

**LENAPE REGIONAL HIGH SCHOOL DISTRICT  
SHAMONG, NEW JERSEY**

***Lenape, Shawnee, Cherokee, Seneca High School  
Sequoia Alternative School***

***Department: English***

***AP Literature and Composition***

**Date : 11/17/23**

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## **Course Description and Fundamental Concepts** -

This course is equivalent to a first year college English course, students taking this course will be prepared to take the College Board's Advanced Placement Test in Literature and Composition. Students may receive college credit or advanced standing depending upon their test scores and individual college policy. \*Offered as RCBC CapCourse

**A. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements.**

**New Jersey Student Learning Standards (NJSLS)**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g. Shakespeare as well as other authors.)

**RL.11-12.5.** Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**RL.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.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.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

**L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6.** Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**B. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans**

**Accommodations**

**Special Education:**

The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

**Students with 504 Plans:**

Students will be accommodated based on specific accommodations listed in the 504 Plan.

**English Language Learners:**

Students will be accommodated based on individual need and in consultation with the ELL teacher.

**Students at Risk of School Failure:**

Students will be accommodated based on individual needs and provided various structural supports through their school.

**Gifted and Talented Students:**

Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

**[Special Education Programming](#)**

**C. Assessments, including, formative, summative, benchmark and alternative assessments**

**Add the assessment evidence (including performance tasks but do not list as a separate entity).**

**Poetry:**

- annotations
- in-class essays
- guided analysis
- poetry skeletons
- class discussion

**Short fiction:**

- annotations
- in-class essays
- guided analysis
- small group discussions

**Drama:**

- film/play analysis
- class discussion
- annotations
- in-class essay
- presentations including visuals
- quote identification and analysis

**Long fiction/novel:**

- annotations
- in-class essays
- guided analysis
- small group discussions

**Other evidence:**

Personal Progress Checks (via College Board: My AP Classroom) —either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

**D. List of core instructional and supplemental materials, including various levels of texts at each grade level**

**Teachers may include, but are not limited to, the following:**

***How to Read Literature Like a Professor***, by Thomas Foster

**Longer fiction:**

- *A Thousand Splendid Suns*, by Khaled Hosseini
- *The Sun Also Rises*, by Ernest Hemingway

- *A Tale of Two Cities*, by Charles Dickens
- *Wuthering Heights*, by Emily Bronte
- *A Prayer for Owen Meany*, by John Irving
- *Frankenstein*, by Mary Shelley
- *Beloved*, by Toni Morrison
- *As I Lay Dying*, by William Faulkner
- *Chronicle of a Death Foretold*, by Gabriel Garcia Marquez
- *Things Fall Apart*, by Chinua Achebe

**Poetry:**

**Teachers may include, but are not limited to, selections from the following types of poetry:**

- villanelle
- elegy
- sonnet
- ode
- ballad
- sestina
- narrative
- lyric
- dramatic monologue

**Short Fiction:**

**Teachers may include, but are not limited to, selections from the following list of short fiction:**

- short passages from previous AP exams
- various short stories

**Drama:**

**Teachers may include, but are not limited to, selections from the following plays:**

- *Othello*, by William Shakespeare
- *Hamlet*, by William Shakespeare
- *Medea*, by Euripides
- *The Importance of Being Earnest*, by Oscar Wilde
- *A Midsummer Night's Dream*, by William Shakespeare
- *No Exit*, by Jean Paul Sartre

**E. Pacing Guide - This should reflect actual days of instruction.**

Unit/ Topic	Approx number of Teaching Days
Poetry	30 days
Short fiction	20 days
Longer fiction/drama	80 days

College essay	5 days
TOTAL	135

**F. Interdisciplinary connections**

Various appropriate historical connections are applied to each work (i.e. connections to colonization, slavery, World War I, Prohibition, the Victorian Era, the Suffrage movement, the French Revolution, Latin culture, and more). **RL.11-12.9, SL.11-12.1., NJSLA.SL1.**

**G. Integration of 21st century skills through NJSLS 9**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g. 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  
Students will accomplish this through collaborative class discussion and group work.
- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.  
Students will accomplish this by using the research databases to gather literary criticism about works of literature on the curriculum.  
Students will create presentations based on these credible sources related to the text.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).  
Students will accomplish this through research and collaborative work during student led class discussion.

**H. Integration of technology through the NJSLS**

- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.  
Students will use databases (*Ebscohost, Gale, Infobase, etc.*) to find literary criticism/conduct research on various works of literature.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).  
Students will use technology to develop presentations/student led discussions

## I. Career education

- **9.2.8.CAP.1:** Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- **9.2.8.CAP.2:** Develop a plan that includes information about career areas of interest.
- **9.2.8.CAP.3:** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- **9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- **9.2.8.CAP.9:** Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

These standards will be met through an outlining of college options and strategies for writing a strong college application essay.

Sample college application essays will be studied in order for students to determine best practices/approaches to the essay.

### Evidence of Amistad Commission

<b>Statute Requirement</b> <b>Amistad: N.J.S.A. <a href="#">18A:35-4.43</a></b> <b>Holocaust: N.J.S.A. <a href="#">18A:35-28</a></b>	<b>Identify Curricula Satisfying Requirement</b> <b>(Grade Level, Content Area, Location in Curriculum)</b>
<b>Amistad – for all elementary/secondary students:</b> <ul style="list-style-type: none"><li>· Accomplishments by African Americans in the building and development of America</li><li>· Enable students to identify and analyze applicable theories concerning human nature and behavior</li><li>· Know and understand the nation's heritage of slavery and freedom<ul style="list-style-type: none"><li>· Know and understand the impact of African diasporic cultures and institutions on the Americas;</li></ul></li><li>· Know and understand the contributions of African Americans to all areas of American</li></ul>	Units: Longer fiction, poetry, short fiction  Evidence: <ul style="list-style-type: none"><li>● Students will examine the contributions of African American authors to the American literary canon through their study of the Harlem Renaissance.</li><li>● Students will discuss the history and impact of slavery in the United States from the Middle Passage up through Reconstruction.</li></ul>

<p>society throughout its history, beginning with the colonial period;</p> <ul style="list-style-type: none"> <li>· Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society;</li> <li>· Know and understand citizenship and disenfranchisement</li> <li>· Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population</li> <li>· The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the lasting impact of slavery on American identity and culture.</li> <li>• Students will analyze the nature of Black trauma stemming from slavery and racism in America.</li> </ul>
<p><b>Holocaust – for all elementary/secondary students:</b></p> <ul style="list-style-type: none"> <li>· Enable pupils to identify and analyze applicable theories concerning human nature and behavior <ul style="list-style-type: none"> <li>· To understand that genocide is a consequence of prejudice and discrimination</li> <li>· To understand that issues of moral dilemma and conscience have a profound impact on life.</li> </ul> </li> <li>· Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</li> </ul>	<p>Units: poetry/short fiction</p> <ul style="list-style-type: none"> <li>• Students analyze poetry from the World War II time period and discuss themes related to the global concerns surrounding genocide and discrimination.</li> </ul>

Evidence of LGBTQ and DEI (if applicable)	
Diversity and Inclusion checklist	Evidence
<p><b>Statute Requirement</b></p>	<p><i>Identify Curricula Satisfying Requirement (Grade Level, Content Area, Location in Curriculum)</i></p>
<p><b>(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in</b></p>	<ul style="list-style-type: none"> <li>• Students will discuss ideas of masculinity and femininity and their impact on the text/society in which the text was produced.</li> </ul>

<p><b>connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;</b></p>	<ul style="list-style-type: none"> <li>● Students will discuss ideas of religious intolerance as related to the texts studied.</li> <li>● Students will analyze the role of sexual orientation in a character’s development throughout the course of a text.</li> </ul>
<p><b>(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and</b></p>	<ul style="list-style-type: none"> <li>● Students will study the ways other characters in a work of literature react to (accept/reject) difference/disparities in regard to other characters and their environment based on their own unconscious bias.</li> <li>● Students will study economic disparities between characters and how this impacts their worldview.</li> </ul>
<p><b>(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</b></p>	<ul style="list-style-type: none"> <li>● Students will receive guidance and modeling on how to interact with their peers when discussing controversial topics that may challenge their pre-existing views of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>● Students will learn to objectively analyze characters and situations in works of literature without letting their own unconscious bias affect their perspective.</li> </ul>
	<p>From College Board: “Issues that might, from a specific cultural viewpoint, be considered controversial, including depictions of nationalities, religions, ethnicities, dialects, gender, or class, are often represented artistically in works of literature. AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.”</p>
<p><b>Achievements of Persons in the LGBTQ and Disability Communities</b></p>	

<p style="text-align: center;"><b>Statute Requirement</b></p>	<p style="text-align: center;"><b><i>Identify Curricula Satisfying Requirement (Grade Level, Content Area, Location in Curriculum)</i></b></p>
<p><b>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</b></p> <p><b>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</b></p>	<ul style="list-style-type: none"> <li>● Students will analyze the role of sexual orientation in a character's development throughout the course of a text.</li> <li>● Students will, when applicable, analyze the impact of an author's sexual orientation or gender identity on a text.</li> </ul>

**Current Curriculum:**

[Curriculum: AP Literature and Composition \[College Board\]](#)