



AP Literature and Composition

English Language Arts Department

Developed By: Katie Toledano, Michael Gurrieri

Effective Date: September 2023

Scope and Sequence

Month	Unit
September	Short Fiction I
October- November	Drama / Synthesis Writing
December	Poetry I
January	Longer Fiction I
February	Longer Fiction II
March	Poetry II --- March Madness
April-early May	Poetry III / Test Prep
Mid May - June	Short Fiction II / Creative Writing

Unit 1

Short Fiction I

Summary and Rationale

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

Recommended Pacing

Approximately 6 class periods

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.9	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Writing

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. <ul style="list-style-type: none">• A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),
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	<p>distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> • How do characters in literature help readers to understand society, the human condition, and the world around them? • How does the setting of a work of short fiction help the reader understand the values associated with that particular time and place? • How does the arrangement and plot of a particular text contribute to a story's overall meaning? • How does a narrator's or speaker's perspective impact how a reader interprets a text? • How does a reader convey their interpretation of literature through a written argument?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • AP Classroom Progress Checks • Participation in small-group and whole-class discussions. • On- demand analytical responses. 	
Objectives (SLO)	

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
<ul style="list-style-type: none"> ● Identify and describe specific textual details that convey or reveal a setting. 	<ul style="list-style-type: none"> ● Setting includes the time and place during which the events of the text occur.
<ul style="list-style-type: none"> ● Identify and describe how plot orders events in a narrative. 	<ul style="list-style-type: none"> ● Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship. ● The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
<ul style="list-style-type: none"> ● Explain the function of a particular sequence of events in a plot. 	<ul style="list-style-type: none"> ● Plot and the exposition that accompanies it focus readers’ attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
<ul style="list-style-type: none"> ● Identify and describe the narrator or speaker of a text. 	<ul style="list-style-type: none"> ● Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader. ● Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.

	<ul style="list-style-type: none"> • A speaker or narrator is not necessarily the author.
<ul style="list-style-type: none"> • Identify and explain the function of point of view in a narrative. 	<ul style="list-style-type: none"> • The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters. • Narrators may also be characters, and their role as characters may influence their perspective. • First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective. • Third-person narrators are outside observers. • Third-person narrators' knowledge about events and characters may range from observational to all knowing, which shapes their perspective. • The outside perspective of third-person narrators may not be affected by the events of the narrative.
<ul style="list-style-type: none"> • Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> • In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. • A claim is a statement that requires defense with evidence from the text. • In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Suggested Resources/Technology Tools

AP Classroom
Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)
AMSCO Advanced Placement Edition: English Literature and Composition
 Unit 1 -- Short Stories -- Slides / Classroom Resources

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).

- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Drama / Synthesis Writing

Summary and Rationale

Unit 2 focuses on Drama, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, they will read and analyze a series of plays in which a character's perspective shifts over the course of the narrative, and in which the character's actions or inactions reveal the character's motives. Texts will be selected to provide examples of conflict between a character and outside forces that obstruct as well as examples of internal conflict between competing values within a character.

Recommended Pacing

Approximately 10 class periods.

Standards

Reading: Literature

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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).
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Writing

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.
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	<ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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Essential Questions:	
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Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions ● On-demand analytical responses 	
Objectives (SLO)	

<p>Students will be able to :</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Decipher how description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
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<ul style="list-style-type: none"> ● Develop written analysis pieces that include 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> ● In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. ● A claim is a statement that requires defense with evidence from the text. ● In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
<ul style="list-style-type: none"> ● Develop a synthesis essay based upon a claim that connects a short story from Unit 1, a play from Unit 2, and a relevant social issue from the student's own research. 	<ul style="list-style-type: none"> ● Students will make connections across fictional texts based upon characterization, setting, structure, point of view, arriving at a specific conclusion about a social issue or thematic concept that conveys the human condition. ● Students will research a current event or issue that is relevant to a prevalent concept found in one play and one short story from Units 1 -- 2.
<p>Suggested Resources/Technology Tools</p>	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

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 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
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 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
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- **Open-Ended Assignments - Extended Thinking:**
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- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Poetry I

Summary and Rationale

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

Recommended Pacing

Approximately 12 -- 15 class periods.

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. • Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> • How do characterization in poetry help readers to understand society, the human condition, and the world around them? • How does the arrangement and sequence of a poem contribute to its overall meaning? • How do comparisons, representations, analogies, and associations present in poetry aid in a reader's ability to interpret a poem's meaning? • How does a reader convey their interpretation of literature through a written argument, including a well-reasoned thesis statement, lines of reasoning, and effective transition use?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • AP Classroom Progress Checks • Participation in small-group and whole-class discussions. • On- demand analytical responses. • Timed/ Untimed AP Lit style essays. 	

Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.
<ul style="list-style-type: none"> Explain the function of structure in a text. 	<ul style="list-style-type: none"> Line and stanza breaks contribute to the development and relationship of ideas in a poem. The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem. A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.
<ul style="list-style-type: none"> Explain the function of contrasts within a text. 	<ul style="list-style-type: none"> Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery. Contrasts are the result of shifts or juxtapositions or both. Shifts may be signaled by a word, a structural convention, or punctuation. Shifts may emphasize contrasts between particular segments of a text.
<ul style="list-style-type: none"> Explain the function of specific words and phrases in a text. 	<ul style="list-style-type: none"> An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses. Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation. Words or phrases may be repeated to emphasize ideas or associations. Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.

<ul style="list-style-type: none"> ● Identify and explain the function of a simile. 	<ul style="list-style-type: none"> ● A simile uses the words “like” or “as” to liken two objects or concepts to each other. ● Similes liken two different things to transfer the traits or qualities of one to the other. ● In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
<ul style="list-style-type: none"> ● Identify and explain the function of a metaphor. 	<ul style="list-style-type: none"> ● A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing. ● In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject. ● Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.
<ul style="list-style-type: none"> ● Develop an essay that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> ● In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. ● A claim is a statement that requires defense with evidence from the text. ● In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Suggested Resources/Technology Tools

AP Classroom

Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)

AMSCO Advanced Placement Edition: English Literature and Composition

Unit 3 -- Poetry -- Slides / Classroom Resources

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology

- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Longer Fiction I

Summary and Rationale

This Unit focuses on one or more extended narratives of the teacher’s selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, we will read and examine either a singular novel, or students will select a novel to read in a book club format in order to examine how a character’s perspective shifts over the course of the narrative, and in which the character’s actions or inactions reveal the character’s motives. Select the text(s) to provide examples of conflict between a character and outside forces that obstruct as well as examples of internal conflict between competing values within a character.

Recommended Pacing

15-18 Class Periods

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
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.

Writing

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out
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	<p>the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. ● Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. ● The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. ● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> ● How do characters in literature help readers to understand society, the human condition, and the world around them? ● How does the setting of a novel help the reader understand the values associated with that particular time and place? ● How does the arrangement and plot of a particular text contribute to a story's overall meaning? ● How does a reader convey their interpretation of literature through a written argument?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions. ● On- demand analytical responses. ● Timed/ Untimed AP Lit style essays. 	
Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Decipher how description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.

	<ul style="list-style-type: none"> ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
<ul style="list-style-type: none"> ● Identify and describe specific textual details that convey or reveal a setting. 	<ul style="list-style-type: none"> ● Setting includes the time and place during which the events of the text occur.
<ul style="list-style-type: none"> ● Identify and describe how plot orders events in a narrative. 	<ul style="list-style-type: none"> ● Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship. ● The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
<ul style="list-style-type: none"> ● Explain the function of a particular sequence of events in a plot. 	<ul style="list-style-type: none"> ● Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
<ul style="list-style-type: none"> ● Identify and explain the function of point of view in a narrative. 	<ul style="list-style-type: none"> ● The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.

<ul style="list-style-type: none"> ● Develop written analysis pieces that include 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> ● In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. ● A claim is a statement that requires defense with evidence from the text. ● In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
<ul style="list-style-type: none"> ● Develop a synthesis essay based upon a claim that connects a short story from Unit 1, a play from Unit 2, and a relevant social issue from the student's own research. 	<ul style="list-style-type: none"> ● Students will make connections across fictional texts based upon characterization, setting, structure, point of view, arriving at a specific conclusion about a social issue or thematic concept that conveys the human condition. ● Students will research a current event or issue that is relevant to a prevalent concept found in one play and one short story from Units 1 -- 2.

Suggested Resources/Technology Tools

AP Classroom
Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)
AMSCO Advanced Placement Edition: English Literature and Composition
 Unit 4 -- Longer Fiction -- Slides / Classroom Resources

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

- IEP/504:**
- Give written directions to supplement verbal directions
 - Provide due date on written assignments
 - Provide clear, concise directions and concrete examples for assignments
 - Make class notes, slides, and materials available to all on Schoology
 - Provide opportunities for movement/activity change
 - Use checklists/agendas to help the students get organized
 - Reinforce students for appropriate behaviors
 - Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
 - Allow student to edit a 'first draft' on essay questions and grade final edited copy
 - Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
 - Improve font/spatial organization of formative and summative assessments
 - Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the

further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Longer Fiction II

Summary and Rationale

This unit focuses on one or more extended narratives of the teacher’s selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, we will read and examine either a singular novel, or students will select a novel to read in a book club format in order to examine how a character’s perspective shifts over the course of the narrative, and in which the character’s actions or inactions reveal the character’s motives. Select the text(s) to provide examples of conflict between a character and outside forces that obstruct as well as examples of internal conflict between competing values within a character.

Recommended Pacing

15 -- 18 Class Periods

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
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.

Writing

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. ● Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. ● The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text. ● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> ● How do characters in literature help readers to understand society, the human condition, and the world around them? ● How does the setting of a novel help the reader understand the values associated with that particular time and place? ● How does the arrangement and plot of a particular text contribute to a story’s overall meaning? ● How does a reader convey their interpretation of literature through a written argument?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions. ● On- demand analytical responses. ● Timed/ Untimed AP Lit style essays. 	
Objectives (SLO)	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Decipher how description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.

<ul style="list-style-type: none"> ● Identify and describe specific textual details that convey or reveal a setting. 	<ul style="list-style-type: none"> ● Setting includes the time and place during which the events of the text occur.
<ul style="list-style-type: none"> ● Identify and describe how plot orders events in a narrative. 	<ul style="list-style-type: none"> ● Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship. ● The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
<ul style="list-style-type: none"> ● Explain the function of a particular sequence of events in a plot. 	<ul style="list-style-type: none"> ● Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
<ul style="list-style-type: none"> ● Identify and explain the function of point of view in a narrative. 	<ul style="list-style-type: none"> ● The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.

<ul style="list-style-type: none"> ● Develop written analysis pieces that include 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> ● In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. ● A claim is a statement that requires defense with evidence from the text. ● In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
<ul style="list-style-type: none"> ● Develop a synthesis essay based upon a claim that connects a short story from Unit 1, a play from Unit 2, and a relevant social issue from the student's own research. 	<ul style="list-style-type: none"> ● Students will make connections across fictional texts based upon characterization, setting, structure, point of view, arriving at a specific conclusion about a social issue or thematic concept that conveys the human condition. ● Students will research a current event or issue that is relevant to a prevalent concept found in one play and one short story from Units 1 -- 2.
<p>Students will know:</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Decipher how description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.

Suggested Resources/Technology Tools

AP Classroom

Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)

AMSCO Advanced Placement Edition: English Literature and Composition

Unit 5 -- Longer Fiction II -- Slides / Classroom Resources

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning

- Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Poetry II / March Madness

Summary and Rationale

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

Recommended Pacing

18 Class Periods

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)

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.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. ● The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. ● Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. ● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> ● How do characterization in poetry help readers to understand society, the human condition, and the world around them? ● How does the arrangement and sequence of a poem contribute to its overall meaning? ● How do comparisons, representations, analogies, and associations present in poetry aid in a reader's ability to interpret a poem's meaning? ● How does a reader convey their interpretation of literature through a written argument, including a well-reasoned thesis statement, lines of reasoning, and effective transition use?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions. ● On- demand analytical responses. 	

- Timed/ Untimed AP Lit style essays.

Objectives (SLO)

Students will be able to:

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Students will know:

- Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.

- Explain the function of structure in a text.

- Line and stanza breaks contribute to the development and relationship of ideas in a poem.
- The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.
- A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.

- Explain the function of contrasts within a text.

- Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.
- Contrasts are the result of shifts or juxtapositions or both.
- Shifts may be signaled by a word, a structural convention, or punctuation.
- Shifts may emphasize contrasts between particular segments of a text.

- Explain the function of specific words and phrases in a text.

- An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.
- Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.

	<ul style="list-style-type: none"> • Words or phrases may be repeated to emphasize ideas or associations. • Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
<ul style="list-style-type: none"> • Identify and explain the function of a simile. 	<ul style="list-style-type: none"> • A simile uses the words “like” or “as” to liken two objects or concepts to each other. • Similes liken two different things to transfer the traits or qualities of one to the other. • In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
<ul style="list-style-type: none"> • Identify and explain the function of a metaphor. 	<ul style="list-style-type: none"> • A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing. • In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject. • Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.
<ul style="list-style-type: none"> • Develop an essay that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 	<ul style="list-style-type: none"> • In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. • A claim is a statement that requires defense with evidence from the text. • In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
<p>Suggested Resources/Technology Tools</p>	
<p>AP Classroom <i>Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)</i> <i>AMSCO Advanced Placement Edition: English Literature and Composition</i> Unit 6 --Poetry II -- Slides / Classroom Resources</p>	

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time

- Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 7

Poetry III / Test Prep

Summary and Rationale

Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. This Unit explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. In this unit, students will consider the relationship between a poet's experiences and how those are often reflected in their work, considering place, time period, genre, and style.

Students will channel and apply this closer look at poetry with preparing to sit for the AP Literature exam. We will explore tips and strategies, practice tests, previous exams in order to prepare.

Recommended Pacing

6-9 Class Periods.

Standards

Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
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.

Writing

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.

9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text. • Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. • Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> • How do characterization in poetry help readers to understand society, the human condition, and the world around them? • How does the arrangement and sequence of a poem contribute to its overall meaning? • How do comparisons, representations, analogies, and associations present in poetry aid in a reader’s ability to interpret a poem’s meaning? • How does a reader convey their interpretation of literature through a written argument, including a well-reasoned thesis statement, lines of reasoning, and effective transition use?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • AP Classroom Progress Checks • Participation in small-group and whole-class discussions. • On- demand analytical responses. • Timed/ Untimed AP Lit style essays. 	

Objectives (SLO)

<p>Students will be able to:</p> <ul style="list-style-type: none">● Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	<p>Students will know:</p> <ul style="list-style-type: none">● Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.
<ul style="list-style-type: none">● Explain the function of structure in a text.	<ul style="list-style-type: none">● Line and stanza breaks contribute to the development and relationship of ideas in a poem.● The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.● A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.
<ul style="list-style-type: none">● Explain the function of contrasts within a text.	<ul style="list-style-type: none">● Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.● Contrasts are the result of shifts or juxtapositions or both.● Shifts may be signaled by a word, a structural convention, or punctuation.● Shifts may emphasize contrasts between particular segments of a text.

<ul style="list-style-type: none"> ● Explain the function of specific words and phrases in a text. 	<ul style="list-style-type: none"> ● An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses. ● Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation. ● Words or phrases may be repeated to emphasize ideas or associations. ● Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
<ul style="list-style-type: none"> ● Identify and explain the function of a simile. 	<ul style="list-style-type: none"> ● A simile uses the words “like” or “as” to liken two objects or concepts to each other. ● Similes liken two different things to transfer the traits or qualities of one to the other. ● In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
<ul style="list-style-type: none"> ● Identify and explain the function of a metaphor. 	<ul style="list-style-type: none"> ● A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing. ● In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject. ● Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.

- Develop an essay that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Suggested Resources/Technology Tools

AP Classroom

Literature and Composition: Essential Voices, Essential Skills for the AP Course (Third Edition)

AMSCO Advanced Placement Edition: English Literature and Composition

Unit 7 -- Slides / Classroom Resources

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.

- Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
- Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)

- Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Short Fiction II / Creative Writing

Summary and Rationale

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

Recommended Pacing

12-16 Class Periods

Standards

Reading: Literature

RL.11-12.1

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

RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	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.)
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.
Writing	
W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ● A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
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.
Interdisciplinary Connections	

Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. • Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. • The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. 	<ul style="list-style-type: none"> • How do characters in literature help readers to understand society, the human condition, and the world around them? • How does the setting of a work of short fiction help the reader understand the values associated with that particular time and place?

<ul style="list-style-type: none"> ● A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text. ● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. 	<ul style="list-style-type: none"> ● How does the arrangement and plot of a particular text contribute to a story’s overall meaning? ● How does a narrator’s or speaker’s perspective impact how a reader interprets a text? ● How does a reader convey their interpretation of literature through a written argument?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● AP Classroom Progress Checks ● Participation in small-group and whole-class discussions. ● On- demand analytical responses. ● Timed/ Untimed AP Lit style essays.
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Objectives (SLO)

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● Description, dialogue, and behavior reveal characters to readers. ● Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves. ● Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. ● A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
<ul style="list-style-type: none"> ● Identify and describe specific textual details that convey or reveal a setting. 	<ul style="list-style-type: none"> ● Setting includes the time and place during which the events of the text occur.

<ul style="list-style-type: none"> ● Identify and describe how plot orders events in a narrative. 	<ul style="list-style-type: none"> ● Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship. ● The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
<ul style="list-style-type: none"> ● Explain the function of a particular sequence of events in a plot. 	<ul style="list-style-type: none"> ● Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
<ul style="list-style-type: none"> ● Identify and describe the narrator or speaker of a text. 	<ul style="list-style-type: none"> ● Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader. ● Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative. ● A speaker or narrator is not necessarily the author.
<ul style="list-style-type: none"> ● Identify and explain the function of point of view in a narrative. 	<ul style="list-style-type: none"> ● The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters. ● Narrators may also be characters, and their role as characters may influence their perspective. ● First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.

	<ul style="list-style-type: none"> • Third-person narrators are outside observers. • Third-person narrators’ knowledge about events and characters may range from observational to all knowing, which shapes their perspective. • The outside perspective of third-person narrators may not be affected by the events of the narrative.
<p>Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay.</p>	<ul style="list-style-type: none"> • Essayists explore and decipher different genres of personal writing in order to make determinations about how best to structure the essay and select a genre/mode of writing or create a multi-genre piece. • Essayists consider moments that have had an impact in their lives and looks for patterns as they work to develop a thesis/big idea for the essay. • Essayists often find ideas for writing by thinking about issues that matter and finding stories from their lives to support the issue. • Essayists consider moments of change in their lives and ask themselves: <ul style="list-style-type: none"> ○ How did things used to be? ○ How are things now? ○ How do I feel about this change? • Essayists look for patterns to connect moments from their lives in a logical, succinct manner. <ul style="list-style-type: none"> ○ If necessary, teachers will provide mentor texts to guide students in developing their writing.
<ul style="list-style-type: none"> • Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers. 	<ul style="list-style-type: none"> • Essayists experiment with writing their “story” in different modes/genres. • Essayists study the work of mentor authors to inform and inspire their own writing. <ul style="list-style-type: none"> ○ If necessary, teachers will guide students to choose mentor texts according to

reading levels, skill sets, and interests.

- Essayists use narrative stories in their essays to make the writing more personal, vivid, and engaging.
 - If necessary, the teachers can conduct mini-lessons of narrative elements to assist students in developing their writing.
- Essayists angle their story to prove their thesis by underlining only the parts that support the big idea.
- Writers find the connection between their anecdotal stories to make each flow naturally and logically into the next. One way to do this is by...
 - Thinking about the most effective order of the stories.
 - Determining how one story links to the next
 - Finding the right transitional phrases to link our stories
- Essayists engage their readers with a clear, meaningful introduction
- Essayists conclude their essay in an effective manner that leaves the reader with closure and a lasting impression
- Essayists incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection
- Essayists sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- Essayists use precise words and phrases, telling details, and sensory language.
- Essayists vary their sentence beginnings and lengths.

Suggested Resources/Technology Tools

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
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- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

