sensory details
- Have students create charts categorizing imagery by the five senses, then analyze how this contributes to the poem's effect
- Based on themes from studied poems, have students create their own metaphors and similes
- Discuss how these comparisons can be expanded into extended metaphors or entire poems
- Select poems with classical or historical allusions
- Task students with updating these allusions to modern equivalents, then analyze how this changes the poem's meaning and impact

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Diversity, Equity & Inclusion [DEI]*
    - Textbook excerpts

Assessment Evidence
Formative Assessments: • Unit 5 Quiz
Summative Assessments: • Unit 5 Test
Common Benchmark Assessments: • Unit 5 Test
Alternative Assessments: • Journal writing

Core Instructional & Supplemental Materials
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Longer Fiction or Drama II

Unit Summary:

Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments.

Learning Standards

NJSLS:

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).

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.

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.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.

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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.

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Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks.

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8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do apparent inconsistencies in character development contribute to the overall complexity and depth of a literary work? • In what ways can disruptions in plot timeline or sequence enhance the narrative structure and affect reader interpretation? • How does an unreliable narrator or character influence the reader's perception of events and truths within a story?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• How do authors use seeming inconsistencies or complexities to challenge readers' expectations and deepen thematic exploration? • How can readers develop and refine their literary arguments when confronted with complex, seemingly inconsistent elements in a text?	• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator, Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue	
Students will be able to: • Analyze character development inconsistencies • Identify and interpret timeline or plot sequence interruptions • Evaluate narrator or character reliability • Recognize how textual complexities affect interpretation • Apply previously learned skills to longer, more complex texts • Analyze more developed characters and plots • Explore multiple interpretive possibilities within a text • Refine literary arguments • Connect textual elements to overall meaning or themes • Recognize and interpret deliberate narrative techniques used by authors	
Learning Activities: Possible activities include:	

- Have students create a timeline or chart tracking a character's inconsistent development
- Analyze how these inconsistencies affect the overall interpretation of the character and plot
- Ask students to create a visual map of the plot, highlighting interruptions and time shifts
- Discuss how this non-linear structure impacts the reader's understanding and engagement
- Organize a class debate on the reliability of the narrator
- Have students support their arguments with textual evidence and analyze the implications of narrator unreliability
- Assign an essay exploring how character inconsistencies, timeline interruptions, or narrator unreliability contribute to the text's complexity
- Focus on how these elements affect overall interpretation
- Have students reconstruct the story in chronological order
- Compare this linear version to the original, discussing the author's choices and their effects
- Ask students to write journal entries from different characters' perspectives at key plot points
- Analyze how these varied perspectives contribute to the story's complexity
- Guide students in developing and refining literary arguments based on the text's complexities
- Focus on using textual evidence to support nuanced interpretation
- Create a visual web showing interconnections between character development, plot structure, and narrator reliability
- Discuss how these elements work together to create a complex narrative
- Have students compare the complexities in this text to those in previously studied works
- Analyze how different authors use various techniques to create depth and nuance
- Select pivotal scenes that showcase character inconsistencies or plot interruptions
- Have students perform these scenes and lead discussions on how they contribute to the text's complexity

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*

- *Diversity, Equity & Inclusion [DEI]*
    - *Hamlet by William Shakespeare*
    - *Textbook excerpts*

Assessment Evidence
Formative Assessments: • Unit 6 Quiz
Summative Assessments: • Unit 6 Test
Common Benchmark Assessments: • Unit 6 Test
Alternative Assessments: • Journal Writing

Core Instructional & Supplemental Materials
Whole-Class Read: *Hamlet* by William Shakespeare
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 7

Desired Results

Unit 7 Title: Short Fiction III

Unit Summary:

Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations.

This unit challenges students to transfer their understanding of figurative language, previously studied only in relation to poetry, to their interpretations of narrative prose. Students should come to understand that it is acceptable and sometimes even necessary to revise their initial interpretations of a text as they gather and analyze more information.

Learning Standards

NJSLS:

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).

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.

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.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).

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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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections: 6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks. 1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theatre, film, television, and electronic media to career preparation and lifelong learning. 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do literary texts reflect and comment on the complexities of real-world experiences, institutions, and social structures?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• In what ways do character epiphanies contribute to the development of themes and the overall message of a literary work? • How does a shift in setting affect the trajectory of a narrative and its thematic implications? • How do authors manipulate plot pacing to create tension, emphasize key moments, or reflect real-world temporal experiences? • How does contradictory information from a narrator challenge readers' understanding and interpretation of events in a text • How can readers reconcile sudden changes or apparent contradictions in a narrative to develop coherent and insightful interpretations?	• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. • Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary: Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator, Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue	
Students will be able to:	

- Identify and analyze sudden narrative changes, including: a. Character epiphanies b. Setting changes c. Plot pacing manipulations d. Contradictory information from narrators
- Develop and revise personal interpretations of texts
- Apply figurative language analysis to narrative prose
- Recognize the impact of narrative changes on overall text interpretation
- Evaluate the necessity of revising initial interpretations based on new information
- Transfer skills from poetry analysis to prose analysis
- Analyze how narrative elements contribute to the overall meaning of a text
- Identify and interpret complex narrative techniques
- Recognize the fluidity of textual interpretation
- Practice critical reading and re-reading strategies

Learning Activities: Possible activities include:

- Have students identify and analyze how the text comments on specific social structures or institutions
- Write essays exploring the author's critique or representation of these real-world elements
- Identify key character epiphanies in the text
- Analyze how these sudden realizations impact character development and plot progression
- Create a visual map of setting changes throughout the narrative
- Discuss how these shifts reflect or influence characters' experiences and the overall theme
- Construct a graph showing the pacing of the plot, noting accelerations and decelerations
- Analyze how the manipulation of pacing affects reader engagement and understanding
- Identify instances of contradictory information from the narrator
- Discuss how this unreliability complicates the reader's interpretation of events and characters
- Assign small groups to research and present on real-world experiences, institutions, or social structures represented in the text
- Discuss how the author's portrayal compares to reality

- Analyze how specific literary devices (e.g., symbolism, irony, metaphor) are used to comment on social issues
- Write short essays explaining these connections
- Create a visual web showing how characters interact with and are influenced by various social structures in the text
- Discuss how these interactions drive the plot and themes
- Compare how different texts studied in the course approach similar social issues or experiences
- Analyze the effectiveness of various literary techniques in addressing these topics
- Write alternative endings that change a character's epiphany or the narrative's commentary on a social issue
- Discuss how these changes would affect the overall message and impact of the text

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*
- *Climate Change*
- *LGBTQ and People with Disabilities*
- *Diversity, Equity & Inclusion [DEI])*
    - Hamlet by William Shakespeare
    - Textbook excerpts

Assessment Evidence
Formative Assessments: • Unit 7 Quiz
Summative Assessments: • Unit 7 Test
Common Benchmark Assessments:

- Unit 7 Test

Alternative Assessments:

- Journal writing

Core Instructional & Supplemental Materials
Whole-Class Read: *Hamlet* by William Shakespeare
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners** English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: Poetry III

Unit Summary:

Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

Learning Standards

NJSLS:

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).

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.

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.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.

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.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.

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Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks.

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2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets

Unit Essential Questions:

- How do the individual parts of a poem (such as stanzas, lines, or phrases) contribute to and inform the interpretation of the poem as a whole?
- In what ways do ambiguities in language create multiple layers of meaning in poetry, and how can readers navigate these ambiguities?
- How do poets use juxtaposition, irony, and paradox to create complexity and challenge readers' expectations?
- How can structural contrasts or inconsistencies in a poem reveal deeper meanings or thematic complexities?

Unit Enduring Understandings:

- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Vocabulary:

Stanza, Line, Verse, Free verse, Rhyme, Rhythm, Meter, Foot, Iambic pentameter, Enjambment, Caesura, End-stopped line, Couplet, Tercet, Quatrain, Sonnet, Haiku, Villanelle, Diction, Connotation, Denotation, Simile, Metaphor, Extended metaphor, Imagery, Sensory language, Personification, Alliteration, Assonance, Consonance, Onomatopoeia, Tone, Mood, Speaker (in poetry), Persona Allusion,, Symbolism, Theme, Motif, Repetition, Refrain, Figurative language, Literal language, Line break, Stanza break, Form, Structure, Blank verse, Poetic license

Students will be able to:

- Analyze how individual parts of a poem contribute to its overall interpretation
- Identify and interpret ambiguities in poetic language
- Recognize and analyze unrealized expectations in poetry
- Identify and interpret irony in poems
- Analyze structural contrasts and inconsistencies in poetry
- Recognize and interpret juxtaposition in poems
- Identify and analyze paradoxes in poetry
- Evaluate how juxtaposition, irony, and paradox contribute to a poem's complexity
- Develop more nuanced interpretations of poems
- Recognize multiple layers of meaning within a single poem
- Analyze the relationship between a poem's form and its content
- Apply close reading techniques to complex poetic structures
- Synthesize interpretations of individual elements into a cohesive understanding of the entire poem

Learning Activities: Possible activities include:

- Select passages with ambiguous language
- Have students identify multiple interpretations and discuss how this ambiguity contributes to the text's complexity
- Provide examples of verbal, situational, and dramatic irony from texts
- Ask students to categorize these examples and explain their impact on meaning
- Identify paradoxes within poems or prose passages
- Guide students in unpacking these paradoxes and analyzing how they deepen the text's themes
- Create visual maps of juxtaposed elements in a text (ideas, images, characters)
- Discuss how these contrasts contribute to the overall meaning and complexity
- Have students create two-column charts listing reader/character expectations and actual outcomes
- Analyze how these unrealized expectations create irony or contribute to the text's themes

- Identify structural contrasts or inconsistencies in a poem or prose passage
- Discuss how these elements contribute to the complexity of meaning
- Provide a straightforward passage and ask students to rewrite it incorporating irony
- Discuss how the addition of irony changes the passage's tone and meaning
- Provide a list of paradoxical statements from literature
- Have students explain the apparent contradiction and its deeper meaning
- Select poems with particularly ambiguous language or imagery
- Guide students through a detailed explication, focusing on how ambiguity allows for multiple interpretations
- Analyze how authors use irony to comment on social issues
- Have students write short essays on the effectiveness of irony in conveying the author's message

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- *Climate Change*
- *LGBTQ and People with Disabilities*
- *Diversity, Equity & Inclusion [DEI])*
    - *Their Eyes Were Watching God* by Zora Neale Hurston
    - Textbook excerpts

Assessment Evidence
Formative Assessments: • Unit 8 Quiz
Summative Assessments:

- Unit 8 Test

Common Benchmark Assessments:

- Unit 8 Test

Alternative Assessments:

- Journal writing

Core Instructional & Supplemental Materials
Whole Class Read: *Their Eyes Were Watching God* by Zora Neale Hurston
Textbook excerpts
ChromeBooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners**

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 9

Desired Results

Unit 9 Title: Longer Fiction or Drama III

Unit Summary:

Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis. Above all, as students leave the course, they have hopefully developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature.

Learning Standards

NJSLS:

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).

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.

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.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.

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.

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Interdisciplinary Connections

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components and style in media artworks

1.4.12prof.Cn11a: Demonstrate understanding of the relationship of knowledge and skills from theatre, film, television, and electronic media to career preparation and lifelong learning.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Learning Targets	
Unit Essential Questions: • How do the evolution of characters and their motivations throughout a longer work reflect broader themes and contribute to the overall interpretation of the text? • In what ways do the events, conflicts, and perspectives within a narrative embody and explore tensions between different societal values? • How do the interwoven relationships among various literary elements contribute to the overall complexity and depth of a work? • How can readers develop and articulate sophisticated interpretations that do justice to the complexity of a literary work?	**Unit Enduring Understandings:** • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Vocabulary:	

Character, Protagonist, Antagonist, Static character, Dynamic character, Round character, Flat character, Characterization Direct characterization, Indirect characterization, Setting, Time, Place, Atmosphere, Mood, Plot, Exposition, Rising action, Climax, Falling action, Resolution/Denouement, Conflict, Internal conflict, External conflict, Narrator, Point of view, First-person narrator, Third-person narrator, Omniscient narrator, Limited omniscient narrator, Unreliable narrator, Narrative structure, Chronological structure, Flashback, Foreshadowing, Theme, Motif, Symbol, Tone, Diction, Dialogue, Interior monologue

Students will be able to:

- Analyze how literature engages with various experiences, institutions, and social structures
- Evaluate character development and change over the course of a narrative
- Identify and interpret character traits and values
- Analyze how individual characters contribute to the overall interpretation of a work
- Recognize and interpret values and tensions embodied in narrative events, conflicts, and perspectives
- Analyze interwoven relationships among literary elements in a text
- Evaluate how the interplay of literary elements contributes to a work's complexity
- Develop nuanced literary analyses of complex texts
- Interpret the significance of character changes within the broader context of the work
- Recognize the connection between character development and thematic elements
- Analyze how social and institutional contexts influence literary works
- Synthesize multiple literary elements to form comprehensive interpretations
- Identify and interpret subtle or implicit values presented in a text

Learning Activities: Possible activities include:

- Create a visual timeline of a character's changes throughout the text
- Annotate key events that trigger these changes and the resulting impact on the character's values
- Identify major conflicts in the text and the competing values they represent
- Write essays exploring how these conflicts reveal character traits and contribute to the overall theme

- Organize a class debate on the reasons behind a character's significant changes
- Have students support their arguments with textual evidence and analyze the implications for interpretation
- Create a visual web connecting characters, their values, and overarching themes
- Discuss how individual character arcs contribute to the work's overall message
- Select key scenes where characters face critical decisions
- Analyze how these moments reveal character values and drive the narrative forward
- Compare and contrast the development of two characters facing similar challenges
- Examine how their different responses reflect their values and contribute to the story's complexity
- Write and perform monologues from a character's perspective at different points in the story
- Highlight how their values and viewpoints have changed and why
- Identify symbols in the text that represent character growth or value shifts
- Create visual representations of these symbols and explain their significance
- Analyze how societal expectations or norms in the text's setting influence character values and changes
- Discuss how characters conform to or rebel against these expectations
- Apply different critical lenses (e.g., feminist, Marxist, post-colonial) to analyze character changes
- Discuss how these perspectives offer varied interpretations of the work as a whole

To satisfy the laws related to Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI] in the state of New Jersey, teacher will implement at least one of the following texts, activities, or approaches in their lesson planning:

- *Amistad & Holocaust*
- *Climate Change*
    - Textbook excerpt

Assessment Evidence
Formative Assessments:

- Unit 9 Quiz

Summative Assessments:

- Unit 9 Test

Common Benchmark Assessments:

- Unit 9 Test

Alternative Assessments:

- Journal writing

Core Instructional & Supplemental Materials
Textbook excerpt
ChromeBooks

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning