

**COURSE TITLE**

AP English Literature and Composition

**LENGTH**

Full Year  
Grade 12

**DEPARTMENT**

English  
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**SCHOOL**

Rutherford High School

**DATE**

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# AP English Literature and Composition

## I. Introduction/Overview/Philosophy

The purpose of the AP English Literature and Composition course is to enable the student to write with competence, to read with understanding, to speak with precision and, most importantly, to think creatively and critically. Based upon the study of world literature, the program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.

The AP English Literature and Composition course fulfills the twelfth grade requirement for English. It is designed for homogeneously grouped students who have met the criteria established by the English Language Arts department for admission. Through their course work, they will become skilled readers and flexible writers who can compose in a variety of modes for a variety of purposes.

The students selected for the Advanced Placement Program are chosen because of their proven ability in language arts as well as their desire to study the various genres and periods of literature in a challenging setting. Students enrolled in the class are prepared to take the Advanced Placement test in Literature and Composition by the end of the year. They may also choose to take the Advanced Placement test for Language and Composition.

## II. Objectives

### **Course Outline:**

- A. Essay Writing
  - a. Genre and Styles of Essays
  - b. The Elements of The Essay
    - i. Thesis
    - ii. Unity
    - iii. Organization
    - iv. Beginnings and Endings
    - v. Paragraphs
    - vi. Transitions
    - vii. Effective Sentences
  - c. The Language of the Essay
    - i. Diction
    - ii. Tone
    - iii. Figurative Language
    - iv. Rhetorical Devices
  - d. Journal writing
- B. Literature
  - a. Reading a Story
  - b. Plot
  - c. Point of View
  - d. Character
  - e. Setting

- f. Tone and Style
  - g. Theme
  - h. Symbol
  - i. Literary Devices
- C. Poetry
- a. Poetic devices
  - b. Reading poetry
  - c. Interpreting poetry
  - d. Writing poetry
- D. Projects and Reports
- a. Group projects
  - b. Oral presentations
  - c. Group presentations
- E. Research paper
- F. Practice AP exams

***Student Outcomes:***

After successfully completing this course, the student will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

***NEW JERSEY STUDENT LEARNING STANDARDS  
ENGLISH LANGUAGE ARTS*****Grades 11-12**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards for Reading**

#### **Key Ideas and Details**

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

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Grades 11-12**

#### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

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

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).

### ***Craft and Structure***

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

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

### ***Integration of Knowledge and Ideas***

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.11-12.8. (Not applicable to literature)

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.

### **Range of Reading and Level of Text Complexity**

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

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Grades 11-12**

### **Progress Indicators for Reading Informational Text**

#### ***Key Ideas and Details***

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

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

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

### ***Craft and Structure***

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

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

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

### ***Integration of Knowledge and Ideas***

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

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### **Range of Reading and Level of Text Complexity**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Anchor Standards for Writing**

#### **Text Types and Purposes**

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

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

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

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

### **Range of Writing**

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

**Grades 11-12****Progress Indicators for Writing*****Text Types and Purposes***

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.

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

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

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

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

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

### ***Research to Build and Present Knowledge***

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).
- B. Apply *grades 11–12 Reading standards to literary nonfiction* (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### ***Range of Writing***

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.

**Anchor Standards for Speaking and Listening****Comprehension and Collaboration**

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

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

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

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Grades 11-12****Progress Indicators for Speaking and Listening*****Comprehension and Collaboration***

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

***Presentation of Knowledge and Ideas***

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

**Anchor Standards for Language****Conventions of Standard English**

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

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

**Knowledge of Language**

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

**Vocabulary Acquisition and Use**

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

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

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Grades 11-12****Progress Indicators for Language****Conventions of Standard English**

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

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

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

- A. Observe hyphenation conventions.
- B. Spell correctly.

**Knowledge of Language**

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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

**COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS****History, Social Studies, Science and Technical Subjects  
Grade 11-12****Anchor Standards for Reading****Key Ideas and Details**

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

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Grades 11-12****Progress Indicators for Reading History**

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure**

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

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

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**Grades 11-12****Progress Indicators for Reading Science and Technical Subjects**

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**Craft and Structure**

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**Integration of Knowledge and Ideas**

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Range of Reading and Level of Text Complexity**

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.



### **Anchor Standards for Writing**

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

#### **Text Types and Purposes**

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

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

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

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

#### **Range of Writing**

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

**Grades 11-12****Progress Indicators for Writing History, Science and Technical Subjects**

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Text Types and Purposes**

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- 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 the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form 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.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.3

(See note; not applicable as a separate requirement)

**Production and Distribution of Writing**

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

**Research to Build and Present Knowledge**

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**21ST CENTURY LIFE AND CAREERS**  
**CAREER READY PRACTICES*****CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRP2 Apply appropriate academic and technical skills***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

***CRP3 Attend to personal health and financial well-being***

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

***CRP5 Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRP6 Demonstrate creativity and innovation***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP 7 Employ valid and reliable research strategies***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8 Utilize critical thinking to make sense of problems and persevere in solving them***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9 Model integrity, ethical leadership and effective management***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10 Plan education and career paths aligned to personal goals***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11 Use technology to enhance productivity***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12 Work productively in teams while using cultural global competence***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

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.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

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

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### **TECHNOLOGY STANDARDS**

**STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.**

**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

**C. Design:** *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.



8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

**21ST CENTURY LIFE AND CAREERS****STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

### III. Proficiency Levels

AP English Literature and Composition is designed for seniors who have met the criteria established by the English Language Arts department for admission into the Advanced Placement program.

### IV. Methods of Assessment

#### Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Sample/Practice AP Exams

#### Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

### V. Grouping

AP English Literature and Composition is designed for homogeneously grouped seniors who have met the criteria established by the English Language Arts department for admission into the Advanced Placement program.

### VI. Articulation/Scope & Sequence/Time Frame

AP English Literature and Composition is a full year course.

### VII. Resources

#### *Texts/Supplemental Reading/References*

- References
  - Teachers may use the many resources made available to them in the English office, the school and local libraries. Additionally, the comprehensive databases available in the Rutherford High School Library may be utilized. Nearby colleges and other organizations may also be excellent resources.

- Technology
  - Students shall use technology as a research tool. Teachers shall use technology to enhance their lesson plans to provide additional information and practice for students.
  - Students in AP English Language and Composition shall understand that technological applications such as a SMARTBoard, PowerPoint, and/or iMovie are tools to enhance the written word, but are not substitutes for the written word.
  - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
  
- Texts
  - *Literature: An Introduction to Reading and Writing, 4<sup>th</sup> Edition*
  - *Othello* or *Titus Andronicus*
  - *The Metamorphosis*
  - *Heart of Darkness*
  - *Things Fall Apart*
  - *Remains of the Day*
  - *Sound and Sense, 9<sup>th</sup> Edition*
  
- Supplemental Readings/Materials
  - Any text appearing on any AP Released exam
  - Audiotapes, videotapes, CD's, DVD's
  - Teacher selected supplemental materials (essays, articles, journals)
  - *MLA Handbook for Writers of Research Papers, Seventh Edition*. Modern Language Association, 2009.
  - *A Guide to MLA Documentation, Seventh Edition*, Houghton Mifflin, 2006.
  - *Merriam-Webster's Dictionary and Thesaurus*, 2007.
  
- Optional Readings
  - *Great Expectations*
  - *Beloved*
  - *The Awakening*
  - *Regeneration*
  - *Waiting for Godot*
  - *The Poisonwood Bible*
  - *Invisible Man*
  - *Wuthering Heights*
  - *Catch-22*
  - *Their Eyes Were Watching God*
  - *1984*
  - *Theban Plays*
  - *Rosencrantz and Guildenstern are Dead*
  - *The Stranger*
  
- Technological Resources
  - IXL Learning

## VIII. Suggested Activities

- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques
- Write for a variety of purposes
- Write the college essay
- Create and sustain arguments based on readings, research and/or personal experience
- Evaluate literature based upon thematic conventions
- Synthesize literature based upon historical themes and ideals
- Evaluate filmed/performed representations of literature
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
  - Socratic Seminars
  - Critical Reading
  - Research – MLA citation style and works cited
  - Reason – Inductive and Deductive Reasoning in Writing
  - Reason – Methods of Argument

## IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

## **X. Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.

The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard

- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

#### *Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.



### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Invisible Man</b>  <b>Description of Unit:</b>            - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Invisible Man</i> by Ralph Ellison. Students will analyze the historical context of the novel, as well as the internal and external conflicts that arise in the work. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b>            - <i>Invisible Man</i> by Ralph Ellison, various literary criticism researched by</p>	1.5 weeks	<p><b>For Support:</b>            - Guided notes on each major section of the novel            - Practice annotations through class discussion and modeling            - Models for written responses from released AP Sample Essays</p> <p><b>For Enhancement:</b>            - Supplemental multiple choice practice sections through AP Test Prep Workbooks            - Supplemental passage analysis practice through AP Test Prep Workbooks-            Supplemental literary criticism analysis and writings</p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li><i>NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</i></li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li><i>RH.11-12.1, RH.11-12.4,</i></li> </ul>	<p><b>Formative Assessment:</b>            - 2 Close Reading Passage Analyses: 1 – 2 paragraphs each</p> <p><b>Summative Assessment:</b>            - Open-ended Free-response Question: 4 – 6 paragraph essay on a thematic question            - 1 Data Sheet (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes) as prep for the FRQ on the AP Exam</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>students utilizing the school's databases.</p> <p><b>Objective of Unit:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify various themes in the text, their purpose in context of the work, and how Ellison achieves each purpose through various literary techniques such as characterization, conflict, symbolism, setting, diction, etc.</li> <li>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</li> </ul>			<p><i>NJSLSA.W5,</i> <i>NJSLSA.W7,</i> <i>RST.11-12.7</i></p> <p><i>21<sup>st</sup> Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> <li>• <i>CRP2, CRP4,</i> <i>CRP 7, CRP11,</i> <i>CRP12</i></li> </ul> <p><i>21<sup>st</sup> Century Standards</i> <i>8.1:</i></p> <ul style="list-style-type: none"> <li>• <i>8.1.12.D.1,</i> <i>8.1.12.E.1,</i></li> </ul> <p><i>21<sup>st</sup> Century Standards</i> <i>8.2:</i></p> <ul style="list-style-type: none"> <li>• <i>8.2.12.B.4,</i> <i>8.2.12.B.5</i></li> </ul> <p><i>21<sup>st</sup> Century Standards</i> <i>9.2:</i></p> <ul style="list-style-type: none"> <li>• <i>9.2.12.C.8</i></li> </ul>	

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Short Story Unit</b>  <b>Description of Unit:</b>            - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to various short stories. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in various short stories. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b>            - <i>Literature: An Introduction to Reading and Writing: 4<sup>th</sup> edition</i>, ed. Edgar V. Roberts            - "A&amp;P", "A Rose for</p>	2 weeks	<p><b>For Support:</b>            - Guided notes on each short story            - Practice annotations through class discussion and modeling during Socratic Seminars            - Models for written responses from released AP Sample Essays            - Peer Editing lessons</p> <p><b>For Enhancement:</b>            - Supplemental multiple choice practice sections through AP Test Prep Workbooks            - Supplemental passage analysis practice through AP Test Prep Workbooks            - Supplemental literary criticism analysis and writings</p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p>	<p><b>Formative Assessment:</b>            - 2 Close Reading Passage Analyses: 1 – 2 paragraphs each            - 4 Socratic Seminars: groups will identify an Essential Question for their assigned short story, as well as develop Follow-up Questions on it, to help lead a discussion of their given story. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b>            - 2 Formal Essays on two short stories: 4 – 6 paragraph essay on a thematic question</p>

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<p>Emily”, “Miss Brill”, and “Araby”</p> <p><b>Objective of Unit:</b>            - Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in various short stories, and state how each author uses these devices to achieve a specific Purpose in each work.            - Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</p>			<ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>21<sup>st</sup> Century Standards</i>            8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i>            8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i>            9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Sonnet Unit</b></p> <p><i>Description of Unit:</i> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to various Sonnets, ranging from the Renaissance Era through the Modern Period. Students will identify and analyze how each poet utilizes Meter, Rhyme, Diction, Form, Speaker, Tone, Mood, and other various poetic devices to create and enhance Purpose in various Sonnets. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading poetry analysis, and essay writing.</p>	2 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on each poem</li> <li>- Practice annotations through class discussion and modeling during Socratic Seminars</li> <li>- Models for written responses from released AP Sample Essays</li> <li>- Peer Editing lessons</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>- Supplemental multiple choice practice sections through AP Test Prep Workbooks</li> <li>- Supplemental poetry analysis practice through AP Test Prep Workbooks</li> <li>- Supplemental literary criticism analysis and writings</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>• RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 2 Close Reading Poetry Analyses: 1 – 2 paragraphs each</li> <li>- 4 Socratic Seminars: groups will identify an Essential Question for their assigned Sonnet, as well as develop Follow-up Questions on it, to help lead a discussion of their given poem. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 2 Formal Essays on two Sonnets: 4 – 6 paragraph essay on a thematic question</li> </ul>

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<p><b>Materials in Unit:</b>            - Sonnet Project Packet, with works by Shakespeare, Wordsworth, Billy Collins, Wyatt, Spencer, Herbert, Sydney, Claude McKay, Donne, Whittier, Sassoon, Pope, Owen, Lowell, P.B. Shelley, and Browning.            - Various student-researched Sonnets not covered in the above packet.</p> <p><b>Objective of Unit:</b>            - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to various Sonnets.            - Students will be able to identify and analyze how each poet utilizes Meter, Rhyme, Diction, Form, Speaker, Tone, Mood,</p>			<ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i>            8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i>            8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i>            9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>and other various poetic devices to create and enhance Purpose in various Sonnets.</p> <p>- Students will be able to apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading poetry analysis, and essay writing.</p>				
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>The Metamorphosis</i> (Independent Read)</p> <p><b>Description of Unit:</b> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises</p>	1 week	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on the novella</li> <li>- Practice annotations through class discussion and modeling during Socratic Seminars</li> <li>- Models for written responses from released</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJLSA.R1, NJLSA.R2, NJLSA.R3, NJLSA.R7, NJLSA.R8, NJLSA.R10, RL.11-12.1, RL.11-12.2,</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 2 Close Reading Passage Analyses: 1 – 2 paragraphs each</li> <li>- 3 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop</li> </ul>

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<p>and activities related to <i>The Metamorphosis</i>. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novella. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b> - <i>The Metamorphosis</i> by Franz Kafka</p> <p><b>Objective of Unit:</b> - Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>The Metamorphosis</i>, and state how Kafka uses these</p>		<p>AP Sample Essays - Peer Editing lessons</p> <p><b>For Enhancement:</b> - Supplemental multiple choice practice sections through AP Test Prep Workbooks - Supplemental passage analysis practice through AP Test Prep Workbooks - Supplemental literary criticism analysis and writings</p>	<p>RL.11-12.9, RI.11-12.2, RI.11-12, NJLSA.W1, NJLSA.W4, NJLSA.W6, NJLSA.W9, NJLSA.SL3, NJLSA.SL4, NJLSA.L1, NJLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>● RH.11-12.1, RH.11-12.4, NJLSA.W5, NJLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul>	<p>Follow-up Questions on it, to help lead a discussion of their section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b> - 1 Formal Essay on the novella: 4 – 6 paragraph essay on a thematic question - 1 Data Sheet (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes) as prep for the FRQ on the AP Exam</p>



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<p>devices to achieve a specific Purpose in his novella.</p> <p>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</p>			<p><i>Technology Standards</i></p> <p>8.2:</p> <ul style="list-style-type: none"> <li>• 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> <li>• 9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>Ethan Frome</i> (Independent Read)</p> <p><b>Description of Unit:</b></p> <p>- This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Ethan Frome</i>. Students will identify and analyze</p>	1 week	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on the novel</li> <li>- Practice annotations through class discussion and modeling during Socratic Seminars</li> <li>- Models for written responses from released AP Sample Essays</li> <li>- Peer Editing lessons</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1,</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 2 Close Reading Passage Analyses: 1 – 2 paragraphs each</li> <li>- 2 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop Follow-up Questions on it, to help lead a discussion of their</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novel. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b> - <i>Ethan Frome</i> by Edith Wharton</p> <p><b>Objective of Unit:</b> - Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>Ethan Frome</i>, and state how Wharton uses these devices to achieve a specific Purpose in her novel. - Students will be able to an AP-level written</p>		<p><b>For Enhancement:</b> - Supplemental multiple choice practice sections through AP Test Prep Workbooks - Supplemental passage analysis practice through AP Test Prep Workbooks - Supplemental literary criticism analysis and writings</p>	<p>NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i> <i>8.1:</i></p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i> <i>8.2:</i></p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4,</li> </ul>	<p>section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b> - 1 Formal Essay on the novel: 4 – 6 paragraph essay on a thematic question - 1 Data Sheet (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes) as prep for the FRQ on the AP Exam</p>

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analysis of various parts of the work and support their claims with specific evidence from the text.			8.2.12.B.5 <i>21<sup>st</sup> Century Standards</i> 9.2: • 9.2.12.C.8	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>1984</i></p> <p><b>Description of Unit:</b> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>1984</i>. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novel. They will apply these analyses</p>	3.5 weeks	<p><b>For Support:</b> - Guided notes on the novel and various excerpts - Practice annotations through class discussion and modeling during Socratic Seminars - Models for written responses from released AP Sample Essays - Peer Editing lessons</p> <p><b>For Enhancement:</b> - Supplemental multiple choice practice sections</p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3,</li> </ul>	<p><b>Formative Assessment:</b> - 4 Close Reading Passage Analyses: 1 – 2 paragraphs each - 6 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop Follow-up Questions on it, to help lead a discussion of their section. Class participation, including the ability to support a claim with evidence from</p>

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<p>to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b></p> <ul style="list-style-type: none"> <li>- <i>1984</i> by George Orwell</li> <li>- Excerpts from Orwell's reportage (<i>Politics and the English Language</i>, <i>The Prevention of Literature</i>)</li> </ul> <p><b>Objective of Unit:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>1984</i>, and state how Orwell uses these devices to achieve a specific Purpose in his novel.</li> <li>- Students will be able to an AP-level written analysis of various parts</li> </ul>		<p>through AP Test Prep Workbooks</p> <ul style="list-style-type: none"> <li>- Supplemental passage analysis practice through AP Test Prep Workbooks</li> <li>- Supplemental literary criticism analysis and writings</li> </ul>	<p>NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards 9.2:</i></p>	<p>the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 Formal Essay on the novel: 4 – 6 paragraph essay on a thematic question</li> <li>- 1 Data Sheet as prep for the FRQ on the AP Exam (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes)</li> </ul>

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of the work and support their claims with specific evidence from the text. - Students will be able to identify and evaluate various ways Orwell presents social criticism in his novel and apply these critiques to our modern world.			<ul style="list-style-type: none"> <li>9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<i>Heart of Darkness</i>  <b>Description of Unit:</b> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Heart of Darkness</i> . Students will identify and	2 weeks	<b>For Support:</b> - Guided notes on the novel and various excerpts - Practice annotations through class discussion and modeling during Socratic Seminars - Models for written responses from released AP Sample Essays	<i>NJSLS – ELA:</i> <ul style="list-style-type: none"> <li>NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-</li> </ul>	<b>Formative Assessment:</b> - 4 Close Reading Passage Analyses: 1 – 2 paragraphs each - 4 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop Follow-up Questions on it, to help lead a

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novella. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b>  - <i>Heart of Darkness</i> by Joseph Conrad  - Chinua Achebe's essay, "An Image of Africa: Racism in Conrad's 'Heart of Darkness'"</p> <p><b>Objective of Unit:</b>  - Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>Heart of Darkness</i>, and state how</p>		<p>- Peer Editing lessons</p> <p><b>For Enhancement:</b>  - Supplemental multiple choice practice sections through AP Test Prep Workbooks  - Supplemental passage analysis practice through AP Test Prep Workbooks  - Supplemental literary criticism analysis and writings</p>	<p>12, NJLSA.W1, NJLSA.W4, NJLSA.W6, NJLSA.W9, NJLSA.SL3, NJLSA.SL4, NJLSA.L1, NJLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>RH.11-12.1, RH.11-12.4, NJLSA.W5, NJLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards 8.2:</i></p>	<p>discussion of their section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b>  - 1 Formal Essay on the novel: 4 – 6 paragraph essay on a thematic question  - 1 Data Sheet as prep for the FRQ on the AP Exam (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes)</p>

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<p>Conrad uses these devices to achieve a specific Purpose in his novella.</p> <ul style="list-style-type: none"> <li>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</li> <li>- Students will be able to evaluate <i>Heart of Darkness</i> as Colonial Literature and judge its relevance and level of importance when contrasted with Post-Colonial Literature.</li> </ul>			<ul style="list-style-type: none"> <li>• 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> <li>• 9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>Things Fall Apart</i></p> <p><b>Description of Unit:</b></p> <ul style="list-style-type: none"> <li>- This unit has been</li> </ul>	2 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on the novel and various excerpts</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJLSA.R1, NJLSA.R2, NJLSA.R3,</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 3 Socratic Seminars: groups will identify an Essential Question for</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Things Fall Apart</i>. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novel. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b>  - <i>Things Fall Apart</i> by Chinua Achebe  - Chimamanda Ngozi Adichie's Ted Talk: "The danger of a single story"</p> <p><b>Objective of Unit:</b>  - Students will be able to</p>		<p>- Practice annotations through class discussion and modeling during Socratic Seminars  - Models for written responses from released AP Sample Essays  - Peer Editing lessons</p> <p><b>For Enhancement:</b>  - Supplemental multiple choice practice sections through AP Test Prep Workbooks  - Supplemental passage analysis practice through AP Test Prep Workbooks  - Supplemental literary criticism analysis and writings</p>	<p>NJSLSA.R7,  NJSLSA.R8,  NJSLSA.R10,  RL.11-12.1,  RL.11-12.2,  RL.11-12.9,  RI.11-12.2, RI.11-12, NJSLSA.W1,  NJSLSA.W4,  NJSLSA.W6,  NJSLSA.W9,  NJSLSA.SL3,  NJSLSA.SL4,  NJSLSA.L1,  NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>• RH.11-12.1,  RH.11-12.4,  NJSLSA.W5,  NJSLSA.W7,  RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>• CRP2, CRP4,  CRP 7, CRP11,  CRP12</li> </ul>	<p>their portion of the story, as well as develop Follow-up Questions on it, to help lead a discussion of their section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <ul style="list-style-type: none"> <li>- 1 Reaction Paper to Adichie's "The Danger of a Single Story"</li> <li>- 1 Response Paper to Achebe's Style Comparison (modern vs 'Igbo')</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 Formal Essay on the novel: 4 – 6 paragraph essay on a thematic question</li> <li>- 1 Data Sheet as prep for the FRQ on the AP Exam (Historical &amp; Biographical info, Plot, Important Quotes,</li> </ul>



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<p>identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>Things Fall Apart</i>, and state how Achebe uses these devices to achieve a specific Purpose in his novel.</p> <p>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</p> <p>- Students will be able to evaluate <i>Things Fall Apart</i> as Post-Colonial Literature and judge its relevance and level of importance as a work of African Literature, especially as related to Adichie’s Ted Talk, “The danger of a single story.”</p>			<p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i> 8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	<p>Character significance, Setting, Symbols, Themes)</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>Remains of the Day</i></p> <p><b>Description of Unit:</b> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Remains of the Day</i>. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novel. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b> - <i>Remains of the Day</i> by Kazuo Ishiguro</p> <p><b>Objective of Unit:</b></p>	2 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on the novel and various excerpts</li> <li>- Practice annotations through class discussion and modeling during Socratic Seminars</li> <li>- Models for written responses from released AP Sample Essays</li> <li>- Peer Editing lessons</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>- Supplemental multiple choice practice sections through AP Test Prep Workbooks</li> <li>- Supplemental passage analysis practice through AP Test Prep Workbooks</li> <li>- Supplemental literary criticism analysis and writings</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>• RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 3 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop Follow-up Questions on it, to help lead a discussion of their section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 Formal Essay on the novel: 4 – 6 paragraph essay on a thematic question</li> <li>- 1 Data Sheet as prep for the FRQ on the AP Exam (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes)</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>- Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in <i>Remains of the Day</i>, and state how Ishiguro uses these devices to achieve a specific Purpose in his novel.</p> <p>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</p> <p>- Students will be able to evaluate <i>Remains of the Day</i> as Post-Colonial Literature and compare its purpose and point of view to that of <i>Things Fall Apart</i> and <i>Heart of Darkness</i>.</p>			<ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i> 8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>Othello</i> or <i>The Tempest</i></p> <p><b>Description of Unit:</b> - This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to Shakespeare's play. Students will identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, and Point of View in the novel. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading passage analysis, and essay writing.</p> <p><b>Materials in Unit:</b> - <i>Othello</i> or <i>The Tempest</i> by William Shakespeare</p> <p><b>Objective of Unit:</b></p>	4 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on the play and various excerpts</li> <li>- Practice annotations through class discussion and modeling during Socratic Seminars</li> <li>- Models for written responses from released AP Sample Essays</li> <li>- Peer Editing lessons</li> <li>- In-class staging of key elements of the play</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>- Supplemental multiple choice practice sections through AP Test Prep Workbooks</li> <li>- Supplemental passage analysis practice through AP Test Prep Workbooks</li> <li>- Supplemental literary criticism analysis and writings</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• NJLSA.R1, NJLSA.R2, NJLSA.R3, NJLSA.R7, NJLSA.R8, NJLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJLSA.W1, NJLSA.W4, NJLSA.W6, NJLSA.W9, NJLSA.SL3, NJLSA.SL4, NJLSA.L1, NJLSA.L4,</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>• RH.11-12.1, RH.11-12.4, NJLSA.W5, NJLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p>	<p><b>Formative Assessment:</b> - 5 Socratic Seminars: groups will identify an Essential Question for their portion of the story, as well as develop Follow-up Questions on it, to help lead a discussion of their section. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.</p> <p><b>Summative Assessment:</b> - 1 Formal Essay on the play: 4 – 6 paragraph essay on a thematic question - 1 Data Sheet as prep for the FRQ on the AP Exam (Historical &amp; Biographical info, Plot, Important Quotes, Character significance, Setting, Symbols, Themes)</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>- Students will be able to identify and analyze Character, Theme, Symbolism, Tone, Mood, Setting, Poetic devices, Elements of Drama, and Point of View in <i>Othello</i> or <i>The Tempest</i>, and state how Shakespeare uses these devices to achieve a specific Purpose in his play.</p> <p>- Students will be able to an AP-level written analysis of various parts of the work and support their claims with specific evidence from the text.</p>			<ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i> 8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Poetry Unit</p> <p><i>Description of Unit:</i></p>	<p>5 weeks</p>	<p><b>For Support:</b> - Guided notes on each poem</p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>● NJSLSA.R1, NJSLSA.R2,</li> </ul>	<p><b>Formative Assessment:</b> - 2 Close Reading Poetry Analyses: 1 – 2</p>

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<p>- This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to various poems, ranging from the Renaissance Era through the Modern Period. Students will identify and analyze how each poet utilizes Meter, Rhyme, Diction, Form, Speaker, Tone, Mood, and other various poetic devices to create and enhance Purpose in various poems. They will apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading poetry analysis, and essay writing.</p> <p><b>Materials in Unit:</b>                      - <i>Literature: An Introduction to Reading</i></p>		<p>- Practice annotations through class discussion and modeling during Socratic Seminars                      - Models for written responses from released AP Sample Essays                      - Peer Editing lessons</p> <p><b>For Enhancement:</b>                      - Supplemental multiple choice practice sections through AP Test Prep Workbooks                      - Supplemental poetry analysis practice through AP Test Prep Workbooks                      - Supplemental literary criticism analysis and writings</p>	<p>NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul>	<p>paragraphs each                      - 4 – 6 Socratic Seminars: groups will identify an Essential Question for their assigned poems, as well as develop Follow-up Questions on it, to help lead a discussion of their given poem. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor.                      - 3 Multiple Choice AP Exam Practice Sections</p> <p><b>Summative Assessment:</b>                      - 2 Formal Essays on two poems: 4 – 6 paragraph essay on a thematic question</p>

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<p><i>and Writing: 4<sup>th</sup> edition</i>, ed. Edgar V. Roberts            - Selected poetry from various AP Exam Prep books and general AP resources including, but not limited to the following”            - “Dulce et Decorum Est”, “The Man He Killed”, “Pathedy”, “Naming of Parts”, “Digging”, “Dover Beach”, “Getting Out”, “Blackberry Picking”, “The Accident”, “Woman’s World”, “Schoolsville”, “Chemistry Experiment”, “On First Looking into Chapman’s Homer”, “Bright Star”, “Mid-term Break”, and “Ode to a Nightingale”</p> <p><b>Objective of Unit:</b>            - This unit has been designed to develop students' reading, writing,</p>			<p><i>Technology Standards</i>            8.1:  <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <i>Technology Standards</i>            8.2:  <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <i>21<sup>st</sup> Century Standards</i>            9.2:  <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul> </p>	

<b>Unit Topic</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p>thinking, and language skills through exercises and activities related to various poetry.</p> <ul style="list-style-type: none"> <li>- Students will be able to identify and analyze how each poet utilizes Meter, Rhyme, Diction, Form, Speaker, Tone, Mood, and other various poetic devices to create and enhance Purpose in various poems.</li> <li>- Students will be able to apply these analyses to the various skills required on the AP Exam, including multiple choice sections, close reading poetry analysis, and essay writing.</li> </ul>				



Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Book Review Project</p> <p><b>Description of Unit:</b> - This unit has been designed to assist students' ability to succeed on the Free Response Question on the AP Exam by reviewing in detail all novels and plays that can be used on the AP Exam that they have read in high school.</p> <p><b>Materials in Unit:</b> - Completed Data Sheets from throughout the year - The Internet, to research key facts about each work done in high school - List of FRQ questions from previous Released AP Exams</p> <p><b>Objective of Unit:</b> - Students will be able to complete and review a Data Sheet for each novel and play read in high</p>	2 weeks	<p><b>For Support:</b> - Guided notes on each work - Practice annotations through class discussion and modeling during Socratic Seminars - Peer Review lessons on each work</p> <p><b>For Enhancement:</b> - Supplemental multiple choice practice sections through AP Test Prep Workbooks - Supplemental essay practice through AP Test Prep Workbooks - Supplemental literary criticism analysis and writings</p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</li> </ul> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p>	<p><b>Formative Assessment:</b> - 4 Socratic Seminars: groups will identify an Essential Question for each of their assigned literary works, as well as develop Follow-up Questions on it, to help lead a discussion of their given works. Class participation, including the ability to support a claim with evidence from the text, will be judged by the instructor. - A Data Sheet for each work studied in High School</p> <p><b>Summative Assessment:</b> - Each student will write an introduction to a previously released FRQ for each of their selected Focus Works.</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>school, in preparation for the book selection process required for the FRQ on the AP Exam.</p> <ul style="list-style-type: none"> <li>- Students will be able to match each literary work with at least 3 previous FRQ Exam Questions</li> <li>- Students will be able to select 5 works studied in high school that they feel they know best, choose a previous FRQ for each work, and write an introductory paragraph for each question, including a detailed Thesis Statement.</li> </ul>			<ul style="list-style-type: none"> <li>● CRP2, CRP4, CRP 7, CRP11, CRP12</li> </ul> <p><i>Technology Standards</i></p> <p>8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i></p> <p>8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	
Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Film Studies Unit	5 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>- Guided notes on each</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>● NJSLSA.R1,</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- 5 Socratic Seminars:</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Description of Unit:</b>            - This unit has been designed to develop students' analytic skills through an exploration of film. Students will identify and analyze how each film utilizes Set Design, Cinematography, Acting, Directing, Music, Sound, Editing, and other various film techniques to create and enhance Purpose in each film. They will apply the skills of literary analysis to the study of film.</p> <p><b>Materials in Unit:</b>            - <i>Film Analysis: A Norton Reader</i>            - Various film analysis resources found online            - <i>Metropolis</i> by Fritz Lang            - <i>Hugo</i> by Martin Scorsese            - <i>Rope</i> by Alfred Hitchcock</p>		<p>work            - Practice annotations through class discussion and modeling</p> <p><b>For Enhancement:</b>            - Supplemental film criticism analysis and writings</p>	<p>NJSLSA.R2,            NJSLSA.R3,            NJSLSA.R7,            NJSLSA.R8,            NJSLSA.R10,            RL.11-12.1,            RL.11-12.2,            RL.11-12.9,            RI.11-12.2, RI.11-12,            NJSLSA.W1,            NJSLSA.W4,            NJSLSA.W6,            NJSLSA.W9,            NJSLSA.SL3,            NJSLSA.SL4,            NJSLSA.L1,            NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> <li>• RH.11-12.1,              RH.11-12.4,              NJSLSA.W5,              NJSLSA.W7,              RST.11-12.7</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>• CRP2, CRP4,              CRP 7, CRP11,</li> </ul>	<p>groups will identify an Essential Question for each of their assigned film, as well as develop Follow-up Questions on it, to help lead a discussion of their given film. Class participation, including the ability to support a claim with evidence from the film, will be judged by the instructor.</p> <p>- A Guided Question sheet for each film</p> <p><b>Summative Assessment:</b>            - Each student will read a formal analysis of each film and write a response paper, either on a given question or on a self-chosen topic.</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>- <i>Rear Window</i> by Alfred Hitchcock  - <i>Hero</i> by Zhang Yimou</p> <p><b>Objective of Unit:</b>  - Students will be able to apply the skills of literary analysis to the study of film.</p>			<p>CRP12</p> <p><i>Technology Standards</i>  8.1:</p> <ul style="list-style-type: none"> <li>● 8.1.12.D.1, 8.1.12.E.1,</li> </ul> <p><i>Technology Standards</i>  8.2:</p> <ul style="list-style-type: none"> <li>● 8.2.12.B.4, 8.2.12.B.5</li> </ul> <p><i>21<sup>st</sup> Century Standards</i>  9.2:</p> <ul style="list-style-type: none"> <li>● 9.2.12.C.8</li> </ul>	

#### XIV. Appendices