



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION*

Grade 12

Prerequisites: ELA III Honors, Teacher's Recommendation

5 credits

ABSTRACT

The definitive goal of this course is to engage students in the careful reading and critical analysis of imaginative literature. Accordingly, throughout the course students will be exposed to literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. Upon the completion of this course, students will have addressed the following: historical and cultural connections and their impact on literature; structure, style, and themes found in prose and poetry; and elements such as figurative language, imagery, symbolism, and tone found in prose and poetry. Each novel, drama, and/or poem read will be discussed, critiqued, and analyzed thoroughly. After such critiques of literature in each unit, the students will be given sample and former AP Literature and Composition multiple choice and essay tests to help them prepare for the actual exam in May.

*A more comprehensive syllabus is provided to the College Board, outlining exactly how the course meets college level requirements.

AP Literature and Composition Scoring Component Requirements

- **SC1** The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.
- **SC2** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.
- **SC3** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style and themes.
- **SC4** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's social, cultural and/or historical values.
- **SC5** The course includes frequent opportunities for students to write and rewrite timed, in-class responses.
- **SC6** The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.
- **SC7** The course requires writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).
- **SC8** The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.
- **SC9** The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality.
- **SC10** The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's social, historical and/or cultural values.
- **SC11** The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.
- **SC12** The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a variety of sentence structures.
- **SC13** The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.
- **SC14** The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.
- **SC15** The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

Pacing Guide for AP Literature and Composition**

UNIT*	WEEKS	Reading Units	Writing Units*	Standards (NJSLS)
Unit 1: <i>Schisms and Divisions:</i> <i>Übermensch and the Superman Theory</i>	10-12 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Close-Reading (Answer “Big” Questions with Evidence) ○ Analyzing Complex Characters ○ Developing Argumentative Skills through Writing, Speaking, and Listening ● Comparative fiction, poetry, and/or nonfiction selections with similar themes Core Text: <i>Crime and Punishment</i>	● Comparative Essay on two texts (Summer Reading) ● Free Response Essay (Summer Reading) ● Free Response Assessment on <i>Crime and Punishment</i> and/or other selected text(s) ● College Application Essay Writing	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
	Benchmark #1	Reading Literature: Prose	Free Response Essay	English Language Arts RL.11-12.1-11-12.10 W.11-12.2 W.11-12.4-11-12.10 L.11-12.1-11-12.6

Unit 2: <i>Women & Disease in Literature</i>	3-4 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Understanding Realism ○ Gender Roles-Feminist Theory ○ How Authors use Disease and Stereotypes for Social and Political Commentary ● Comparative fiction, poetry, and/or nonfiction selections with similar themes Core Text: <i>A Doll's House</i>	● Choice Assessment on <i>A Doll's House</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
Unit 3: <i>Ancient Greek Tragedy: Sophocles</i>	4-5 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Elements of a Greek tragedy/theatre ○ Irony ● Comparative fiction, poetry, and/or nonfiction selections with similar themes Core Text: <i>Oedipus Rex & Antigone</i>	● Choice Assessment on <i>Oedipus Rex</i>, <i>Antigone</i>, and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1

				8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
	Benchmark #2	Reading Literature: Prose (Drama)	Prose Essay	English Language Arts RL.11-12.1-11-12.10 W.11-12.1 W.11-12.4-11-12.10 L.11-12.1-11-12.6
Unit 4: <i>Early Modern Tragedy: Shakespeare</i>	6-8 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Compare and contrast Greek Tragedy with Shakespearean Tragedy, Understanding Early Modern English, Literary Devices ○ Sonnets and Renaissance poetry ● Comparative fiction, poetry and/or nonfiction selections with similar themes Core Text: <i>Hamlet</i>	● Argumentative Assessment on <i>Hamlet</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life

				Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
Unit 5: <i>Transcending Time and Space through Poetry and Storytelling</i>	6-8 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Comprehending and Analyzing Poetry ○ Poetic & Literary Devices ○ Understanding Purpose and Audience in Prose ● Comparative fiction and/or nonfiction selections with similar themes Core Text: Various poems in <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition	● Poetry Analysis	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4

	Benchmark #3	Reading Literature: Poetry	Poetry Essay	English Language Arts RL.11-12.1-11-12.10 W.11-12.3-11-12.10 L.11-12.1-11-12.6
Unit 6: <i>Modern Tragedy:</i> <i>Miller</i>	4-5 Weeks	● Drama, Fiction and/or Nonfiction ○ Focus: Compare and Contrast Modern Tragedy with Greek and Shakespearean Tragedy ○ Symbolism ○ Film Comparison ● Comparative fiction and/or nonfiction selections with similar themes Core Text: <i>Death of a Salesman</i>	● Choice Assessment on <i>Death of a Salesman</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4

*A variety of essays and skill checkpoints are completed throughout the year in addition to the assessments listed.

**Senior AP Literature and Composition students read five independent reading novels. Some are selected for students and others are student choice. All require a project, writing, and/or oral assessment.

Supplemental/Book Report/Summer Reading Choices (subject to change based on student surveys and interest):

1984 (1949) by George Orwell- British

The Awakening (1899) by Kate Chopin- American
Invisible Man (1952) by Ralph Ellison- American
Othello (1565) by William Shakespeare- British
Things Fall Apart (1958) by Chinua Achebe- Nigerian
 Other books of literary merit as deemed by AP College Board standards

Unit #: Unit Title	Unit 1: <i>Schisms and Divisions: Übermensch and the Superman Theory</i>	Unit 2: <i>Women & Disease in Literature</i>	Unit 3: <i>Ancient Greek Tragedy: Sophocles</i>
Number of Days/Weeks	10-12 Weeks	4-5 Weeks	4-5 Weeks
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1

	Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4	Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4	Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• there is sanctity in human life. • it is a natural part of human life to feel the need to be part of society rather than to be isolated from it. • human beings are imperfect and that they should not be hastily and harshly judged by others unaware of their problems. • literature offers timeless insights into the human condition; as we study literature, we study ourselves. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	• the environment that individuals inhabit plays a large role in who they become. • often our identity is suffocated by our assumed gender role and society's expectations of us. • our place in the universe is often predetermined by our social status, gender, and reputation. • literature offers timeless insights into the human condition; as we study literature, we study ourselves. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	• cultural and historical knowledge contributes to the analysis and appreciation of literature. • humans are not consistently logical, fair, or predictable. • literature provokes a discussion of fate and/or the consequences of choice. • the story of Oedipus has impacted literary theory and other prose since it was first performed in ancient Greece. • situational and dramatic irony can be used to illuminate the author's purpose. • Oedipus is a classic tragic hero. • conflict drives the plot forward. • analysis of literature is an ongoing process and involves close study of the text through annotation, re-reading, and writing about the work.

			● Freud’s approach to analyzing literature was influenced by the story of Oedipus. ● Sophocles was an ancient Greek playwright (and priest, general, etc.) whose theater innovations included adding a third actor, expanding chorus, and painting sets. ● Sophocles’ play (specifically <i>Oedipus the King</i>) is still read and performed today because it is the prime example of a Greek tragedy, with extensions into psychology (i.e. Freud’s Oedipal complex) and other literature (e.g. Hamlet). ● Oedipus is a complex character who elicits a wide range of emotions from the reader/audience. He is relatable because he is human, with flaws and imperfections that contribute to his downfall. ● Oedipus is developed through: 1) introductory biographical details; 2) his dialogue and decisions; 3) what other characters say about him; 4) his interactions with other characters.
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			• literature offers timeless insights into the human condition; as we study literature, we study ourselves. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	Reading: • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? • How does an author's style and technique enhance the meaning and significance of a work of literature? • What is considered immoral? • Can reason and conscience be a guiding force and stop crime? • Why does hate and despair consume people?	Reading: • What is the role of the reader in texts? • How does context shape content? • How do readers recognize and writers use elements of good literature? • How can a reader recognize truth in text? • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? • How does an author's style and technique enhance the	Reading: • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? • How does an author's style and technique enhance the meaning and significance of a work of literature? • Do we control our destinies? • Why was the idea of fate important to the Greeks and how is this made evident in the plays? • What were Sophocles' major achievements and contributions to theater?

	• If we are faced with poverty, how do we deal with it? • What happens after death? • How much does materialism affect us? • What is the effect of violence and poverty? • What is a woman's role in a family? Society? • What is the significance of poverty? • What is the significance of fate? • How does society's situation reflect the people? • Does an evil person deserve being murdered? • How does setting or location impact people? • How does money influence actions? • Is money and power the most essential thing? • Is pride most valuable? • Does being practical make one selfish and inhumane? • What does Dostoevsky want us to realize about society? • Why do people need to feel superior? • How significant is our past to our lives today? • Who deserves to live? Who deserves to die? • Are some people above the law?	meaning and significance of a work of literature? • What is the definition of freedom? • Does social responsibility impede the rights of the individual? • What are society's expectations for mothers? • What are society's expectations for fathers? • Can a person contradict these expectations and still be a good mother or father? • Do society's expectations prevent a parent's individual growth? • Are society's expectations of parents outdated in today's world? • What makes us who we are? • What happens to the individual who does not conform to society's expectations? • How do gender roles affect our identity and society's expectations of us? • What is man's place in the universe? • How does Ibsen deal with identity, societal expectations, and gender in <i>A Doll's House</i>?	• What are the key attributes and typical structure of a Greek tragedy? • What are the enduring/universal themes that make this play relevant today? • What elements of tragedy are evident in the plays? • What irony is evident? Why is irony an important part of tragedy? • Is Oedipus his own worst enemy or a victim of fate? • How did the tale of Oedipus influence Freud's approach to analyzing literature? • How does the idea of hamartia apply to Oedipus? • How did ideas around gender roles contribute to the tragedy in <i>Antigone</i>? • Is it more important to be right than to be happy? • Can a leader show uncertainty and maintain leadership? • What happens when laws and morals conflict? Writing (Prose Essay): • How does one accurately respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam?
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	• Is it necessary to conform to society? • What is insanity? • Why do people sacrifice for others? Even when they don't deserve the sacrifice? • What makes this book worthy of our attention? How does it connect to life today? • How do societies of the past impact society now? • Is Dostoevsky criticizing people in all cities, just Russians, or just those in St. Petersburg? • How does insanity affect rationality? • How do you establish someone's worth? • Is punishment only internal? Writing: (College Essay) • How do you convey a powerful moment in writing? • What makes a strong personal essay? • How does the writing process enhance the final product?	Writing (Free Response Essay): • How does one accurately respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam? • How does a writer move from "what" to "why" and "how"? How can a writer show how literary devices contribute to the meaning of the text? • Why do writers use the literary present tense? • What is the purpose of the conclusion? • How can a writer determine whether or not a specific fits the question and is of literary merit? • Why is it important to have a clear understanding of the characters and plot before writing about a major theme? • How does a writer effectively provide specific details from the text?	• How does a writer move from "what" to "why" and "how"? How can a writer show how literary devices contribute to the meaning of the text? • Why do writers use the literary present tense? • What is the purpose of the conclusion? • How does a writer effectively provide specific details from the text? • How does a writer choose the one or two literary elements to explore that are most effective? • How does a writer show how these literary elements are most effective (analysis)?
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	(Free Response Essay) • How does one accurately respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam? • How does a writer move from “what” to “why” and “how”? How can a writer show how literary devices contribute to the meaning of the text? • Why do writers use the literary present tense? • What is the purpose of the conclusion? • How can a writer determine whether or not a specific fits the question and is of literary merit? • Why is it important to have a clear understanding of the characters and plot before writing about a major theme? • How does a writer effectively provide specific details from the text?		

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Socratic Seminars • Critical and Analytical Discussions • Prose and Poetry Analysis • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Practice AP Assessments (MC and Essays) • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics	• Socratic Seminars • Critical and Analytical Discussions • Prose and Poetry Analysis • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Practice AP Assessments (MC and Essays) • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics	• Socratic Seminars • Critical and Analytical Discussions • Prose and Poetry Analysis • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Practice AP Assessments (MC and Essays) • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	• Benchmark Assessments • Homework • Tests/Quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language	• Benchmark Assessments • Homework • Tests/Quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language	• Benchmark Assessments • Homework • Tests/Quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language

RESOURCES:	<u>Recommended Text:</u> • <i>Crime and Punishment</i> by Fyodor Dostoevsky <u>Supplemental Texts:</u> • <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition • <i>New York Times</i> nonfiction essay about novel and Simon Karlinsky's suggestion to use "Dostoevsky as Rorschach Test" • Short texts, poetry, and essays-as selected • Excerpts from <i>How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines</i> by Thomas C. Foster <u>Supplemental Online Resources:</u> College Essays: • https://bigfuture.collegeboard.org/get-in/essays • http://www.commonapp.org/ • http://blog.prepscholar.com/college-essay-examples-that-worked-expert-analysis College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition	<u>Recommended Texts:</u> • <i>A Doll's House</i> by Henrik Ibsen <u>Supplemental Texts:</u> • <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition • "The Yellow Wallpaper" by Charlotte Perkins Gilman • Articles and literary theory pertaining to <i>A Doll's House</i>, <i>The Awakening</i>, and "The Yellow Wallpaper" • Additional short texts, poetry, and essays-as selected • Excerpts from <i>How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines</i> by Thomas C. Foster <u>Supplemental Online Resources:</u> College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/classroom-resources?course=ap-en	<u>Recommended Texts:</u> • <i>Oedipus Rex</i> and <i>Antigone</i> by Sophocles <u>Supplemental Texts:</u> • <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition • Excerpts from Aristotle's <i>Poetics</i> • "Jocasta" by Ruth Eisenberg • "My Oedipus Complex" by Frank O'Connor • Additional short texts, poetry, and essays-as selected <u>Supplemental Online Resources:</u> College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/classroom-resources?course=ap-en • https://apcommunity.collegeboard.org/web/apenglish Test Prep Resources: • http://www.highschooltestprep.com/ap/english-literature/
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	• https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/classroom-resources?course=ap-english-literature-and-composition • https://apcommunity.collegeboard.org/web/apenglish Test Prep Resources: • http://www.highschooltestprep.com/ap/english-literature/ • https://www.varsitytutors.com/ap_literature-practice-tests AP Score Calculator: • http://appass.com/calculators/englishliterature Shmoop: • http://www.shmoop.com/ LitCharts: • http://www.litcharts.com/ AP Lit Help: • http://www.aplithelp.com/ Purdue Owl (MLA): • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/ReadMe.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar	english-literature-and-composition • https://apcommunity.collegeboard.org/web/apenglish Test Prep Resources: • http://www.highschooltestprep.com/ap/english-literature/ • https://www.varsitytutors.com/ap_literature-practice-tests AP Score Calculator: • http://appass.com/calculators/englishliterature Shmoop: • http://www.shmoop.com/ LitCharts: • http://www.litcharts.com/ AP Lit Help: • http://www.aplithelp.com/ Purdue Owl (MLA): • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/ReadMe.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature • http://www.loudlit.org/	• https://www.varsitytutors.com/ap_literature-practice-tests AP Score Calculator: • http://appass.com/calculators/englishliterature Shmoop: • http://www.shmoop.com/ LitCharts: • http://www.litcharts.com/ AP Lit Help: • http://www.aplithelp.com/ Purdue Owl (MLA): • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/ReadMe.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature • http://www.loudlit.org/ Listenwise • https://listenwise.com/ Ted Talks • https://www.ted.com/talks NewsELA • https://newsela.com/
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	Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature • http://www.loudlit.org/ Listenwise • https://listenwise.com/ Ted Talks • https://www.ted.com/talks NewsELA • https://newsela.com/ CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/ • https://www.youtube.com/education	Listenwise • https://listenwise.com/ Ted Talks • https://www.ted.com/talks NewsELA • https://newsela.com/ CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/ • http://www.teachertube.com/ • https://www.youtube.com/education Historical Primary Texts: -http://www.read.gov/educators/ -http://www.loc.gov/teachers/classroommaterials/primarysourcesets/	CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/ • http://www.teachertube.com/ • https://www.youtube.com/education Historical Primary Texts: -http://www.read.gov/educators/ -http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ Online/Technology Tools • Google Classroom • YouTube • iTunesU • Wordle • Prezi
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	Historical Primary Texts: -http://www.read.gov/educators/ -http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ -http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools • Google Classroom • YouTube • iTunesU • Wordle • Prezi • Wix • http://50ways.wikispaces.com/ Teacher Resources • https://www.nytimes.com/section/learning • https://www.readworks.org/ • https://www.tes.com/lessons • https://www.booksource.com/SearchResults.aspx • http://jerrywbrown.com/ • http://www.penguin.com/services-shared/teachersguides/ • http://www.glencoe.com/sec/literature/litlibrary/ Student Resources • http://www.60secondrecap.com/ • http://rinkworks.com/booka minute/	-http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools • Google Classroom • YouTube • iTunesU • Wordle • Prezi • Wix • http://50ways.wikispaces.com/ Teacher Resources • https://www.nytimes.com/section/learning • https://www.readworks.org/ • https://www.tes.com/lessons • https://www.booksource.com/SearchResults.aspx • http://jerrywbrown.com/ • http://www.penguin.com/services-shared/teachersguides/ • http://www.glencoe.com/sec/literature/litlibrary/ Student Resources • http://www.60secondrecap.com/ • http://rinkworks.com/booka minute/ • https://www.youtube.com/user/crashcourse	• Wix • http://50ways.wikispaces.com/ Teacher Resources • https://www.nytimes.com/section/learning • https://www.readworks.org/ • https://www.tes.com/lessons • https://www.booksource.com/SearchResults.aspx • http://jerrywbrown.com/ • http://www.penguin.com/services-shared/teachersguides/ • http://www.glencoe.com/sec/literature/litlibrary/ Student Resources • http://www.60secondrecap.com/ • http://rinkworks.com/booka minute/ • https://www.youtube.com/user/crashcourse
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	• https://www.youtube.com/user/crashcourse		
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)	<u>Students will be able to:</u> Reading: • understand the Napoleon complex and Man-Superman theory. • approach a novel from multiple perspectives: as a story of detection, as a social commentary, as a psychological study. • recognize and understand the author's use of the doppelganger. • examine the various ways in which guilt can affect the individual, as well as the individual's need/desire for expiation. • recognize and understand the book's central religious allusion. • point out and explain additional religious symbols (e.g., the number 7, the number 30, the story of Lazarus, Sonia's cross). • discover to what literary ends authors employ dreams.	<u>Students will be able to:</u> Reading: • understand the influence of Ibsen's work, and <i>A Doll's House</i> in particular, on Western drama, both thematically and structurally. • discuss <i>A Doll's House</i> in the social and historical context of its time. • examine gender expectations in marriage and society, both in Ibsen's time and in the present. • identify and understand symbols, metaphors, and allegories in <i>A Doll's House</i>. • analyze and discuss, both individually and as a class, the notable ideas and important themes in <i>A Doll's House</i>. • develop a thorough understanding of the elements of Ibsen's life and experiences that shaped his worldview. • explain the concept of the "well-made play" and show how <i>A Doll's House</i> both	<u>Students will be able to:</u> Reading: • identify the elements of tragedy. • define tragic hero and tragic flaw. • discuss situational and dramatic irony evident in the various pieces read. • become familiar with literary devices (e.g., catharsis, tragic hero figure, and dramatic irony), know why they are used, and understand how literary device identification strategies can be used in future literary analysis. • discuss rhetoric and persuasive appeals (logos, ethos, pathos). • discuss how Oedipus influenced Freud's theory of criticism (Psychoanalytic). • analyze <i>Oedipus the King</i> and/or <i>Antigone</i> as a tragedy. • identify and discuss the importance of irony. • address the importance of fate to the ancient Greeks

	• appreciate by contrasting different editions how translators affect the text. • define vocabulary words from the text. • recognize and point out instances of irony. • gather quotes and other examples from the text to use as evidence that provides insight into characters. • describe and analyze characters, including relationships, traits, motivations, fears, and how (or if) they develop over the course of the text. • analyze a character's motivation. • express opinions about a character's beliefs. • apply conflicts and themes to a modern-day setting. • explain how Dostoevsky creates suspense. • cite incidents illustrating several themes (e.g., "A man can be rehabilitated through the power of reconciliation, repentance, and love."): ○ Criminality, Morality, and Guilt ○ Madness and Intoxication ○ Coincidence and Free Will ○ Money and Poverty	adheres to the formula and departs from it. • define the terms round character, flat character, dynamic character, static character, stock character, and foil, and give an example of each in the play. • discuss the importance of irony and foreshadowing in <i>A Doll's House</i>, citing examples. • explain Ibsen's use of language and his handling of figurative language in <i>A Doll's House</i>. • analyze the characters of Helmer and Nora individually and in relation to each other. • trace Nora's awakening sense of herself and discuss the realizations that drove her to the choice she makes at the end of the play. • identify and comment on the "literary merit" of the play. • respond to multiple-choice questions similar to those that appear on the Advanced Placement English Literature and Composition Exam. • offer a close reading of <i>A Doll's House</i> and support all assertions and interpretations with direct evidence from the text(s).	and its impact on the work of Sophocles. • use writing, speaking, acting, and other roles of expression to communicate about the text and display their understanding. • identify and comment on the "literary merit" of the play. • respond to multiple-choice questions similar to those that appear on the Advanced Placement English Literature and Composition Exam. • offer a close reading of <i>Oedipus the King</i> and/or <i>Antigone</i> and support all assertions and interpretations with direct evidence from the text(s). Writing (Prose Essay): • respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam. • read essay prompts carefully and answer them, attending to all elements of the prompt. • move from "what" to "why" and "how." Show how literary devices contribute to the meaning of the text. • use the literary present tense. Characters in literature are always alive.
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	○ Family ● identify and comment on the “literary merit” of the play. ● respond to multiple-choice questions similar to those that appear on the Advanced Placement English Literature and Composition Exam. ● offer a close reading of <i>Crime and Punishment</i> and support all assertions and interpretations with direct evidence from the text(s). Writing: (College Application Essay) ● provide the review committee with information that can't be found elsewhere on their application. ● identify what makes them special, unique, and sets them apart from others (this may also include specific hobbies and interests). ● share their life goals and aspirations, to get a better idea of what they would like to achieve and how the particular college or university can help them achieve that. (Free-Response Essay) ● respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam.	Writing (Free-Response Essay): ● respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam. ● read essay prompts carefully and answer them, attending to all elements of the prompt. ● move from “what” to “why” and “how.” Show how literary devices contribute to the meaning of the text. ● use the literary present tense. Characters in literature are always alive. ● avoid second person (you); write primarily in third person, using first as needed (if needed). Third person is a more authoritative voice. ● understand that writers do not present new analysis in the conclusion. The conclusion is meant to provide a finish or end to the essay. ● understand that writers must choose a work that fits the question and is of literary merit.	● avoid second person (you); write primarily in third person, using first as needed (if needed). Third person is a more authoritative voice. ● understand that writers do not present new analysis in the conclusion. The conclusion is meant to provide a finish or end to the essay. ● some prompts may give a list of literary elements or techniques to consider, but some may not. If there is no list, then the writer is expected to know what literary techniques are significant. ● understand that writers are not meant to be tour guides. Even though the prompt may give a list of literary elements to explore, it's not the writer's job to point out this example of imagery of that metaphor. Instead, writers focus on one or two elements that are most effective and show how they are effective (analysis).
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	● read essay prompts carefully and answer them, attending to all elements of the prompt. ● move from “what” to “why” and “how.” Show how literary devices contribute to the meaning of the text. ● use the literary present tense. Characters in literature are always alive. ● avoid second person (you); write primarily in third person, using first as needed (if needed). Third person is a more authoritative voice. ● understand that writers do not present new analysis in the conclusion. The conclusion is meant to provide a finish or end to the essay. ● writers must choose a work that fits the question and is of literary merit. ● writers must be familiar with details of plot and character. Readers need to know who’s who and and their relationships to one another. ● writers are expected to provide specific details from the text. Know details of plot, character, theme and more.	● understand that writers must be familiar with details of plot and character. Readers need to know who’s who and and their relationships to one another. ● understand that writers are expected to provide specific details from the text. Know details of plot, character, theme and more. ● understand that a plot summary is not an argument.	
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	a plot summary is not an argument.		
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a - Make connections and understand how time periods influence literature. - Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 - Read about problems in the science world: nature, space, chemistry, medical, climate change, etc. - Write a research-based essay with findings and evidence. - Create plans to help solve a science-related problem in the world. - Read about problems in the science world: nature, space, chemistry, medicine, etc. - Write a research-based essay with findings and evidence. - Create plans to help solve a science-related problem in the world. Arts Skills:	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a - Make connections and understand how time periods influence literature. - Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 - Read about problems in the science world: nature, space, chemistry, medical, climate change, etc. - Write a research-based essay with findings and evidence. - Create plans to help solve a science-related problem in the world. Arts Skills: 1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a - View films, dramas, artwork, and other mediums to compare and contrast to elements of a text.	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a - Make connections and understand how time periods influence literature. - Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 - Read about problems in the science world: nature, space, chemistry, medical, climate change, etc. - Write a research-based essay with findings and evidence. - Create plans to help solve a science-related problem in the world. Arts Skills: 1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a - View films, dramas, artwork, and other mediums to compare and contrast to elements of a text.

	1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a - View films, dramas, artwork, and other mediums to compare and contrast to elements of a text. - Listen to music or poetry related to elements of a text. Creativity and Innovation - Think Creatively - Work Creatively with others - Implement Innovations Critical Thinking & Problem-Solving - Reason Effectively - Use Systems Thinking - Make Judgements and Decisions - Solve Problems Communication and Collaboration - Communicate Clearly - Collaborate with Others Information, Media & Technology - Access and Evaluate Information - Use and Manage Information - Analyze Media - Create Media Products - Apply Technology Appropriately Life and Career Skills - Adapt to Change - Be Flexible - Manage Goals and Time - Work Independently	- Listen to music or poetry related to elements of a text. Creativity and Innovation - Think Creatively - Work Creatively with others - Implement Innovations Critical Thinking & Problem-Solving - Reason Effectively - Use Systems Thinking - Make Judgements and Decisions - Solve Problems Communication and Collaboration - Communicate Clearly - Collaborate with Others Information, Media & Technology - Access and Evaluate Information - Use and Manage Information - Analyze Media - Create Media Products - Apply Technology Appropriately Life and Career Skills - Adapt to Change - Be Flexible - Manage Goals and Time - Work Independently - Be Self-directed Learners - Interact Effectively with Others - Work Effectively in Diverse Teams - Manage Projects	- Listen to music or poetry related to elements of a text. Creativity and Innovation - Think Creatively - Work Creatively with others - Implement Innovations Critical Thinking & Problem-Solving - Reason Effectively - Use Systems Thinking - Make Judgements and Decisions - Solve Problems Communication and Collaboration - Communicate Clearly - Collaborate with Others Information, Media & Technology - Access and Evaluate Information - Use and Manage Information - Analyze Media - Create Media Products - Apply Technology Appropriately Life and Career Skills - Adapt to Change - Be Flexible - Manage Goals and Time - Work Independently - Be Self-directed Learners - Interact Effectively with Others - Work Effectively in Diverse Teams - Manage Projects
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	● Be Self-directed Learners ● Interact Effectively with Others ● Work Effectively in Diverse Teams ● Manage Projects ● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards	● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT	● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT
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	• Interviews • Learning Styles Inventory • Tic-Tac-Toe • Literature Circles • Mini-Workshops • RAFT • Anchor Activities Tiered Lessons: • Learning style adaptation • Menu options • Reading checkpoints with choices • R.A.F.T (Role Audience Format and Topic) • Multimedia presentations • Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies.	• Anchor Activities Tiered Lessons: • Learning style adaptation • Menu options • Reading checkpoints with choices • R.A.F.T (Role Audience Format and Topic) • Multimedia presentations • Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ELL: N/A for this course At Risk: N/A for this course Gifted and Talented:	• Anchor Activities Tiered Lessons: • Learning style adaptation • Menu options • Reading checkpoints with choices • R.A.F.T (Role Audience Format and Topic) • Multimedia presentations • Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ELL: N/A for this course At Risk: N/A for this course Gifted and Talented:
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	ELL: N/A for this course At Risk: N/A for this course Gifted and Talented: • Create a blog or social media page about their unit. • Debate issues with research to support arguments. • Create a plan to solve an issue presented in the class or in a text. • Complete activities aligned with above grade level text using Benchmark results.	• Create a blog or social media page about their unit. • Debate issues with research to support arguments. • Create a plan to solve an issue presented in the class or in a text. • Complete activities aligned with above grade level text using Benchmark results.	• Create a blog or social media page about their unit. • Debate issues with research to support arguments. • Create a plan to solve an issue presented in the class or in a text. • Complete activities aligned with above grade level text using Benchmark results.
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

Unit #: <i>Unit Title</i>	Unit 4: <i>Early Modern Tragedy: Shakespeare</i>	Unit 5: <i>Transcending Time and Space through Poetry and Storytelling</i>	Unit 6: <i>Modern Tragedy: Miller</i>
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Number of Days/Weeks	6-8 weeks	6-8 weeks	4-5 weeks
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.1-9 9.4.12.TL.3-4
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	- Shakespeare explores many issues of the human condition still relevant today. - people respond to crisis situations in a variety of ways that reveal much about	- poetry is as universal as language and almost as ancient. - poets share feelings, experiences, or thoughts through well-chosen words,	- American literature reflects traditional and contemporary themes, motifs, universal characters, and genres. - character development in drama is similar to prose.

	human psychology and experience. • as is true with most matters of the heart, revenge is not always as cut and dry as we might like it to be. • literature offers timeless insights into the human condition; as we study literature, we study ourselves. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	formats, techniques, and poetic elements. • the structure of a poem affects the reader's understanding of the material at hand. • poetry reflects the history, society, values and moral codes of the time period in which it was written as well as the poet's life and aesthetics. • a poet's use of well chosen words, formats, poetic techniques, imagery, sound devices, figurative language, selected diction, voice, syntax, and register help the reader appreciate the emotions, tone and message of the work. • the reader of poetry can bring his/her own experiences and perspectives to the interpretation of poetry, thereby creating varying interpretations of any given work. • in order to support a personal interpretation of a given poem, one must use the poem and contextual evidence to support his or her arguments and use them in an organized and concise piece of writing or a supported oral presentation.	• performing a play versus reading a play allows for actor and director interpretation. • the idea of the American Dream is something that is repeated throughout American Literature. • symbols in literature add depth and complexity to a reading of a text. • the common man can be as fit a hero as royalty when he stakes his life and commits his passions to asserting his dignity. • America has long been known as a land of opportunity. Out of that thinking comes the "American Dream," the idea that anyone can ultimately achieve success, even if he or she began with nothing. From the earliest times of the American experience there was a wide discrepancy between what we imagined was the American dream and what we were able to realize. • literature offers timeless insights into the human condition; as we study literature, we study ourselves.
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		• short stories invite readers to explore the human experience across cultures and throughout history. • in short stories, the length is brief and therefore the story elements are more intense. • archetypes are used for the basis of character and plot development, just as in novels. • poetry and short stories offer timeless insights into the human condition; as we study them, we study ourselves. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	• writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	Reading: • Can a lust for power lead to loss of humanity? (Power/Ambition) • Why are people motivated to create an appearance that is different from reality? (Appearances vs. Reality) • How do humans deal with the conflicting elements within their personalities?	Reading: (Poetry) • How can understanding what poetry is help you to better understand poetry? • How does a poet use different literary devices, diction, syntax, tone, form and style to create meaning in his work? • How do literary devices and poetic techniques help the	Reading: • What is success? • Does the protagonist have to win in order to be considered a hero? • In understanding himself or herself, is the American hero self-reliant or does he or she look to society for answers? • Must a character rebel against authority in order to

	(ie. good vs. evil) (Duality of Man) • How powerful is family loyalty in inspiring people to action? (Family Loyalty) • Is our future beyond our control? (Fate vs. Free Will) • How do minor characters contribute to the play's action and themes? • Do revenge and vengeance provide satisfaction? • To what extent does <i>Hamlet</i> correspond to classical or medieval notions of tragedy? • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? • How does an author's style and technique enhance the meaning and significance of a work of literature? • How can theory be used to "read" the world? • Why is Shakespeare still read today? Writing (Argumentative Essay): • How does one accurately respond to writing prompts similar to those that appear	reader visualize text and enhance our appreciation of the work? • What are the basic figures of speech and how do they impact the meaning of a poem? • How can one interpret a poem and can there be more than one interpretation of a given work? • How can an effective writer prove his/her personal interpretations of a given poem using analytical techniques and contextual evidence? (Short Fiction) • How do we effectively annotate texts in order to maximize our learning experiences from them? • What are the various styles of point of view? How does each affect the holistic meanings of literary texts? • How do we develop characterization? How do a character's traits define him/her/it? • How do authors order events of a text? • How do authors manipulate time in a text?	be considered an American hero? • Does a protagonist have to experience a realization in order for an author to express his/her statement on human nature? • How does an understanding of the writer's view of nature help a reader understand the writer's philosophy about life? • Have American writers embraced or challenged the literary traditions established by literature of the western world, the so-called "classics"? • Does pursuit of the American dream lead to happiness? • Does the American Dream contradict American reality? • Does money and material goods define success? • Does society impact an individual's ability to succeed? • Is Willy a victim of society's consumerism or is he ultimately in control of his own destiny? • How is the American Dream characteristic of American ideals and philosophy? What are the differences between the materialistic and the
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	on the Advanced Placement English Literature and Composition Exam? • How does a writer effectively provide specific details from the text to support claims? • How does a writer introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence? • How does a writer develop claim(s) and counterclaims? • How does a writer use transitions effectively? • How does a writer establish and maintain a style and tone appropriate to the audience and purpose in which they are writing? • How does a writer provide a concluding paragraph or section that supports the argument presented? • How can literary theory and research be used to make a sound argument? • Why is it important to write and rewrite formal, extended analyses and timed, in-class responses?	• How is the plot structured in multiple texts? • How does the setting influence the characters and action? • How is language used in a text? • How does the cultural experience of an author impact a text? • How do literary elements convey themes? • What does the theme reveal about human nature? • How can archetypes inspire short story writing? • What are the elements of effective and compelling short stories? • How can we use technology and other information tools to organize and display knowledge and understandings in ways others can view, use and assess it? • What is the value of collaboration in the inquiry process? How do we transfer knowledge in order to contribute to the exchange of	idealistic values associated with the American Dream? • How do the symbols in the play help deepen the reader's understanding? • How do the themes presented in this play tie into other novels we have read? • How is this play a perfect example of the American Dream? • What is the role of the reader in these contemporary texts? • How does context shape content? • How do readers recognize and writers use elements of good literature? • How can a reader recognize truth in text? • What is the American Dream and how does it impact our lives? • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? • How does an author's style and technique enhance the meaning and significance of a work of literature?
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	Why is it important to demonstrate an effective use of rhetoric?	ideas in the local and global learning community? - How do readers recognize and writers use elements of good literature? How can a reader recognize truth in text? - How do we learn? How can we maximize our own experience with literature and writing? Writing (Poetry Essay): - How does one accurately respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam? - How does one effectively attend to all elements of the prompt? - How does a writer move from “what” to “why” and “how”? How can a writer show how literary devices contribute to the meaning of the text? - Why do writers use the literary present tense? - What is the purpose of the conclusion? - How does a writer effectively provide specific details from the text?	- What themes does a modern tragedy share with ancient tragedies? Writing (Review of Skills): - How does one accurately respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam? - How does one effectively write an interpretation of a piece of literature? - Why is it important to write and rewrite formal, extended analyses and timed, in-class responses? - Why is it important to understand that different pieces of writing have different purposes and are intended for different audiences? How does a writer ensure they are writing the appropriate way for the appropriate audience? - How does a writer demonstrate an effective use of rhetoric?
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STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	● Socratic Seminars ● Critical and Analytical Discussions ● Prose and Poetry Analysis ● Debates ● Timed and Take Home Essays ● Literature Circles ● Fish Bowls ● Practice AP Assessments (MC and Essays) ● Oral Presentations ● Entrance and Exit Slips ● Peer Editing and Revisions ● Self Reflection and Evaluation ● Rubrics	● Socratic Seminars ● Critical and Analytical Discussions ● Prose and Poetry Analysis ● Debates ● Timed and Take Home Essays ● Literature Circles ● Fish Bowls ● Practice AP Assessments (MC and Essays) ● Oral Presentations ● Entrance and Exit Slips ● Peer Editing and Revisions ● Self Reflection and Evaluation ● Rubrics	● Socratic Seminars ● Critical and Analytical Discussions ● Prose and Poetry Analysis ● Debates ● Timed and Take Home Essays ● Literature Circles ● Fish Bowls ● Practice AP Assessments (MC and Essays) ● Oral Presentations ● Entrance and Exit Slips ● Peer Editing and Revisions ● Self Reflection and Evaluation ● Rubrics
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language
RESOURCES:	<u>Recommended Texts:</u>	<u>Recommended Texts:</u>	<u>Recommended Texts:</u>

	• <i>Hamlet</i> by William Shakespeare <u>Supplemental Texts:</u> • Literary Theory-as selected • Additional short texts, poetry, and essays-as selected • <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition <u>Supplemental Online Resources:</u> Shakespearean Insults: • http://www.pangloss.com/seidel/Shaker/index.html <i>Hamlet</i> Resources • https://myshakespeare.com/ • http://www.shakespeare-online.com/ • http://www.folger.edu/teaching-modules • https://www.varsitytutors.com/englishteacher/hamlet • https://www.educator.com/language/english/ap-english-literature-composition/hendershot/how-to-use-hamlet-for-everything.php • http://www.aplithelp.com/category/shakespeare/ College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition	• <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition <u>Supplemental Texts:</u> • Additional short texts, poetry, and essays-as selected <u>Supplemental Online Resources:</u> • Poetry Websites: -https://www.poets.org/ -https://www.poetryfoundation.org/ -http://www.loc.gov/poetry/180/ -http://www.poetryoutloud.org/ -http://www.learner.org/catalog/extras/vvspot/ -http://www.favoritepoem.org/ -http://www.americanlifeinpoetry.org/ -http://www.poetrysociety.org/psa/ College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/classroom-resources?course=ap-english-literature-and-composition	• <i>Death of a Salesman</i> by Arthur Miller • <i>Perrine's Literature, Structure, Sound & Sense</i>, AP Edition <u>Supplemental Texts:</u> • https://learning.blogs.nytimes.com/2012/02/16/teaching-death-of-a-salesman-with-the-new-york-times/ • Additional short texts, poetry, and essays-as selected <u>Supplemental Online Resources:</u> College Board: • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition • https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/classroom-resources?course=ap-english-literature-and-composition • https://apcommunity.collegeboard.org/web/apenglish Test Prep Resources:
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	Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature • http://www.loudlit.org/ Listenwise • https://listenwise.com/ Ted Talks • https://www.ted.com/talks NewsELA • https://newsela.com/ CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/	Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature • http://www.loudlit.org/ Listenwise • https://listenwise.com/ Ted Talks • https://www.ted.com/talks NewsELA • https://newsela.com/ CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/	NewsELA • https://newsela.com/ CommonLit • https://www.commonlit.org/ Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/ • http://www.teachertube.com/ • https://www.youtube.com/education Historical Primary Texts: -http://www.read.gov/educators/ -http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ -http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools • Google Classroom • YouTube • iTunesU • Wordle
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STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<u>Students will be able to:</u> Reading: • read and comprehend Elizabethan English. • understand the difference between the classical (Greek) tragedy, tragic hero,	<u>Students will be able to:</u> Reading: (Poetry) • understand the elements of poetry. • understand how to read and analyze poetry.	<u>Students will be able to:</u> Reading: • identify plot and characters in <i>Death of a Salesman</i>. • define vocabulary words from <i>Death of a Salesman</i>. • practice interpreting a text.
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	and dramatic irony and its Shakespearean counterpart. • understand the moral dilemma and the dictates of conscience. • understand such devices as the “soliloquy,” “parallel plot” and the “deus ex machina,” as well as develop an understanding of the “Shakespearean step-ladder.” • recognize in Hamlet’s melancholia the archetype for later literary characters. • appreciate allegiance to family and country and the concepts of heroism and cowardliness. • reinforce the literary concept of foil. • approach the play from a variety of critical perspectives—Freudian, feminist, socialist—in order to appreciate more fully its acknowledged greatness. • understand how Shakespeare’s use of supernatural, religious, and mythological elements enhances the richness of the tragedy. • debate Hamlet’s status as a tragic hero. • analyze the techniques and conventions of drama.	• analyze the structure of a poem and how that affects the reader’s understanding of the material at hand. • differentiate between denotation and connotation in poetry. • analyze how imagery can impact the reading of a poem. • identify and analyze figurative language in poetry: specifically, simile, metaphor, personification, apostrophe, and metonymy. • identify and analyze figurative language in poetry: specifically symbolism and allegory. • identify and analyze figurative language in poetry: specifically, paradox, overstatement, understatement, and irony. • identify and analyze allusions in poetry. • identify and analyze meaning and ideas in poetry. • identify and analyze tone in poetry. • identify and analyze musical devices in poetry. • identify and analyze rhythm and meter in poetry. • identify and analyze sound and meaning in poetry.	• discuss and identify literary devices in the play. • interpret a text through explaining symbols. • identify and discuss the following themes in this play: ○ The city (human civilization) versus nature ○ Self-awareness / the role of self-awareness in achieving the American Dream ○ The corruption of the American Dream ○ <i>Death of a Salesman</i> as a modern tragedy • examine the realistic and expressionistic aspects of the play. • analyze Willy Loman as a tragic hero. • identify and comment on the “literary merit” of the play. • examine the struggles of the protagonist and how unconscious bias contributes to those struggles • respond to multiple-choice questions similar to those that appear on the Advanced Placement English Literature and Composition Exam.
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	- question characters' motivations and make inferences about characters. - compare and contrast characters, conflicts, and events in the play. - validate understanding through textual references supporting multiple interpretations. - apply strategies for determining meaning of vocabulary in context. - explain personal/world connections to themes in literature. - evaluate the impact of language as related to audience and purpose. - identify and comment on the "literary merit" of the play. - respond to multiple-choice questions similar to those that appear on the Advanced Placement English Literature and Composition Exam. - offer a close reading of <i>Hamlet</i> and support all assertions and interpretations with direct evidence from the text. Writing (Argumentative Essay): - respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam.	- identify and analyze patterns in poetry. (Short Fiction) - generate literal, inferential, interpretive, and evaluative questions before, during and after reading a short story. - predict outcomes and actions in short story selections, based on context clues and personal experiences, and evaluate the accuracy of those predictions. - analyze the feelings, traits, and motives of characters in a short story. - identify ways in which the author informs the reader about a character in a short story. - analyze the changing and unchanging relationships among several major and/or minor characters in short stories. - compare and contrast the traits a character has at the beginning and at the end of a short story and explain what caused any change. - analyze and identify details that support the themes of short stories and relate them to personal life.	- offer a close reading of <i>Death of a Salesman</i> and support all assertions and interpretations with direct evidence from the text. Writing (Review of Skills): - respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam. - write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's: - Structure, style, and themes; - The social and historical values it reflects and embodies; and - Elements, such as the use of figurative language, imagery, symbolism, and tone - write and rewrite formal, extended analyses and timed, in-class responses. The course requires: - Writing to understand: Informal, exploratory writing activities that enable students to discover
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	• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. • introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • 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. • establish and maintain a style and tone appropriate to	• evaluate the effectiveness of the point of view in which a short story is written. • analyze the plot elements of a short story. • describe the setting and explain how the setting contributes to the plot or theme of a short story. • identify the tone, identify the ways in which the author establishes the tone and explain how the tone contributes to the overall effect of the short story. • identify and interpret figurative language in a short story. Writing (Poetry Essay): • respond to writing prompts similar to those that appear on the Advanced Placement English Literature and Composition Exam. • read essay prompts carefully and answer them, attending to all elements of the prompt. • move from “what” to “why” and “how.” Show how literary devices contribute to the meaning of the text. • avoid second person (you); write primarily in third person, using first as needed (if needed). Third person is a more authoritative voice.	what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers) ○ Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text and ○ Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values • demonstrate an effective use of rhetoric, including controlling tone,
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	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. • provide a concluding paragraph or section that supports the argument presented. • use literary theory and research to make a sound argument. • write and rewrite formal, extended analyses and timed, in-class responses. • demonstrate an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.	• understand that writers do not present new analysis in the conclusion. The conclusion is meant to provide a finish or end to the essay.	establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a • Make connections and understand how time periods influence literature. • Complete projects, webquests, and essays related to historical time	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a • Make connections and understand how time periods influence literature. • Complete projects, webquests, and essays related to historical time	<u>Cross-Curricular:</u> History Skills: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a • Make connections and understand how time periods influence literature. • Complete projects, webquests, and essays related to historical time

	periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 • Read about problems in the science world: nature, space, chemistry, medicine, etc. • Write a research-based essay with findings and evidence. • Create plans to help solve a science-related problem in the world. Arts Skills: 1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a • View films, dramas, artwork, and other mediums to compare and contrast to elements of a text. • Listen to music or poetry related to elements of a text. Creativity and Innovation • Think Creatively • Work Creatively with others • Implement Innovations Critical Thinking & Problem-Solving • Reason Effectively • Use Systems Thinking • Make Judgements and Decisions • Solve Problems Communication and Collaboration • Communicate Clearly	periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 • Read about problems in the science world: nature, space, chemistry, medicine, etc. • Write a research-based essay with findings and evidence. • Create plans to help solve a science-related problem in the world. Arts Skills: 1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a • View films, dramas, artwork, and other mediums to compare and contrast to elements of a text. • Listen to music or poetry related to elements of a text. Creativity and Innovation • Think Creatively • Work Creatively with others • Implement Innovations Critical Thinking & Problem-Solving • Reason Effectively • Use Systems Thinking • Make Judgements and Decisions • Solve Problems Communication and Collaboration • Communicate Clearly	periods and their connection to texts and articles. Science Skills: HS-ESS2-3, HS-LS2-7 • Read about problems in the science world: nature, space, chemistry, medicine, etc. • Write a research-based essay with findings and evidence. • Create plans to help solve a science-related problem in the world. Arts Skills: 1.5.12 prof.Cr3a, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a • View films, dramas, artwork, and other mediums to compare and contrast to elements of a text. • Listen to music or poetry related to elements of a text. Creativity and Innovation • Think Creatively • Work Creatively with others • Implement Innovations Critical Thinking & Problem-Solving • Reason Effectively • Use Systems Thinking • Make Judgements and Decisions • Solve Problems Communication and Collaboration • Communicate Clearly
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	● Collaborate with Others Information, Media & Technology ● Access and Evaluate Information ● Use and Manage Information ● Analyze Media ● Create Media Products ● Apply Technology Appropriately Life and Career Skills ● Adapt to Change ● Be Flexible ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners ● Interact Effectively with Others ● Work Effectively in Diverse Teams ● Manage Projects ● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or	● Collaborate with Others Information, Media & Technology ● Access and Evaluate Information ● Use and Manage Information ● Analyze Media ● Create Media Products ● Apply Technology Appropriately Life and Career Skills ● Adapt to Change ● Be Flexible ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners ● Interact Effectively with Others ● Work Effectively in Diverse Teams ● Manage Projects ● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or	● Collaborate with Others Information, Media & Technology ● Access and Evaluate Information ● Use and Manage Information ● Analyze Media ● Create Media Products ● Apply Technology Appropriately Life and Career Skills ● Adapt to Change ● Be Flexible ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners ● Interact Effectively with Others ● Work Effectively in Diverse Teams ● Manage Projects ● Produce Results ● Guide and Lead Others ● Be Responsible to Others Technology Skills: ● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or
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	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations ● Open-ended writing responses (choice of prompts) ● Conclusions and analysis of exploratory activities ● Research reports Special Education/504:	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations ● Open-ended writing responses (choice of prompts) ● Conclusions and analysis of exploratory activities ● Research reports Special Education/504:	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations ● Open-ended writing responses (choice of prompts) ● Conclusions and analysis of exploratory activities ● Research reports Special Education/504:
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	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ELL: N/A for this course At Risk: N/A for this course Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results.	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ELL: N/A for this course At Risk: N/A for this course Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results.	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ELL: N/A for this course At Risk: N/A for this course Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results.
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