



A.P. English Literature & Composition

Course # 0042

Credits 5

2020

## **I. Course Description:**

A.P. English Literature & Composition is a college level course offered at the high school level in accordance with College Board requirements described in the AP English Course Description. It is designed to prepare students to successfully complete the A.P. English examination and receive college level credit at participating colleges and universities. As a study of literature, the A.P. English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative works.

Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's diction, structure, style, and themes, as well as literary devices such as the use of figurative language, imagery, symbolism, and tone. The course begins with an intensive study of how to effectively analyze fiction through a deeper understanding of the literary tools that authors use. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary.

Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for A.P. English, is characterized by the following: a balance of generalization with specific illustrative detail; a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis; a variety of sentence structures, including appropriate use of subordinate and coordinate constructions; a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness; and an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis.

Throughout the course students will practice both timed essays and longer out-of-class papers. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts. Student success will be evidenced by the careful reading of texts, engagement in class discussions, and timely completion of all work, ever seeking to improve as an accurate reader and effective writer.

## II. Units

<b>Content Area:</b>	<b>AP Literature and Composition</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	Big Ideas and Enduring Understandings Ancient Greece, Sophocles' Tragedies, and Greek Theatre and Modern and Contemporary Poetry		
<b>NJSLS Standard(s) Addressed in this unit</b>			
NJSLS 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.			
NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
NJSLS 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).			
NJSLS 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.)			
NJSLS 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.			
NJSLS 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).			
NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)			
NJSLS 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.			
NJSLS RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.			
NJSLS RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact how they interact to provide a complex analysis; provide an objective summary of the text.			
NJSLS RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
NJSLS RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			

NJSLS RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NJSLS RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

NJSLS RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

NJSLS W.11-12.1 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

NJSLS W. 11-12.1 B. Develop claim(s) and counterclaims avoiding common logical fallacies using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

NJSLS W. 11-12.1 C. Use transitions (e.g. words, phrases, and clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

NJSLS W. 11-12.1.1 D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal style and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W. 11-12.1 E. Provide a concluding statement or section that supports the argument presented (e.g. articulating implications or the significance of the topic).

NJSLS W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS W. 11-12.2 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NJSLS W.11-12.2 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

NJSLS W 11-12.2 C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NJSLS W. 11-12.2 D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLS W 11-12.2 E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W.11-12.2 F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

NJSLS W.11-12.3 A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

NJSLS W.11-12.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

NJSLS W.11-12.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

NJSLS W.11-12.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

NJSLS 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.)

NJSLS W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

NJSLS W.11-12.6. Use technology, including the Internet, to produce, publish, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLS W.11-12.7. 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.

NJSLS W.11-12.8. 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).

NJSLS W.11-12.10. 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.

NJSLS 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.

NJSLS SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

NJSLS SL 11-12.1 B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

NJSLS.SL 11-12.1 C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NJSLS SL 11-12.1 D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.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

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

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

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

NJSLS 11-12.1 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

NJSLS L.11-12 A. Observe hyphenation conventions.

NJSLS L11-12 B. Spell correctly.

NJSLS 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.

NJSLS L 11-12.3 A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

NJSLS 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.

NJSLS L. 11-12.4 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.

NJSLS L. 11-12.4 B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

NJSLS L 11-12.4 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.

NJSLS L 11-12.4 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).

NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLS L.11-12.5 A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

NJSLS L 11-12.5 B Analyze nuances in the meaning of words with similar denotations.

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

### **Essential Questions (3-5)**

How were the lives of characters of Greek Tragedies ruled fate and free will?

How did characters in Greek Literature reflect the attitudes concerning how man's life is predetermined?

How Characters in Greek Literature and Short Fiction reflect the social, political and economic world of the past?

How does character, setting, plot and point of view are fundamental to interpreting classical works and fiction and poetry?

### **Anchor Text**

Oedipus Rex, Antigone, Sophocles

The Iliad, Homer (excerpts)

The Apology- Plato

Medea, Euripides

The Bible-excerpts from Genesis

The Norton Introduction to Literature, 13<sup>th</sup> High School Edition - WW Norton & Co. ISBN# 10:0393664522

The Norton Anthology of English Literature, 9<sup>th</sup> edition 2012 - WW Norton & Co. ISBN# 10:0393912477

### **Informational Texts (3-5)**

*Elements of Style* - Strunk and White

*5 Steps to a 5: AP English Literature 2017* by Barbara L. Murphy and Estelle M. Rankin

*Cracking AP English Literature & Composition Exam 2018 Edition* - The Princeton Review

AP\*/Honors English Literature Close Reading and Analytic Writing - Barbara Bloy 2006

*Mythology, Timeless Tales of Gods and Heroes* - Edith Hamilton, 2011

Applied Practice - Oedipus

### **Short Texts (1-3)**

“Poetics,” Aristotle

“The Theogony,” Hesiod

“These Were the Greeks” - Amos and Lang

“An Introduction to Greek Tragedy” - Scodel

“Dionysus, God of the Theatre” Powel

“Cathedral” Raymond Carter “Sony’s Blues” - James Baldwin

“Barn Burning” - William Faulkner

### **Formative & Summative Assessments**

Formative:

Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects

Summative:

Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3.

Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms.

MLA Research and/or Literary Response papers

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas

Purdue OWL - Purdue Online Writing Lab - Purdue University - <https://owl.english.purdue.edu/owl/>

*5 Steps to a 5: AP English Literature, Elite Student Edition 2018* by Barbara L. Murphy and Estelle M. Rankin

*5 Steps to a 5: AP English Literature, Elite Student Edition 2019* by Barbara L. Murphy and Estelle M. Rankin

[www.k-state.edu/english/](http://www.k-state.edu/english/), Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting.

Study Sync by McGraw -Hill

**Suggested Time Frame:** 7 weeks

**Content Area:** AP Literature and Composition **Grade(s)** 12

**Unit Plan Title:** Poetry - Anglo Saxon and Medieval Periods and Contemporary Short Fiction

**NJSLS Standard(s) Addressed in this unit**

NJSLS 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.

NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

NJSLS 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).

NJSLS 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.)

NJSLS 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.

NJSLS 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).

NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

NJSLS 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.

NJSLS RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact how they interact to provide a complex analysis; provide an objective summary of the text.

NJSLS RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

NJSLS RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).



NJSLS RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NJSLS RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

NJSLS RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

NJSLS W.11-12.1 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

NJSLS W. 11-12.1 B. Develop claim(s) and counterclaims avoiding common logical fallacies using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

NJSLS W. 11-12.1 C. Use transitions (e.g. words, phrases, and clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

NJSLS W. 11-12.1.1 D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal style and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W. 11-12.1 E. Provide a concluding statement or section that supports the argument presented (e.g. articulating implications or the significance of the topic).

NJSLS W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS W. 11-12.2 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NJSLS W.11-12.2 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

NJSLS W 11-12.2 C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NJSLS W. 11-12.2 D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLS W 11-12.2 E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W.11-12.2 F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

NJSLS W.11-12.3 A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

NJSLS W.11-12.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

NJSLS W.11-12.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

NJSLS W.11-12.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

NJSLS 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.)

NJSLS W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

NJSLS W.11-12.6. Use technology, including the Internet, to produce, publish, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLS W.11-12.7. 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.

NJSLS W.11-12.8. 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).

NJSLS W.11-12.10. 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.

NJSLS 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.

NJSLS SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

NJSLS SL 11-12.1 B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

NJSLS.SL 11-12.1 C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NJSLS SL 11-12.1 D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.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.

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NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

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

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

NJSLS 11-12.1 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

NJSLS L.11-12 A. Observe hyphenation conventions.

NJSLS L11-12 B. Spell correctly.

NJSLS 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.

NJSLS L 11-12.3 A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

NJSLS 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.

NJSLS L. 11-12.4 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.

NJSLS L. 11-12.4 B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

NJSLS L 11-12.4 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.

NJSLS L 11-12.4 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).

NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLS L.11-12.5 A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

NJSLS L 11-12.5 B Analyze nuances in the meaning of words with similar denotations.

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

### **Essential Questions (3-5)**

How is our understanding of culture and society constructed through and by language?

How do elements of language and structure affect and create meaning?

How can the evolution of the English language be traced and identified in literary works?  
What is the archetypal progression from a hero in Anglo-Saxon Text to a tragic figure in Renaissance drama?  
How do culture, values and religion influence literature?  
How does the frame story create a picture of Middle Age Society?  
How does the ballad differ from the short story or epic?  
How does the epic hero compare and contrast from the hero of Medieval Romance?

### **Anchor Text**

*Beowulf*, Anonymous  
*The Canterbury Tales*, Geoffrey Chaucer  
*LeMorte d'Arthur*, Sir Thomas Malory  
Grendel, John Gardner (optional)  
Collective Independent read - "The Divine Comedy" (The Inferno) - Dante Alighieri  
The Norton Introduction to Literature, 13<sup>th</sup> High School Edition - WW Norton & Co. ISBN# 10:0393664522  
The Norton Anthology of English Literature, 9<sup>th</sup> edition 2012 - WW Norton & Co. ISBN# 10:0393912477

### **Informational Texts (3-5)**

*Elements of Style* - Strunk and White  
*5 Steps to a 5: AP English Literature 2017* by Barbara L. Murphy and Estelle M. Rankin  
*Cracking AP English Literature & Composition Exam 2018 Edition* - The Princeton Review  
AP\*/Honors English Literature Close Reading and Analytic Writing - Barbara Bloy 2006  
Applied Practice - *Beowulf*  
Applied Practice - The Canterbury Tales  
AP Daily (Videos) though AP Central

### **Short Texts (1-3)**

"Poetry Makes Nothing Happen," Julia Alvarez  
"Hades Welcomes His Bride," A.E. Stallings  
"Disabled," Wilfred Owen  
"Dover Beach," Matthew Arnold

### **Formative & Summative Assessments**

Formative:  
Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects  
Summative:  
Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3.  
Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms.  
MLA Research and/or Literary Response papers

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
TPCASTT Poetry Analysis Method (title, paraphrase, connotation, attitude/tone, shift, title, theme)

Purdue OWL - Purdue Online Writing Lab - Purdue University - <https://owl.english.purdue.edu/owl/>  
*5 Steps to a 5: AP English Literature, Elite Student Edition* 2018 by Barbara L. Murphy and Estelle M. Rankin  
*5 Steps to a 5: AP English Literature, Elite Student Edition* 2019 by Barbara L. Murphy and Estelle M. Rankin  
[www.k-state.edu/english/](http://www.k-state.edu/english/), Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting.

**Suggested Time Frame: 7 Weeks**

<b>Content Area:</b>	<b>AP Literature and Composition</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Drama and Renaissance Period and Modern Drama (8 weeks) cont.</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<p>NJSLS 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.</p> <p>NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>NJSLS 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).</p> <p>NJSLS 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.)</p> <p>NJSLS 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.</p> <p>NJSLS 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).</p> <p>NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJSLS 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.</p> <p>NJSLS RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>			

NJSLS RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

NJSLS RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NJSLS RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

NJSLS RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

NJSLS W.11-12.1 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

NJSLS W. 11-12.1 B. Develop claim(s) and counterclaims avoiding common logical fallacies using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

NJSLS W. 11-12.1 C. Use transitions (e.g. words, phrases, and clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

NJSLS W. 11-12.1.1 D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal style and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W. 11-12.1 E. Provide a concluding statement or section that supports the argument presented (e.g. articulating implications or the significance of the topic).

NJSLS W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS W. 11-12.2 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NJSLS W.11-12.2 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

NJSLS W 11-12.2 C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NJSLS W. 11-12.2 D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLS W 11-12.2 E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W.11-12.2 F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

NJSLS W.11-12.3 A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

NJSLS W.11-12.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

NJSLS W.11-12.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

NJSLS W.11-12.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

NJSLS 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.)

NJSLS W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

NJSLS W.11-12.6. Use technology, including the Internet, to produce, publish, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLS W.11-12.7. 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.

NJSLS W.11-12.8. 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).

NJSLS W.11-12.10. 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.

NJSLS 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.

NJSLS SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

NJSLS SL.11-12.1 B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

NJSLS.SL.11-12.1 C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NJSLS SL.11-12.1 D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation

or complete the task. SL.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

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

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

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

NJSLS 11-12.1 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

NJSLS L.11-12 A. Observe hyphenation conventions.

NJSLS L11-12 B. Spell correctly.

NJSLS 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.

NJSLS L 11-12.3 A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

NJSLS 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.

NJSLS L. 11-12.4 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.

NJSLS L. 11-12.4 B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

NJSLS L 11-12.4 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.

NJSLS L 11-12.4 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).

NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLS L.11-12.5 A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

NJSLS L 11-12.5 B Analyze nuances in the meaning of words with similar denotations.

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



### Essential Questions (3-5)

What changes in society and in the cities stimulated the beginning of new thought of art and literature in the Renaissance?  
How did humanistic thought through art forms change society's view of the world?  
How is classical literature revived and how did affect changes in language and philosophical thought?  
What elements of style do modern authors use to illuminate social condition?  
How does poetry contribute to our understanding of self, others, and the world?

### Anchor Text

Shakespearean plays and excerpts (“Othello”, “Macbeth” and “King Lear”)  
Petrarchan & Elizabethans Sonnets  
The Norton Introduction to Literature, 13<sup>th</sup> High School Edition - WW Norton & Co. ISBN# 10:0393664522  
The Norton Anthology of English Literature, 9<sup>th</sup> edition 2012 - WW Norton & Co. ISBN# 10:0393912477

### Informational Texts (3-5)

*5 Steps to a 5: AP English Literature 2017* by Barbara L. Murphy and Estelle M. Rankin  
*Cracking AP English Literature & Composition Exam 2018 Edition* - The Princeton Review  
AP\*/Honors English Literature Close Reading and Analytic Writing - Barbara Bloy 2006  
Applied Practice - Othello  
Applied Practice - Macbeth  
AP Daily (Videos) through AP Central

### Short Texts (1-3)

Play - “Fences” - by August Wilson

### Formative & Summative Assessments

Formative:

Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects

Summative:

Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3.

Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms.

MLA Research and/or Literary Response papers

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

TPCASTT Poetry Analysis Method (title, paraphrase, connotation, attitude/tone, shift, title, theme)

Purdue OWL - Purdue Online Writing Lab - Purdue University - <https://owl.english.purdue.edu/owl/>

*5 Steps to a 5: AP English Literature, Elite Student Edition 2018* by Barbara L. Murphy and Estelle M. Rankin

*5 Steps to a 5: AP English Literature, Elite Student Edition 2019* by Barbara L. Murphy and Estelle M. Rankin

[www.k-state.edu/english/](http://www.k-state.edu/english/), Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting.

<http://www.shakespeare-online.com/>

Study Sync

**Suggested Time Frame:** 7 weeks

**Content Area:** AP Literature and Composition **Grade(s)** 12

**Unit Plan Title:** 17<sup>th</sup> and 18<sup>th</sup> Century Literature and Contemporary Fiction and Poetry

**NJSLS Standard(s) Addressed in this unit**

NJSLS 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.

NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

NJSLS 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).

NJSLS 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.)

NJSLS 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.

NJSLS 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).

NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

NJSLS 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.

NJSLS RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact how they interact to provide a complex analysis; provide an objective summary of the text.

NJSLS RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

NJSLS RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

NJSLS RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NJSLS RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

NJSLS RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

NJSLS W.11-12.1 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

NJSLS W. 11-12.1 B. Develop claim(s) and counterclaims avoiding common logical fallacies using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

NJSLS W. 11-12.1 C. Use transitions (e.g. words, phrases, and clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

NJSLS W. 11-12.1.1 D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal style and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W. 11-12.1 E. Provide a concluding statement or section that supports the argument presented (e.g. articulating implications or the significance of the topic).

NJSLS W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS W. 11-12.2 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NJSLS W.11-12.2 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

NJSLS W 11-12.2 C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NJSLS W. 11-12.2 D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLS W 11-12.2 E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W.11-12.2 F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

NJSLS W.11-12.3 A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

NJSLS W.11-12.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

NJSLS W.11-12.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

NJSLS W.11-12.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

NJSLS 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.)

NJSLS W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

NJSLS W.11-12.6. Use technology, including the Internet, to produce, publish, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLS W.11-12.7. 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.

NJSLS W.11-12.8. 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).

NJSLS W.11-12.10. 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.

NJSLS 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.

NJSLS SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

NJSLS SL 11-12.1 B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

NJSLS.SL 11-12.1 C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NJSLS SL 11-12.1 D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.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

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

NJSLS SL.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.

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

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

NJSLS 11-12.1 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

NJSLS L.11-12 A. Observe hyphenation conventions.

NJSLS L11-12 B. Spell correctly.

NJSLS 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.

NJSLS L 11-12.3 A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

NJSLS 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.

NJSLS L. 11-12.4 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.

NJSLS L. 11-12.4 B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

NJSLS L 11-12.4 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.

NJSLS L 11-12.4 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).

NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLS L.11-12.5 A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

NJSLS L 11-12.5 B Analyze nuances in the meaning of words with similar denotations.

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

### **Essential Questions (3-5)**

How did serious writers expand the thought of “What Do I Know” in areas of knowledge, faith, reason and authority?

How were metaphysics, ethics, politics, and economics affected through literature after the 17<sup>th</sup> century and how did society change?

How do elements of language and structure affect and create meaning?

How does an author’s style and technique enhance the meaning and significance of a work of poetry?

What is the role of the reader in contemporary texts?

How does context shape content?

### Anchor Text

The Norton Anthology of English Literature, 9<sup>th</sup> edition 2012 - WW Norton & Co. ISBN# 10:0393912477  
The Norton Introduction to Literature, 13<sup>th</sup> High School Edition - WW Norton & Co. ISBN# 10:0393664522  
“A Modest Proposal” - Johnathan Swift  
“Paradise Lost” (excerpts) - Virgil  
Collective Independent Read - *Heart of Darkness*

### Informational Texts (3-5)

*5 Steps to a 5: AP English Literature 2017* by Barbara L. Murphy and Estelle M. Rankin  
*Cracking AP English Literature & Composition Exam 2018 Edition* - The Princeton Review  
AP\*/Honors English Literature Close Reading and Analytic Writing - Barbara Bloy 2006  
AP Daily (Videos) through AP Central

### Short Texts (1-3)

“Richard Cory” - Edwin Arlington Robinson  
“I wandered as a lonely cloud” - Wordsworth  
“Out, Out” - Robert Frost  
“Poetry Makes Things Happen” - Julia Alvarez

### Formative & Summative Assessments

Formative:

Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects

Summative:

Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3.  
Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms.  
MLA Research and/or Literary Response papers

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas  
TPCASTT Poetry Analysis Method (title, paraphrase, connotation, attitude/tone, shift, title, theme)  
Purdue OWL - Purdue Online Writing Lab - Purdue University - <https://owl.english.purdue.edu/owl/>  
*5 Steps to a 5: AP English Literature, Elite Student Edition 2018* by Barbara L. Murphy and Estelle M. Rankin  
*5 Steps to a 5: AP English Literature, Elite Student Edition 2019* by Barbara L. Murphy and Estelle M. Rankin  
[www.k-state.edu/english/](http://www.k-state.edu/english/), Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting.  
Study Sync

**Suggested Time Frame: 7 Weeks**

<b>Content Area:</b>	<b>AP Literature and Composition</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Early 20<sup>th</sup> Century Literature and AP Exam Preparation</b>		
<b>NJSLS Standard(s) Addressed in this unit</b>			
<p>NJSLS 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.</p> <p>NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>NJSLS 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).</p> <p>NJSLS 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.)</p> <p>NJSLS 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.</p> <p>NJSLS 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).</p> <p>NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJSLS 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.</p> <p>NJSLS RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>NJSLS RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>NJSLS RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>NJSLS RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>			

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

NJSLSA W.11-12.1 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

NJSLSA W. 11-12.1 B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

NJSLSA W. 11-12.1 C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

NJSLSA W. 11-12.1.1 D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

NJSLSA W. 11-12.1 E. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA W. 11-12.2 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NJSLSA W.11-12.2 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

NJSLSA W 11-12.2 C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NJSLSA W. 11-12.2 D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLSA W 11-12.2 E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

NJSLS W.11-12.2 F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

NJSLSA W.11-12.3 A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

NJSLSA W.11-12.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

NJSLSA W.11-12.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

NJSLSA W.11-12.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



NJSLA 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.)

NJSLA W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

NJSLA W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLA W.11-12.7. 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.

NJSLA W.11-12.8. 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.

NJSLA W.11-12.10. 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.

NJSLA SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

NJSLA SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

NJSLA SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

NJSLA SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NJSLA SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

NJSLA SL.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.

NJSLA SL.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.

NJSLA SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

NJSLA SL.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.

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

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

NJSLS L. 11-12.1 A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam- Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

NJSLS L.11-12 A. Observe hyphenation conventions.

NJSLS L11-12 B. Spell correctly.

NJSLS 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.

NJSLS L 11-12.3 A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

NJSLS 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.

NJSLS L. 11-12.4 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.

NJSLS L. 11-12.4 B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

NJSLS L 11-12.4 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.

NJSLS L 11-12.4 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).

NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSLS L.11-12.5 A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

NJSLS L 11-12.5 B Analyze nuances in the meaning of words with similar denotations.

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

### Essential Questions (3-5)

How did literature represent optimism?

What was utopian thought and how did it affect society?

How did science and technology transform the world?

How is morality questioned in literature?

How do gender, class and ethnic roles influence our identity in society?

How are Existentialist themes reflected in literary art forms such as literature, drama, poetry and fine art forms such as Surrealism and Absurdism?

What are the elements of individualism found in Existential philosophy?	
<b>Anchor Text</b>	
<p>The Norton Introduction to Literature, 13<sup>th</sup> High School Edition - WW Norton &amp; Co. ISBN# 10:0393664522</p> <p><i>The Old Man and the Sea</i> - Ernest Hemingway</p> <p><i>The Metamorphosis</i> - Franz Kafka</p> <p>“The Plague” - Camus</p> <p>“The Stranger” - Camus</p>	
<b>Informational Texts (3-5)</b>	
<p><i>5 Steps to a 5: AP English Literature 2017</i> by Barbara L. Murphy and Estelle M. Rankin</p> <p><i>Cracking AP English Literature &amp; Composition Exam 2018 Edition</i> - The Princeton Review</p> <p>AP*/Honors English Literature Close Reading and Analytic Writing - Barbara Bloy 2006</p> <p>AP Daily (Videos) through AP Central</p>	
<b>Short Texts (1-3)</b>	
<p>“The Myth of Sisyphus,” Albert Camus</p> <p>“A Clean Well-Lighted Place,” Ernest Hemingway</p> <p>“The Flies” - Sartre</p>	
<b>Formative &amp; Summative Assessments</b>	
<p>Formative: Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects</p> <p>Summative: Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3. Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms. MLA Research and/or Literary Response papers</p>	
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
<p>Canvas</p> <p>TPCASTT Poetry Analysis Method (title, paraphrase, connotation, attitude/tone, shift, title, theme)</p> <p>Purdue OWL - Purdue Online Writing Lab - Purdue University - <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></p> <p><i>5 Steps to a 5: AP English Literature, Elite Student Edition 2018</i> by Barbara L. Murphy and Estelle M. Rankin</p> <p><i>5 Steps to a 5: AP English Literature, Elite Student Edition 2019</i> by Barbara L. Murphy and Estelle M. Rankin</p> <p><a href="http://www.k-state.edu/english/">www.k-state.edu/english/</a>, Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting.</p> <p>Study Sync</p>	
<b>Suggested Time Frame:</b>	<b>8 Weeks</b>

### III. Scope and Sequence

SKILL TO BE LEARNED Key: I = Introduced D = Developed in Depth R = Reinforced	<b>Grade 12</b>
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Give speeches of various lengths and purposes.	R
Demonstrate ability to listen effectively.	R
Engage in formal debates and group discussions.	R
Organize oral presentations related to research projects submitted in written format.	R
Edit/Revise drafts of manuscripts.	R
Achieve sentence variety in developing essays that read smoothly and interestingly.	R
Develop topics in essay form with emphasis on exposition.	R
Employ means of developing an essay including facts, details, and quotes.	R
Focus on relevant materials and reject irrelevances in developing an essay.	R
Include effective transitions to achieve unity and coherence.	D/R
Engage in peer sharing in order to develop a critical sense.	D/R
Maintain a portfolio consisting of selected writings of vest work.	D/R
Establish a natural voice and personal style in written assignments.	R
Mirror the style of authors study (parody, extend story ending).	D
Recognize/use varied reference materials.	R
Interpret information from multi-media sources.	R
Engage in documentation of resources.	R
Submit speech, essay, critical reviews and research papers.	D
Use purposeful language and specific details in writing.	I
Demonstrate the effective use of various points of view.	I
Recognize the evolution of literature.	I
Develop an understanding of tragedy.	I
Focus on contemporary themes in ancient literature.	I

#### IV. Assessments

Formative:

Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects

Summative:

Quizzes, tests, authentic assessments (AP Practice Exams), midterm examination, AP Unit Guide MCQ 1 and 2, FRQ 1, 2, and 3.

Open-ended writing responses, journal writing, creative responses, persuasive, expository, narrative essays, and literary criticisms.

MLA Research and/or Literary Response papers

#### V. Textbooks

The Norton Anthology of English Literature, 9<sup>th</sup> edition 2012 - WW Norton & Co. ISBN# 10:0393912477

## **VI. Student Handout**

### **Course Description:**

A.P. English Literature & Composition is a college level course offered at the high school level in accordance with College Board requirements described in the AP English Course Description. It is designed to prepare students to successfully complete the A.P. English examination and receive college level credit at participating colleges and universities. As a study of literature, the A.P. English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative works.

Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's diction, structure, style, and themes, as well as literary devices such as the use of figurative language, imagery, symbolism, and tone. The course begins with an intensive study of how to effectively analyze fiction through a deeper understanding of the literary tools authors use. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary.

Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for A.P. English, is characterized by the following: a balance of generalization with specific illustrative detail; a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis; a variety of sentence structures, including appropriate use of subordinate and coordinate constructions; a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness; and an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis.

Throughout the course students will practice both timed essays and longer out-of-class papers. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts. Student success will be evidenced by the careful reading of texts, engagement in class discussions, and timely completion of all work, ever seeking to improve as an accurate reader and effective writer

### **Proficiencies:**

1. The student will cite strong and thorough textual evidence to support analysis of what the text says.
2. The student will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

3. The student will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
4. The student will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
5. The student will 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.
6. The student will 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).
7. The student will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
8. The student will read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
9. The student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
10. The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
11. The student will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
12. The student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
13. The student will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
14. The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
15. The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
16. The student will use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
17. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
18. The student will 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.
19. The student will 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.
20. The student will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
21. The student will 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.
22. The student will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
23. The student will understand the format and strategies for answering college application essay questions.
24. The student will understand the format and strategies for completing resume and job application related materials.
25. The student will evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots and settings.

26. The student will compare and contrast print medium with film.
27. The student will appreciate visual and performing arts as an extension of culture.
28. The student will understand the study of literature and theories of literary criticism.