



AP English Literature and Composition

10 Months - 8 Units

AP English Literature and Composition is a college-level course designed to develop students into thoughtful, analytical readers and effective writers through the study of rich and complex works of literature spanning multiple genres, time periods, and cultural perspectives. Throughout the course, students engage in close reading to examine how authors make purposeful choices in characterization, setting, structure, narration, figurative language, and style to create meaning and shape readers' interpretations. Using the AP English Literature and Composition framework established by College Board, students refine their ability to analyze poetry, prose fiction, and drama, construct evidence-based literary arguments, and communicate sophisticated interpretations through analytical writing and discussion. As students progress through thematic units, they build the critical thinking, communication, and composition skills necessary for success on the AP Exam while developing a deeper understanding of literature as a reflection of the human experience and its enduring relevance to the world beyond the classroom.

Curriculum Writers

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AP English Literature and Composition Curriculum 2026



Morris School District

Unit 1: Introduction to AP English Literature and Composition

Grade Level: 12	Content Area: Critical Thinking Unit 1 Theme/Topic: Introduction to AP English Literature Duration: 7 class periods (Sept. 1-Sept. 22) - "How do we read literature?"
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literary interpretation requires close reading, evidence, and thoughtful analysis. • Success in AP Literature develops through practice, reflection, and revision. • Multiple interpretations can be valid when supported by textual evidence. • Effective literary analysis emphasizes interpretation rather than summary. • Growth as a reader and writer occurs through persistence and feedback.
Essential Questions	1. How do the AP Literature and Composition course themes and big ideas inform our understanding of literature? 2. What strategies can we use to effectively analyze and interpret complex literary texts and the AP Literature exam? 3. How do free-response questions in the AP Literature exam assess our ability to construct arguments? 4. In what ways can we connect personal experiences and perspectives to the interpretation and understanding and appreciation of literature?
Misconceptions	<i>Students may think that...</i> • There is only one "correct" interpretation of a literary text • AP Literature is primarily about memorizing literary terms • Strong essays require sophisticated vocabulary more than strong analysis • The AP exam rewards summary of a text rather than interpretation and analysis • Literary analysis is based on personal opinion rather than textual evidence • Timed writing requires perfection on a first draft • Multiple-choice questions test memorization rather than close reading and critical thinking • They must know every literary device in order to be successful in the course
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar texts independently and develop evidence-based interpretations • Construct clear and defensible written arguments supported by textual evidence • Apply close reading strategies to academic, professional, and personal reading experiences • Evaluate how authors use language and literary techniques to shape meaning • Communicate analytical ideas effectively in both written and verbal formats • Reflect on their own strengths and areas for growth as readers, writers, and critical thinkers • Approach complex tasks with confidence, persistence, and strategic problem-solving
Important Facts and Key Concepts	<i>Students will know...</i> • The structure and expectations of the AP English Literature and Composition course. • The format of the AP Literature and Composition Exam. • The purpose and structure of Multiple-Choice Questions. • The purpose and expectations of: ○ FRQ 1: Poetry Analysis ○ FRQ 2: Prose Fiction Analysis

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| | <ul style="list-style-type: none">○ FRQ 3: Literary Argument● Key literary elements frequently analyzed in AP Literature.● Effective annotation and close reading strategies. |
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Standards

NJSL Content Specific Student Learning Standards

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices of language, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include identifying the text leaves matters uncertain.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and completing complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Read grade-level literary texts while using appropriate scaffolds to determine meaning and analyze author's craft.
- Write evidence-based literary analyses using increasingly precise academic vocabulary and sentence structures.
- Develop oral and written communication skills that support literary analysis and academic argumentation.

Computer Science and Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions and results with supporting sketches or models.
- Use digital platforms (AP Classroom, Google Classroom, collaborative documents) to organize learning, complete assignments, and progress.
- Evaluate the credibility and ethical use of AI-assisted tools and digital resources when reading and writing.
- Define analytical problems presented by unfamiliar texts.
- Generate multiple interpretations before selecting the strongest claim.
- Test ideas through discussion, annotation, and writing.
- Revise analytical writing based on feedback and reflection.

Career Readiness, Life Literacies, and Key Skills

- **9.3.12.ED.3** Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- Demonstrate critical thinking and problem-solving when interpreting complex texts.
- Communicate ideas effectively through speaking and writing.
- Collaborate respectfully in discussions and peer review.
- Set academic goals and monitor progress toward mastery.

Students will demonstrate understanding by...

- **Formative:** [Hamlet Annotations](#) (50 points)
- **Formative:** IRB One-Pager (50 points)
 - [Sample one-pagers](#)
- **Formative:** FRQ (Choice)
 - All FRQ practice exams are cold prompts and passages released from College Board

*[Summer Assignment 2026](#) (subject to change year to year based on the play being utilized for the following year's curriculum)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

In an IRB One-Pager, examine how historical, cultural, and social contexts shape literature and influence interpretation.

Standards for Cross-Content Areas

- **History:**
 - 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture and time periods.

Accommodations and Modifications

Special Education	● Extended time as indicated in IEPs ● Graphic organizers for essays ● Teacher conferencing during essay revision ● Models and exemplars will be printed and accessible on Canvas ● Rotating groups to get to know students and which groupings work best ● Audio versions of texts when appropriate- all exemplars read aloud (students are encouraged to use the Library app for additional accessibility)
504	● Extended time on timed assessments ● Preferential seating near the board ● Frequent check-ins ● Reduced distractions ● All slideshows/videos/printed material will be accessible on Canvas ● Alternative methods for demonstrating understanding when needed
At Risk/ I&RS	● Frequent feedback both verbal and written on non-graded practice assignments ● Guided annotation supports ● Writing conferences ● Sentence starters for analytical writing ● Vocabulary pre-teaching will be done for the entire class ● Small-group instruction when needed
ML	● Academic vocabulary instruction in individual conferencing or through digital/printed resources ● Sentence frames for discussion and writing ● Visual supports and annotation guides, can print lecture notes ● Opportunities for collaborative learning is frequently utilized for the entire class ● Extended processing time when needed

	• Bilingual resources when appropriate
Gifted	• Independent analysis of additional literary texts • Leadership during collaborative discussions • Extension activities on AP Classroom, Albert.io, and CommonLit • Opportunities to compare multiple critical interpretations • Independent goal setting and self-assessment

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [Day 1](#): Syllabus Overview
 - [Syllabus](#)
- [Day 2](#): One-Pager Presentations
 - [Sample one-pagers](#)
- Day 3: Exam Overview
- Day 4: FRQ 1
 - [Practice essay](#)
- Day 5: FRQ 2
 - [Practice essay](#)
- Day 6: FRQ 3
 - [Practice essay](#)
- Day 7: Revisions & AP Classroom Practice

Unit 2: Language and Literature

Grade Level: 12	Content Area: Long Fiction Unit 2 Theme/Topic: Language and Literature Duration: 12 - “How do authors create meaning?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Authors make deliberate choices in language, structure, characterization, and figurative language to influence the reader's interpretation. • Shakespeare's dramatic techniques provide a foundation for analyzing complex literary texts on the Literature exam. • Close reading requires readers to move beyond comprehension to analyze how literary choices affect character development, and dramatic effect. • Literary analysis is strengthened through precise textual evidence, thoughtful commentary, and authorial purpose.



	● Challenging texts develop the analytical habits necessary for success in AP Literature and
Essential Questions	1. How does language shape our understanding of identity and culture? 2. In what ways does literature reflect the historical, social, and cultural contexts of its time? 3. How do authors use literary devices to enhance meaning and evoke emotion? 4. What role does narrative perspective play in shaping a story's message and reader's interpretation? 5. How does the interplay of language and form influence the reader's experience? 6. In what ways can literature foster empathy and understanding for diverse human experiences?
Misconceptions	<i>Students may think that...</i> ● Shakespeare's language is impossible to understand without modern translation. ● Literary analysis is simply identifying literary devices rather than explaining their effect. ● Characters can be described using only simple personality traits. ● Structure refers only to plot rather than the author's organizational choices. ● Figurative language exists only to make writing more descriptive. ● There is only one correct interpretation of Shakespeare. ● Strong literary analysis summarizes the text instead of analyzing authorial choices.
Transfer	<i>Students will be able to use what they learn to...</i> ● Analyze unfamiliar literary texts by evaluating an author's structural, stylistic, and rhetorical choices. ● Develop evidence-based literary arguments using close reading and textual analysis. ● Explain how characterization, figurative language, and structure contribute to meaning and reader interpretation. ● Write AP-style prose analysis essays using clear claims, relevant evidence, and effective communication. ● Apply analytical reading strategies independently to increasingly complex literature.
Important Facts and Key Concepts	<i>Students will know...</i> ● Shakespeare's dramatic structure and conventions, including acts, scenes, soliloquies, asides, and stagecraft. ● How authors develop complex characters and relationships that influence conflict, plot, and theme. ● How structural choices shape meaning and reader interpretation. ● The purpose and impact of figurative language, imagery, symbolism, diction, and syntax in literary texts. ● The expectations of the AP Literature Prose Analysis (FRQ 2) rubric and how authorial choices are analyzed.
Standards	

NJSL Content Specific Student Learning Standards

- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., how to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Engage in collaborative discussions using academic language to analyze complex literary texts.
- Interpret grade-level literary language with scaffolds that support comprehension of Shakespearean English.
- Write evidence-based literary analyses using appropriate academic vocabulary and language structures.
- Build vocabulary through repeated exposure to figurative language, archaic language, and literary terminology.

Computer Science and Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have on design constraints.
- Utilize digital annotation tools and AP Classroom resources to strengthen literary analysis.
- Evaluate the ethical use of AI and digital resources when interpreting literature and drafting analytical writing.
- Apply close reading strategies to identify patterns in language and structure.
- Revise interpretations based on textual evidence and collaborative discussion.
- Iterate analytical writing through peer and teacher feedback.

Career Readiness, Life Literacies, and Key Skills

- Demonstrate critical thinking through close analysis of complex literary texts.
- Communicate analytical ideas effectively through discussion and formal writing.
- Collaborate with peers to refine interpretations and defend claims with evidence.
- Practice perseverance and productive struggle when engaging with challenging texts.
- Utilize digital tools responsibly to support learning and research.

Students will demonstrate understanding by...

- **Formative:** Annotations
- **Formative:** Quiz
 - Multiple-Choice Questions
 - Prose Analysis (FRQ 2)
 - Cold FRQ 2 Prose Analysis using a released College Board prompt and passage
- **Summative:** Exam
 - Multiple-Choice Questions
 - Prose Analysis (FRQ 2)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **Visual & Performing Arts:**
 - 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story or experiences (e.g., process drama, story drama, creative drama).

Accommodations and Modifications

Special Education	● Extended time as outlined in IEPs ● Vocabulary organizer with definitions ● Alternate, modified text version of the chosen play ● Graphic organizers and guided notes ● Chunked assignments and directions ● Small-group instruction and conferencing ● Multiple opportunities for feedback and revision on non-graded assignments ● For every single unit the Google Slides for the lesson will be accessible on Canvas, so they can be viewed on a mobile device ● Any video has captions ● This particular unit is paired with a visual performance of the core text to appeal to visual learners
504	● Accommodations as specified in student plans ● Preferential seating near board and speakers ● Extended time when applicable
At Risk/ I&RS	● Frequent progress monitoring ● Check-ins and goal setting ● Scaffolded writing and reading supports ● Additional practice opportunities and intervention support
ML	● Vocabulary support and frontloading, especially with Shakespearean language ● Visual supports and exemplars ● Sentence frames and discussion supports ● Extended processing time ● Opportunities for collaborative learning

Gifted	• Extension activities utilizing additional AP-level texts, AP Classroom, Albert.io, and CommonLit • More independent analysis opportunities • Leadership roles during peer review and discussion activities
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Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [Sample FRQ 2 prompts & essays](#)
- Copies of [Hamlet](#)
- AP Daily videos
- [Day 1](#): Introduction to Shakespeare
- Day 2: Introduction to *Hamlet*
 - [Hamlet PDF](#)
 - [Reading Shakespeare's Hamlet](#)
- Day 3: Characterization & Comprehension
- Day 4: Figurative Language Analysis
- Day 5: Close Reading
- Day 6: Quiz
- Day 7: Structure Analysis
- Day 8: Character Relationships
- Day 9: Literary Argument Overview
- Day 10: Literary Argument Preparation
- Day 11: Field trip- Shakespeare Theater (*Hamlet* performance)
- Day 12: Exam

*The core text for this unit will change based on which Shakespearean play is being performed at the Shakespeare Theater of NJ

- [Macbeth PDF](#)
- [Taming of the Shrew PDF](#)
- [Romeo and Juliet PDF](#)
- [Othello PDF](#)
- [A Midsummer Night's Dream PDF](#)
- [King Lear PDF](#)
- [The Tempest PDF](#)
- [Much Ado About Nothing PDF](#)
- [Merchant of Venice PDF](#)
- [Twelfth Night PDF](#)

Unit 3: Literature and the Human Experience



Grade Level: 12	Content Area: Long Fiction Unit 3 Theme/Topic: Literature and the Human Experience D 27-Dec. 8) - “How does literature reflect humanity?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> ● Literature reflects, critiques, and shapes historical, cultural, and societal experiences through ● Authors use setting, characterization, and narration to develop complex themes and reveal ● Historical and cultural context enriches literary interpretation but does not replace close text ● Complex literary works invite multiple valid interpretations when supported by strong text ● Meaningful literary arguments connect specific textual analysis to broader ideas about the
Essential Questions	1. If fiction is the mirror of life, how is it used as a tool to shape life? 2. Which aspects of a character’s background contribute to how the character perceives his or 3. What drives the character to think, feel, and/or act in the manner he or she does? 4. How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time, geography, culture)?
Misconceptions	<i>Students may think that...</i> ● Setting is simply the time and place where a story occurs. ● Narrators always provide an objective or reliable account of events. ● Characters should be judged solely by their actions rather than their circumstances and mo ● Historical fiction only teaches history rather than exploring universal human experiences. ● Literary argument essays rely on plot summary rather than analysis. ● There is only one correct interpretation of a complex literary work. ● Authors include difficult or uncomfortable topics only for historical accuracy rather than th
Transfer	<i>Students will be able to use what they learn to...</i> ● Analyze how setting, characterization, and narration interact to develop theme. ● Construct sophisticated literary arguments using evidence from an entire work. ● Connect literary texts to historical, cultural, and contemporary issues while maintaining tex ● Evaluate how authors use narrative techniques to influence reader interpretation. ● Apply literary analysis skills to unfamiliar texts and future AP Literary Argument prompts
Important Facts and Key Concepts	<i>Students will know...</i> ● How setting functions as more than background by shaping conflict, identity, and theme. ● How authors develop dynamic and psychologically complex characters through relationship ● The impact of narrative perspective, reliability, memory, and voice on meaning and interpret ● How recurring motifs, symbolism, and historical context contribute to thematic developme ● The expectations of the AP Literature Literary Argument (FRQ 3) rubric and how to develo
Standards	
NJSL Content Specific Student Learning Standards	

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this means the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over including how they interact and build on one another to produce a complex account or analysis; provide an objective
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Engage in collaborative discussions using academic language to analyze complex literary themes.
- Interpret grade-level literary texts with support for culturally and historically significant vocabulary.
- Write evidence-based literary arguments using appropriate academic language and textual evidence.
- Strengthen comprehension through discussion, annotation, and scaffolded literary analysis.

Computer Science and Design Thinking

- Utilize digital annotation tools and AP Classroom resources to analyze complex literary texts.
- Demonstrate ethical and responsible use of AI and digital resources during literary analysis and writing.
- Develop multiple interpretations through inquiry, discussion, and close reading.
- Refine literary arguments through drafting, feedback, and revision.
- Evaluate evidence to construct well-supported analytical claims.

Career Readiness, Life Literacies, and Key Skills

- Analyze complex problems from multiple perspectives.
- Communicate ideas clearly through analytical discussion and writing.
- Demonstrate empathy and cultural awareness through literary study.
- Collaborate respectfully while considering diverse interpretations.
- Practice critical thinking, reflection, and evidence-based reasoning.

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** Quiz
 - Multiple-Choice Questions

- Open-Ended Questions (to prepare them for a literary argument essay)
- **Formative:** Annotations (analytical notes as they read with a focus on SET, CHR, and NAR)
- **Summative:** Exam
 - Multiple-Choice Questions
 - Literary Argument Essay (FRQ 3)
 - Prompt selected from a previously released College Board exam

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

History:

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th American ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and structure in New Jersey's 1776 constitution and the United States Constitution.

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs for the quiz and exam
- Graphic organizers and guided notes provided to the entire class
 - Can be modified as needed
- Chunked assignments and directions
 - All work and assignments are listed in a unit calendar and given to the students at the beginning of the unit, allowing for self-monitored chunking as well.
- Small-group instruction and conferencing during analytical discussions and skill building
- Multiple opportunities for feedback and revision on non-graded assignments

504

- Extended time when applicable
- Preferential seating
- Teacher check-ins and organizational supports
 - Requirements for annotations can be modified as needed
- Flexible assessment options as appropriate

At Risk/ I&RS

- Frequent feedback both written and verbal on non-graded assignments
- Guided annotation supports
- Scaffolded literary argument writing
- Reading checkpoints and conferencing
- Vocabulary reinforcement through targeted homework assignments
- Additional intervention and review opportunities

ML

- Frontload historical and academic vocabulary
- Visual supports and historical background resources
 - Everything will be posted on Canvas and include subtitles when appropriate
- Sentence frames for literary discussion and writing

	• Opportunities for collaborative analysis • Extended processing time • Bilingual resources when appropriate
Gifted	• Independent analysis of supplemental literary works • Comparative analysis with additional works by diverse authors • Leadership roles during seminars and collaborative discussions • Extension activities utilizing AP Classroom, Albert.io, and CommonLit • Opportunities to explore multiple critical lenses (historical, feminist, psychoanalytic, postcolonial)

Resources

- [Unit Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
 - Binder Resources
 - [Beloved, Toni Morrison](#)
 - [Anticipation Guide](#)
 - [Toni Morrison Biography](#)
 - [Guided Reading Packet](#)
 - ["The Yellow Wallpaper" Charlotte Perkins Stetson](#)
 - [Close Reading: Character Relationships](#)
 - [Close Reading: Characterization](#)
 - ["Heart to Heart" Rita Dove](#)
 - [Past FRQ 3 Prompts](#)
 - Sample essays
- [Day 1](#): Introduction to *Beloved*
 - [Anticipation guide](#)
 - [Toni Morrison biography](#)
- [Day 2](#): Setting Details
- [Day 3](#): Initial Character Analysis
- [Day 4](#): Figurative Language in *Beloved*
- [Day 5](#): Character Relationships & Theme
- [Day 6](#): FRQ Practice
- [Day 7](#): Quiz
 - Multiple-Choice Questions
 - Free response questions
- [Day 8](#): Setting Influencing Characters
- [Day 9](#): Character Growth

- [Day 10](#): Theme Analysis
- [Day 11](#): Literary Argument Overview
- [Day 12](#): Exam
 - Multiple-Choice Questions
 - FRQ 3: Literary Argument (prompt chosen from a released College Board FRQ 3 prompt)

Unit 4: The Art of Poetry

Grade Level: 12	Content Area: Poetry Unit 4 Theme/Topic: The Art of Poetry Duration: 9 class periods (Does this compress meaning?)
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Poets make intentional choices in language, structure, sound, and imagery to communicate meaning. • Meaning in poetry emerges through close analysis of how poetic elements interact rather than existing alone. • A poem's speaker, tone, and shifts shape the reader's understanding and interpretation. • Historical and cultural contexts deepen our understanding of poetry while allowing readers to connect to contemporary experiences. • Oral interpretation enhances comprehension by requiring readers to consider voice, pacing, and emphasis.
Essential Questions	1. How does the structure of a poem contribute to its meaning and impact? 2. What role do figurative language and literary devices play in conveying the poet's message? 3. How do poets engage with and respond to their cultural and historical contexts? 4. In what ways does the exploration of diverse voices and perspectives enrich our understanding of the world?
Misconceptions	<i>Students may think that...</i> • Every poem has one hidden "correct" meaning. • Poetry is primarily about identifying literary devices rather than analyzing their effect. • Poems should be interpreted literally rather than symbolically or figuratively. • Poetry is more subjective than prose and cannot be supported with textual evidence. • Performance is simply memorization rather than interpretation. • Every line of a poem carries equal weight in developing meaning. • Poetry analysis focuses on rhyme rather than the interaction of multiple poetic elements.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar poems through close reading of language, structure, tone, and figurative language. • Explain how poetic techniques contribute to meaning and emotional impact. • Construct evidence-based poetry analysis essays aligned to the AP Literature FRQ 1 rubric. • Interpret and communicate a speaker's perspective through effective oral performance. • Apply analytical reading strategies to poetry from a variety of historical periods, cultures, and contexts.
Important Facts and Key Concepts	<i>Students will know...</i> • How poets use figurative language, imagery, symbolism, diction, syntax, and sound devices to create meaning.

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| | <ul style="list-style-type: none"> • How poetic structure, form, lineation, and shifts contribute to interpretation. • The role of speaker, tone, mood, and audience in poetry analysis. • Characteristics of major literary movements and how historical context influences poetic expression. • The expectations of the AP Literature Poetry Analysis (FRQ 1) rubric and the Poetry Out Loud performance. |
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Standards

NJSL Content Specific Student Learning Standards

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of how the themes are developed.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and completing complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, purpose, word choice, points of emphasis, and tone used.
- SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, and style are appropriate to task, purpose, and audience.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Interpret grade-level poetry using academic language and scaffolded supports.
- Engage in collaborative discussions about poetic meaning, tone, and literary techniques.
- Develop oral fluency and expressive communication through Poetry Out Loud performance.
- Write evidence-based poetry analyses using appropriate literary vocabulary.

Computer Science and Design Thinking

- Utilize AP Classroom, CommonLit, Albert, and digital annotation tools to strengthen poetry analysis.
- Demonstrate ethical and responsible use of digital resources when researching literary movements and preparing presentations.
- Develop interpretations through repeated close reading and revision.
- Refine oral performance through rehearsal, reflection, and feedback.
- Analyze multiple possible interpretations before selecting the strongest evidence-based claim.

Career Readiness, Life Literacies, and Key Skills

- **9.3.12.ED.2:** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- Strengthen communication skills through analytical writing and oral presentation.
- Build confidence in public speaking and professional presentation.
- Demonstrate creativity and interpretive thinking through performance.
- Collaborate respectfully by providing constructive peer feedback.
- Develop perseverance through revision, rehearsal, and reflective practice.

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** Poetry Out Loud Rehearsal
- **Formative:** Poetry Analysis
 - Analyze one poem from the POL anthology
- **Summative:** Poetry Out Loud Performance
- **Formative:** Partner Poetry Analysis Essay
- **Summative:** Poetry Analysis (FRQ 1)
 - Cold prompt and poem from a released College Board exam

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **Visual & Performing Arts:**
 - f1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a experiences (e.g., process drama, story drama, creative drama).
 - 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fun experiences (e.g., process drama, story drama, creative drama).

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs
- Chunked memorization schedule and rehearsal checkpoints
- Graphic organizers for poetry analysis will be provided to the entire class
- Frequent teacher conferencing
- Multiple rehearsal opportunities with feedback
- Visual and audio models of Poetry Out Loud performances will be provided to the entire class
- Closed captions and accessible lesson materials

504

- Accommodations as specified in student plans
- Extended time when applicable
- Flexible performance environment when appropriate

	• Preferential seating • Teacher check-ins and organizational supports • Modifications can be made to requirements for the analysis as well as the performances
At Risk/ I&RS	• Scaffolded annotation guides • Vocabulary support for poetic language • Small-group rehearsal opportunities • Frequent progress monitoring and conferencing • Additional practice analyzing cold poems
ML	
Gifted	

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [List of poetic devices and definitions](#)
- [Day 1](#): Persona Poetry/Rehearsal
- [Day 2](#): Tone and Diction
- [Day 3](#): Formative POL Performance
- [Day 4](#): Sound Devices
- Day 5: Summative POL Performance
- Day 6: FRQ 1 Practice
- [Day 7](#): Partner Practice Essay
- Day 8: Historical and Cultural Context
- Day 9: Exam

Unit 5: Literature Reflects the Era

Grade Level: 12	Content Area: Long Fiction Unit 5 Theme/Topic: Literature Reflects the Era Duration: 12 “How does literature reflect history and society?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literature both reflects and critiques the historical, cultural, and social values of its time. • Authors use characterization, setting, narration, and structure to examine societal expectations. • Historical context deepens literary interpretation without replacing close textual analysis. • Satire, irony, and narrative perspective allow authors to challenge cultural norms and expose societal issues. • Strong literary arguments connect textual evidence to broader thematic ideas about society.

Essential Questions	1. Which aspects of a character’s background contribute to how the character perceives his or her world? 2. What drives the character to think, feel, and/or act in the manner he or she does? 3. How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time, geography, culture)? 4. What is the relationship between the aspects (e.g., location, time of day, geography) of a setting and a character? 5. What is the relationship between a setting’s historical time period and a character? 6. What is the relationship between the society or culture of a setting and a character (e.g., what expectations does a society/culture, to what degree is a character accepted by his or her society/culture, to what extent does a society/culture esteem a character)?
Misconceptions	<i>Students may think that...</i> • Historical context is more important than the text itself when analyzing literature. • Characters should be judged only by modern values rather than the expectations of their society. • Satire is simply humorous writing rather than purposeful social criticism. • Setting functions only as the physical location of a story. • Narrators always express the author's personal opinions. • Literary argument essays summarize plot rather than analyze authorial choices and thematic concerns. • Older literature is less relevant to contemporary readers.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze how historical and cultural contexts shape literary works and character development. • Evaluate how setting, narration, and characterization contribute to theme. • Construct evidence-based literary arguments using an entire work of fiction. • Compare perspectives across historical periods and connect literature to contemporary issues. • Apply close reading and literary analysis strategies to unfamiliar texts and AP Literary Argument prompts.
Important Facts and Key Concepts	<i>Students will know...</i> • Major characteristics of the Regency Era, including its social hierarchy, gender roles, and class structure. • How satire, irony, and free indirect discourse shape meaning and influence readers. • The role of setting in developing conflict, characterization, and theme. • How character development reflects societal expectations, identity, and personal growth. • The expectations of the AP Literature Literary Argument (FRQ 3) rubric and how to support a thesis with evidence.
Standards	

NJSL Content Specific Student Learning Standards

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over including how they interact and build on one another to produce a complex account or analysis; provide an objective
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive

Computer Science and Design Thinking

- Utilize AP Classroom and digital annotation tools to analyze literary texts and monitor progress.
- Evaluate the ethical use of AI and digital resources when researching historical context and drafting literary analysis.
- Develop interpretations by synthesizing textual evidence with historical context.
- Revise literary arguments through reflection, peer feedback, and teacher conferencing.
- Compare multiple perspectives before defending a literary interpretation.

Career Readiness, Life Literacies, and Key Skills

- **Demonstrate critical thinking through historical and literary analysis.**
- **Communicate analytical ideas effectively through writing and discussion.**
- **Collaborate respectfully during Harkness seminars and peer review.**
- **Develop cultural awareness by examining perspectives across historical periods.**
- **Strengthen problem-solving and evidence-based reasoning through literary argumentation.**

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** Quiz
 - Multiple Choice
 - Free response questions
- **Formative:** Annotations
- **Summative:** One-Pager (Character Study)
- **Summative:** Exam

- Multiple-Choice Questions
- FRQ 3 (taken from a released College Board prompt)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **History:** Explore the political, economic, and social structure of the Regency Era and its influence on literature.
 - 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for reasons against them.
- **Women's & Gender Studies:** Examine gender roles, marriage, inheritance laws, and expectations placed upon women.
 - 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in the world, and evaluate women's progress toward social equality, economic equality, and political equality in various

Accommodations and Modifications

Special Education	● Extended time as outlined in IEPs ● Graphic organizers for literary argument and character analysis ● Guided notes and chunked reading assignments ● Small-group instruction and conferencing ● Multiple opportunities for feedback and revision ● Audio versions of texts when appropriate (available for free on Libby) ● Closed-captioned instructional videos and accessible digital resources- all accessible on Canvas
504	● Accommodations as specified in student plans ● Extended time when applicable ● Preferential seating ● Organizational supports and teacher check-ins ● Flexible assessment accommodations as appropriate
At Risk/ I&RS	● Scaffolded annotation guides ● Frequent progress monitoring and conferences ● Reading checkpoints ● Guided literary argument organizers ● Vocabulary reinforcement ● Additional intervention and review opportunities
ML	● Frontload historical and academic vocabulary will be done for the entire class ● Visual supports and historical background resources ● Sentence frames for literary discussion and analytical writing ● Collaborative learning opportunities via Harkness and small group discussions ● Extended processing time ● Bilingual resources when appropriate
Gifted	● Comparative analysis of additional Regency literature and satire

	• Independent exploration of literary criticism and historical scholarship • Leadership roles during Harkness discussions • Extension activities utilizing AP Classroom, Albert.io, and CommonLit • Analysis through multiple literary lenses (historical, feminist, Marxist, reader-response, etc)
Resources	
• Calendar/Assessment Plan • AP English Literature and Composition Scoring Rubrics • AP Classroom • AP Daily Videos • Albert.io • CommonLit • Canvas • College Board Released Prompts • Day 1: Introduction to Austen • Day 2: Character Analysis/Social Etiquette • Day 3: Setting as Social Commentary • Day 4: Narration & Tone • Day 5: Multiple-Choice Questions Practice • Day 6: Quiz • Day 7: Character Relationships & Transformations • Day 8: Theme Analysis • Day 9: Literary Argument Practice • Day 10: Study Stations • Day 11: One-Pager Presentations • Day 12: Exam	

Unit 6: Humanity’s Struggle for Understanding

Grade Level: 12	Content Area: Short Fiction Unit 6 Theme/Topic: Humanity’s Struggle for Understanding (Feb. 23-April 6) - “Why do humans seek meaning?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literature explores fundamental questions about identity, purpose, freedom, responsibility, • Authors use characterization, setting, narration, and figurative language to communicate p • multiple interpretations. • Ambiguity is often intentional and encourages readers to construct evidence-based interpre • "correct" answer. • Historical and cultural contexts influence philosophical movements such as existentialism • remain relevant across generations. • Strong literary analysis examines how authorial choices shape meaning rather than simply
Essential Questions	1. What is humanity’s greater purpose? 2. How do images and/or imagery emphasize ideas in a portion of text or throughout a text?



	- How do words and phrases create ambiguous meanings and invite multiple interpretations? - How does a metaphorical comparison contribute to the figurative meaning of a character, or a scene?
Misconceptions	<i>Students may think that...</i> - Every literary work has one definitive interpretation. - Ambiguity means a text cannot be analyzed objectively. - Figurative language exists only for descriptive purposes rather than thematic development. - Narration simply tells the story and does not influence meaning. - Existential literature is inherently pessimistic or lacks purpose. - Dramas should be analyzed differently from prose fiction on the AP Exam. - Strong essays summarize philosophical ideas instead of analyzing literary techniques.
Transfer	<i>Students will be able to use what they learn to...</i> - Analyze unfamiliar dramatic and prose texts by evaluating authorial choices and their effects. - Interpret ambiguous literary passages using textual evidence and logical reasoning. - Explain how narration, figurative language, setting, and characterization contribute to theme. - Construct AP-style prose analysis essays that prioritize commentary over summary. - Apply philosophical and literary concepts to new texts and real-world questions about identity.
Important Facts and Key Concepts	<i>Students will know...</i> - The principles of existentialism and essentialism and how they are reflected in literature. - How dramatic setting and character interactions develop meaning in plays. - The impact of third-person limited narration, ambiguity, symbolism, and figurative language. - How historical context influenced twentieth-century existential literature. - The expectations of the AP Literature Prose Analysis (FRQ 2) rubric and strategies for analyzing passages.
Standards	

NJSL Content Specific Student Learning Standards

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this includes recognizing when the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of how the themes are developed.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how the author develops a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how a story begins or ends a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and prior knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how documents from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and expanding on what has been written; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led discussions, and grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively).
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, and word choice, points of emphasis, and tone used.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive

Computer Science and Design Thinking

- Utilize AP Classroom, Albert.io, CommonLit, Canvas, and digital annotation tools to strengthen close reading and analysis.
- Evaluate the ethical use of AI and digital resources when developing literary interpretations and revising analytical writing.
- Explore multiple interpretations before defending an evidence-based claim.
- Revise literary analyses through peer feedback, conferencing, and self-reflection.
- Compare philosophical perspectives across multiple texts to deepen understanding.

Career Readiness, Life Literacies, and Key Skills

- **Demonstrate critical thinking through philosophical and literary inquiry.**
- **Communicate complex ideas effectively through analytical writing and collaborative discussion.**
- **Evaluate multiple perspectives while defending interpretations with evidence.**
- **Strengthen adaptability and perseverance through the analysis of challenging texts.**

- **Develop self-awareness by connecting literature to questions of identity, responsibility, and purpose.**

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** *No Exit* Guided Reading Packet
- **Formative:** *The Metamorphosis* Guided Reading Packet
- **Formative:** Quiz
 - Multiple-Choice Questions
 - FRQ 2 (cold prompt and passage)
- **Summative:** Exam
 - Multiple-Choice Questions
 - FRQ 2 (passage from either *No Exit* or *The Metamorphosis*)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **Philosophy:** Examine existentialism, essentialism, free will, identity, and the search for meaning through literary texts.
 - 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed their physical and spiritual worlds.
- **History:** Explore how World War I, World War II, industrialization, and political uncertainty influenced twentieth-century literature.
 - 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized French absolute monarchy and the English limited monarchy).

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs.
- Guided reading packets with chunked sections, comprehension checks, and annotation prompts for *Metamorphosis*.
- Graphic organizers comparing existentialist concepts, characterization, narration, and symbolism.
- Audio versions of both texts through Libby or approved YouTube audiobooks while following along with the text.
- Canvas access to all lesson slides, guided notes, handouts, lecture recordings, and instructional videos at the student's own pace.
- Closed captioning enabled on all instructional videos and performances.
- Small-group conferencing before the cold FRQ 2 practice to review strategies for analyzing texts.

504

- Accommodations as specified in student plans.
- Extended time for reading, writing, and assessments when applicable.
- Preferential seating during whole-class readings and Harkness discussions to support engagement.
- Flexible pacing for guided reading packets with teacher check-ins.



	● Access to digital copies of texts, lecture slides, guided notes, and recorded instructional materials. ● Option to utilize audiobooks (Libby or approved YouTube recordings) to support comprehension.
At Risk/ I&RS	● Frequent comprehension checkpoints during in-class reading. ● Scaffolded annotation guides focusing on narration, setting, and figurative language. ● Vocabulary frontloading for existential philosophy and literary terminology. ● Guided FRQ planning organizers emphasizing commentary over summary. ● Regular conferencing and progress monitoring throughout the unit. ● Additional AP Classroom, CommonLit, and Albert.io practice assigned based on individual needs.
ML	● Frontload academic vocabulary and philosophical terminology will be done for the entire course. ● Visual organizers illustrating existential concepts, symbolism, and narrative perspective. ● Sentence frames for literary discussion and prose analysis. ● Collaborative reading partnerships during dramatic and prose texts. ● Extended processing time and opportunities for oral rehearsal before writing. ● Access to bilingual dictionaries and translated supports when appropriate. ● Audio versions of texts to reinforce comprehension alongside print.
Gifted	● Independent exploration of additional existential texts (ex. excerpts from Camus, Kierkegaard, etc.) to explore philosophical perspectives. ● Comparative analysis of dramatic and prose techniques across the two core texts. ● Leadership roles during Harkness discussions and collaborative close reading. ● Extension activities utilizing AP Classroom, Albert.io, and CommonLit at advanced difficulty. ● Opportunities to analyze the texts through multiple critical lenses (existential, psychological, etc.).

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [No Exit PDF](#)
- [Guided Reading Packet: No Exit](#)
- [The Metamorphosis PDF](#)
- [Guided Reading Packet: The Metamorphosis](#)
- [Day 1](#): Introduction to Existentialism
- [Day 2](#): In-Class Reading of *No Exit*
- [Day 3](#): In-Class Reading of *No Exit* (day 2)
- [Day 4](#): Setting Analysis
- [Day 5](#): Characterization and Ambiguity
- [Day 6](#): Prose Analysis Review
- Day 7: Quiz

- Day 8: In-Class reading of *The Metamorphosis*
- Day 9: Narration Analysis
- Day 10: Exploration of Figurative Language & Character
- Day 11: Prose Writing Practice
- Day 12: Close Reading & Harkness
- Day 13: Exam

Unit 7: Exam Preparation

Grade Level: 12	Content Area: Short & Long Fiction Unit 7 Theme/Topic: Exam Preparation Duration: - “How do we synthesize everything?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> ● Successful AP Literature analysis requires consistent application of close reading, evidence-based writing, and purposeful writing strategies. ● Effective literary analysis emphasizes authorial choices and commentary over plot summary. ● Reflection, revision, and deliberate practice strengthen analytical writing and test-taking skills. ● Different literary genres require flexible analytical approaches while relying on the same core skills. ● Growth as a reader, writer, and critical thinker results from identifying strengths, addressing weaknesses, and setting meaningful goals.
Essential Questions	1. How do the AP Big Ideas for Literature and Composition inform our understanding of literary texts, and how can we integrate them into our analysis of poetry, prose, and literary argumentation? 2. What strategies can we employ to excel in multiple-choice questions, considering elements such as literary devices, and understanding authorial intent? 3. In what ways does the structure and form of a poem contribute to its overall meaning and thematic development? How can we approach analyzing poetry effectively in both multiple-choice and free response formats? 4. When engaging in prose analysis, what are the key elements to consider, including but not limited to narrative voice, and theme? How do these elements contribute to understanding the author's message? 5. How can we craft a strong literary argument in response to free response prompts, incorporating textual evidence and critical analysis to support our claims? What strategies can we employ to ensure clarity, coherence, and strong responses?
Misconceptions	<i>Students may think that...</i> ● Success on the AP Exam depends primarily on memorizing literary terms. ● Sophisticated writing requires complex vocabulary rather than insightful analysis. ● There is a formula that guarantees a high score on every essay. ● Timed essays should be perfect on the first draft. ● Multiple-choice questions reward memorization rather than close reading and inference. ● The sophistication point is earned by using advanced vocabulary instead of nuanced thinking. ● Reviewing means relearning content rather than refining existing analytical skills.
Transfer	<i>Students will be able to use what they learn to...</i> ● Independently analyze poetry, prose, and drama using evidence-based reasoning.



	● Apply AP analytical skills to unfamiliar literary texts. ● Construct clear, defensible literary arguments under timed conditions. ● Evaluate and revise analytical writing to improve clarity, commentary, and sophistication. ● Reflect on personal strengths and develop strategies for continued academic success beyond the exam.
Important Facts and Key Concepts	<i>Students will know...</i> ● The structure, timing, and expectations of the AP English Literature and Composition Exam. ● Effective strategies for approaching multiple-choice questions and all three free-response questions. ● Characteristics of high-scoring thesis statements, commentary, textual evidence, and sophisticated analysis. ● Common writing errors and revision techniques that strengthen literary analysis. ● Personal strengths, areas for growth, and individualized strategies for exam success.

Standards

NJSL Content Specific Student Learning Standards

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make stylistic choices, and to comprehend more fully when reading or listening.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on general academic and domain-specific texts, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of what a literary text says explicitly and inferentially, as well as interpretations of the text; this includes recognizing when the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of how the themes are developed.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how the author develops a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how a story begins or ends a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and reflecting on the writing process; complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or other tools); and using a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a day or two) for a range of tasks, purposes.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led discussions, and grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively).

- SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, word choice, points of emphasis, and tone used.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Interpret complex literary texts using evidence to support analytical claims.
- Communicate literary analysis through collaborative discussion and academic writing.
- Apply academic vocabulary and discipline-specific language when discussing literature.
- Strengthen oral and written communication through revision, reflection, and peer feedback.

Computer Science and Design Thinking

- Utilize AP Classroom, Albert.io, CommonLit, and Canvas to monitor progress and target individual skill development.
- Demonstrate ethical and responsible use of AI and digital resources when reviewing, revising, and preparing for assignments.
- Analyze assessment data to identify strengths and areas for improvement.
- Revise writing through iterative feedback and reflection.
- Develop personalized study plans and test-taking strategies based on performance analysis.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.CI.1** With a growth mindset, failure is an important part of success. Demonstrate the ability to reflect, analyze, and generate ideas
- Demonstrate independence and self-directed learning.
- Apply critical thinking to unfamiliar problems and texts.
- Communicate ideas clearly through analytical writing and discussion.
- Reflect on personal growth and set measurable academic goals.
- Utilize feedback to improve performance and build resilience.

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** Partner FRQ 1
- **Formative:** Essay Corrections & Reflection
- **Formative:** Multiple-Choice Homework Completion
- **Formative:** Extra Multiple-Choice Questions Practice (optional)
- **Summative:** Final Exam (will be exempt from final if you take the College Board exam)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **Technology:** Utilize digital platforms to monitor progress and access targeted review resources.
 - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on preferences.

Accommodations and Modifications

Special Education	• Extended time as outlined in IEPs. • Flexible timing for timed writing practice when appropriate to instructional goals. • Graphic organizers for planning FRQ responses. • Individual conferencing to review assessment data and targeted growth areas. • Canvas access to review materials, lecture slides, handouts, and recorded instructional videos. • Closed-captioned instructional videos and accessible digital resources. • Audiobooks and text-to-speech supports when reviewing previously studied texts.
504	• Accommodations as specified in student plans. • Extended time for practice assessments and essays when applicable. • Preferential seating during review activities. • Flexible pacing for independent review assignments. • Access to digital review resources, Canvas materials, and AP Classroom practice.
At Risk/ I&RS	• Individualized skill review based on assessment data. • Scaffolded essay planning organizers. • Targeted multiple-choice practice using AP Classroom, Albert.io, and CommonLit. • Frequent teacher conferences and progress monitoring. • Additional opportunities for revision and reassessment of analytical writing.
ML	• Frontload academic and assessment vocabulary. • Sentence frames for thesis statements and literary commentary. • Collaborative review opportunities and peer support. • Extended processing time during practice activities. • Visual organizers summarizing AP essay expectations. • Access to bilingual resources when appropriate.
Gifted	• Independent completion of additional released College Board exams. • Leadership roles during peer review and collaborative workshops. • Independent revision emphasizing sophistication and stylistic precision. • Advanced AP Classroom, Albert.io, and CommonLit assignments targeting individual growth. • Opportunities to mentor peers through collaborative review activities.

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [FRQ 3 planning organizer](#)

- [FRQ 3 sample prompts](#)
- Sample essays
 - [FRQ 1](#)
 - [FRQ 2](#)
 - [FRQ 3](#)
- [Multiple-Choice practice list](#)

Unit 8: Literature and Life

Grade Level: 12	Content Area: College Readiness Unit 8 Theme/Topic: End of Year Duration: 13 class periods do we apply these skills to life?"
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • The analytical, communication, and critical thinking skills developed through literature and life are essential for careers, and everyday life. • Personal identity continues to evolve through reflection, experience, and lifelong learning. • Research and informed decision-making empower individuals to navigate changing educational and career paths. • Effective written and oral communication are essential for academic, professional, and personal growth. • Literature encourages empathy, self-awareness, and reflection that extend beyond the classroom.
Essential Questions	• How do our past experiences shape the people we become? • What does it mean to carry your identity into new phases of life? • How can literature, particularly characters like Elizabeth Bennet, help us understand our own identity? • What moments—big or small—create a lasting impact on our sense of self? • How do community and shared experiences contribute to personal growth? • What skills and lessons from literature and life will help us navigate adulthood?
Misconceptions	<i>Students may think that...</i> • English skills are only valuable in language arts classrooms. • Career paths are fixed and follow a single predetermined route. • A college major guarantees a specific career. • Technology will replace careers rather than reshape them. • Cover letters simply repeat information found in a résumé. • Reflection is only about looking backward rather than planning for future growth. • Graduation marks the end of learning rather than the beginning of lifelong learning.
Transfer	<i>Students will be able to use what they learn to...</i> • Apply research skills to investigate college programs, careers, and professional opportunities. • Create professional written communication, including cover letters, for real-world applications. • Evaluate how technological advancements may influence future careers and workforce education. • Present information clearly using multimedia tools and effective public speaking techniques. • Reflect on personal growth while establishing meaningful academic, personal, and career goals.
Important Facts and	<i>Students will know...</i>

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Key Concepts	• The purpose, structure, and conventions of an effective professional cover letter. • How to locate and evaluate reliable information about colleges, career pathways, and work. • The impact of technology, innovation, and changing industries on future careers. • Effective presentation design principles using Canva or PowerPoint. • How the analytical, communication, collaboration, and critical thinking skills developed beyond high school.
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Standards

NJSL Content Specific Student Learning Standards

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetorical content convey information and advance a point of view.
- W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-structured event sequences.
- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content style are appropriate to task, purpose, and audience.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Narrate.Interpretive
- ELD-LA.9-12.Narrate.Expressive

Computer Science and Design Thinking

- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on economy, politics, and culture
- Utilize digital research tools, Canva, PowerPoint, and other technology platforms to communicate information effectively.
- Analyze how technological innovation, artificial intelligence, and automation are shaping postsecondary education.
- Practice ethical digital citizenship while researching, creating presentations, and utilizing AI-supported tools responsibly.
- Research multiple educational and career pathways before identifying a personalized plan.
- Design and revise professional communication based on feedback.
- Evaluate potential challenges and opportunities within future career fields while considering alternative pathways.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies, and/or procedures.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- Demonstrate professional written and oral communication skills.
- Develop self-awareness through reflection and goal setting.
- Utilize critical thinking to evaluate educational and career opportunities.
- Collaborate respectfully while providing constructive peer feedback.
- Demonstrate adaptability by exploring multiple career pathways and evolving workforce needs.

Assessment Evidence

Students will demonstrate understanding by...

- **Formative:** Project Planning Check In
- Formative: Cover Letter Draft
- **Summative:** Career Exploration Presentation
 - Cover letter
 - College/Career Research Presentation
 - Reflection

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

- **Visual and Performing Arts:**
 - 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
 - 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to design.

Accommodations and Modifications

Special Education	● Extended time as outlined in IEPs. ● Graphic organizers for career research, presentation planning, and cover letter drafting. ● Step-by-step project checkpoints with teacher conferencing. ● Models and exemplars of professional cover letters and presentations. ● Canvas access to project directions, templates, rubrics, instructional videos, and presentations. ● Closed-captioned instructional videos and accessible digital resources. ● Flexible presentation options (live presentation, recorded presentation, or small-group presentation).
504	● Accommodations as specified in student plans. ● Extended time for research, writing, and presentations when applicable. ● Preferential seating during presentations and workshops. ● Organizational supports through project timelines and teacher check-ins. ● Access to digital templates and instructional resources through Canvas.
At Risk/ I&RS	● Teacher-guided research checkpoints. ● Scaffolded presentation and cover letter templates. ● Frequent progress monitoring and conferencing. ● Assistance locating reliable career and college resources. ● Opportunities for draft revision and individualized feedback.
ML	● Sentence frames for professional writing and presentations.

	● Academic vocabulary support related to careers, higher education, and professional communication. ● Visual examples of effective presentation design and cover letters. ● Collaborative opportunities during research and project development. ● Extended processing time and bilingual resources when appropriate.
Gifted	● Independent exploration of advanced career pathways, graduate education, certifications, and postsecondary options. ● Research comparing multiple institutions or career trajectories. ● Leadership opportunities during peer review and project workshops. ● Creation of expanded professional portfolios including résumés, LinkedIn profiles, or personal websites. ● Investigation of future workforce trends and emerging technologies within their chosen field.

Resources

● Calendar/Assessment Plan ● Cover letter examples ● Alumni speakers ● Day 1: Wellness and Reflection Day ● Day 2: Pride and Prejudice Viewing ● Day 3: Pride and Prejudice Viewing ● Day 4: Introduction to Final Project ● Day 5: Introduction Letter Writing ● Day 6: College/Career Research ● Day 7: Project Work Time ● Day 8: Project Work Time ● Day 9: Alumni Day ● Day 10: Project Presentations ● Day 11: Letter Writing/Reflection ● Day 12: Class Bonding ● Day 13: Class Bonding

Unit 1: Introduction to AP English Literature and Composition

Grade Level: 12	Content Area: Critical Thinking Unit 1 Theme/Topic: Introduction to AP English Literature and Composition Duration: 7 class periods (Sept. 1-Sept. 22) - “How do we read literature?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literary interpretation requires close reading, evidence, and thoughtful analysis. • Success in AP Literature develops through practice, reflection, and revision. • Multiple interpretations can be valid when supported by textual evidence. • Effective literary analysis emphasizes interpretation rather than summary. • Growth as a reader and writer occurs through persistence and feedback.
Essential Questions	1. How do the AP Literature and Composition course themes and big ideas inform our understanding of literature? 2. What strategies can we use to effectively analyze and interpret complex literary texts and the AP Literature exam? 3. How do free-response questions in the AP Literature exam assess our ability to construct arguments? 4. In what ways can we connect personal experiences and perspectives to the interpretation and understanding and appreciation of literature?
Misconceptions	<i>Students may think that...</i> • There is only one "correct" interpretation of a literary text • AP Literature is primarily about memorizing literary terms • Strong essays require sophisticated vocabulary more than strong analysis • The AP exam rewards summary of a text rather than interpretation and analysis • Literary analysis is based on personal opinion rather than textual evidence • Timed writing requires perfection on a first draft • Multiple-choice questions test memorization rather than close reading and critical thinking • They must know every literary device in order to be successful in the course
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar texts independently and develop evidence-based interpretations • Construct clear and defensible written arguments supported by textual evidence • Apply close reading strategies to academic, professional, and personal reading experiences • Evaluate how authors use language and literary techniques to shape meaning • Communicate analytical ideas effectively in both written and verbal formats • Reflect on their own strengths and areas for growth as readers, writers, and critical thinkers • Approach complex tasks with confidence, persistence, and strategic problem-solving
Important Facts and Key Concepts	<i>Students will know...</i> • The structure and expectations of the AP English Literature and Composition course. • The format of the AP Literature and Composition Exam. • The purpose and structure of Multiple-Choice Questions. • The purpose and expectations of: ○ FRQ 1: Poetry Analysis ○ FRQ 2: Prose Fiction Analysis

- | | |
|------------------|---|
| | <ul style="list-style-type: none">○ FRQ 3: Literary Argument● Key literary elements frequently analyzed in AP Literature.● Effective annotation and close reading strategies. |
| Standards | |

NJ Student Learning Standards—ELA

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices of style, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include the text leaves matters uncertain.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and completing complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Read grade-level literary texts while using appropriate scaffolds to determine meaning and analyze author's craft.
- Write evidence-based literary analyses using increasingly precise academic vocabulary and sentence structures.
- Develop oral and written communication skills that support literary analysis and academic argumentation.

Computer Science and Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions and results with supporting sketches or models.
- Use digital platforms (AP Classroom, Google Classroom, collaborative documents) to organize learning, complete assignments, and progress.
- Evaluate the credibility and ethical use of AI-assisted tools and digital resources when reading and writing.
- Define analytical problems presented by unfamiliar texts.
- Generate multiple interpretations before selecting the strongest claim.
- Test ideas through discussion, annotation, and writing.
- Revise analytical writing based on feedback and reflection.

Career Readiness, Life Literacies, and Key Skills

- **9.3.12.ED.3** Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- Demonstrate critical thinking and problem-solving when interpreting complex texts.
- Communicate ideas effectively through speaking and writing.
- Collaborate respectfully in discussions and peer review.
- Set academic goals and monitor progress toward mastery.

Students will demonstrate understanding by...

- **Formative Assessment** : [Hamlet Annotations](#) (50 points)
- **Benchmark Assessment**: IRB One-Pager (50 points)
 - [Sample one-pagers](#)
- **Summative Assessment** : FRQ (Choice)
 - All FRQ practice exams are cold prompts and passages released from College Board

*[Summer Assignment 2026](#) (subject to change year to year based on the play being utilized for the following year's curriculum)

Alternative Assessment: IRB Project and Illustration

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

In an IRB One-Pager, examine how historical, cultural, and social contexts shape literature and influence interpretation.

Standards for Cross-Content Areas

- **History**: Students examine how historical, cultural, and social contexts shape literature and influence interpretation.
 - 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture and time periods.

Accommodations and Modifications

Special Education	● Extended time as indicated in IEPs ● Graphic organizers for essays ● Teacher conferencing during essay revision ● Models and exemplars will be printed and accessible on Canvas ● Rotating groups to get to know students and which groupings work best ● Audio versions of texts when appropriate- all exemplars read aloud (students are encouraged to use the Library app for additional accessibility)
504	● Extended time on timed assessments ● Preferential seating near the board ● Frequent check-ins ● Reduced distractions ● All slideshows/videos/printed material will be accessible on Canvas ● Alternative methods for demonstrating understanding when needed
At Risk/ I&RS	● Frequent feedback both verbal and written on non-graded practice assignments ● Guided annotation supports ● Writing conferences ● Sentence starters for analytical writing ● Vocabulary pre-teaching will be done for the entire class ● Small-group instruction when needed
ML	● Academic vocabulary instruction in individual conferencing or through digital/printed resources ● Sentence frames for discussion and writing ● Visual supports and annotation guides, can print lecture notes ● Opportunities for collaborative learning is frequently utilized for the entire class

	• Extended processing time when needed • Bilingual resources when appropriate
Gifted	• Independent analysis of additional literary texts • Leadership during collaborative discussions • Extension activities on AP Classroom, Albert.io, and CommonLit • Opportunities to compare multiple critical interpretations • Independent goal setting and self-assessment

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [Day 1](#): Syllabus Overview
 - [Syllabus](#)
- [Day 2](#): One-Pager Presentations
 - [Sample one-pagers](#)
- Day 3: Exam Overview
- Day 4: FRQ 1
 - [Practice essay](#)
- Day 5: FRQ 2
 - [Practice essay](#)
- Day 6: FRQ 3
 - [Practice essay](#)
- Day 7: Revisions & AP Classroom Practice

Unit 2: Language and Literature

Grade Level: 12	Content Area: Long Fiction Unit 2 Theme/Topic: Language and Literature Duration: 12 weeks - “How do authors create meaning?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Authors make deliberate choices in language, structure, characterization, and figurative language to influence the reader's interpretation. • Shakespeare's dramatic techniques provide a foundation for analyzing complex literary texts in the AP Literature exam. • Close reading requires readers to move beyond comprehension to analyze how literary choices contribute to character development, and dramatic effect. • Literary analysis is strengthened through precise textual evidence, thoughtful commentary, and understanding authorial purpose. • Challenging texts develop the analytical habits necessary for success in AP Literature and beyond.
Essential Questions	1. How does language shape our understanding of identity and culture? 2. In what ways does literature reflect the historical, social, and cultural contexts of its time? 3. How do authors use literary devices to enhance meaning and evoke emotion? 4. What role does narrative perspective play in shaping a story's message and reader's interpretation? 5. How does the interplay of language and form influence the reader's experience? 6. In what ways can literature foster empathy and understanding for diverse human experiences?
Misconceptions	<i>Students may think that...</i> • Shakespeare's language is impossible to understand without modern translation. • Literary analysis is simply identifying literary devices rather than explaining their effect. • Characters can be described using only simple personality traits. • Structure refers only to plot rather than the author's organizational choices. • Figurative language exists only to make writing more descriptive. • There is only one correct interpretation of Shakespeare. • Strong literary analysis summarizes the text instead of analyzing authorial choices.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar literary texts by evaluating an author's structural, stylistic, and rhetorical choices. • Develop evidence-based literary arguments using close reading and textual analysis. • Explain how characterization, figurative language, and structure contribute to meaning across different texts. • Write AP-style prose analysis essays using clear claims, relevant evidence, and effective commentary. • Apply analytical reading strategies independently to increasingly complex literature.
Important Facts and Key Concepts	<i>Students will know...</i> • Shakespeare's dramatic structure and conventions, including acts, scenes, soliloquies, asides, and stagecraft. • How authors develop complex characters and relationships that influence conflict, plot, and theme. • How structural choices shape meaning and reader interpretation. • The purpose and impact of figurative language, imagery, symbolism, diction, and syntax in literary texts. • The expectations of the AP Literature Prose Analysis (FRQ 2) rubric and how authorial choices contribute to meaning.

analysis.

Standards

NJ Student Learning Standards—ELA

- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include identifying the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., how to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Engage in collaborative discussions using academic language to analyze complex literary texts.
- Interpret grade-level literary language with scaffolds that support comprehension of Shakespearean English.
- Write evidence-based literary analyses using appropriate academic vocabulary and language structures.
- Build vocabulary through repeated exposure to figurative language, archaic language, and literary terminology.

Computer Science and Design Thinking

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have on design constraints.
- Utilize digital annotation tools and AP Classroom resources to strengthen literary analysis.
- Evaluate the ethical use of AI and digital resources when interpreting literature and drafting analytical writing.
- Apply close reading strategies to identify patterns in language and structure.
- Revise interpretations based on textual evidence and collaborative discussion.
- Iterate analytical writing through peer and teacher feedback.

Career Readiness, Life Literacies, and Key Skills

- Demonstrate critical thinking through close analysis of complex literary texts.
- Communicate analytical ideas effectively through discussion and formal writing.
- Collaborate with peers to refine interpretations and defend claims with evidence.
- Practice perseverance and productive struggle when engaging with challenging texts.
- Utilize digital tools responsibly to support learning and research.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Annotations

Benchmark Assessment: Quiz

- Multiple-Choice Questions

Summative Assessment

- Exam
 - Multiple-Choice Questions
 - Prose Analysis (FRQ 2)

Alternative Assessment: Prose Analysis (FRQ 2)

- Cold FRQ 2 Prose Analysis using a released College Board prompt and passage

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students perform a close reading activity during which they must identify ways in which voice, gestures, movements, and so on are used to create or retell a story in Shakespeare.

Standards for Cross-Content Areas

- **Visual & Performing Arts:**
 - 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story or experiences (e.g., process drama, story drama, creative drama).

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs
- Vocabulary organizer with definitions
- Alternate, modified text version of the chosen play
- Graphic organizers and guided notes
- Chunked assignments and directions
- Small-group instruction and conferencing
- Multiple opportunities for feedback and revision on non-graded assignments
- For every single unit the Google Slides for the lesson will be accessible on Canvas, so they can be viewed on a mobile device
- Any video has captions
- This particular unit is paired with a visual performance of the core text to appeal to visual learners

504

- Accommodations as specified in student plans
- Preferential seating near board and speakers
- Extended time when applicable

At Risk/ I&RS

- Frequent progress monitoring
- Check-ins and goal setting
- Scaffolded writing and reading supports

	• Additional practice opportunities and intervention support
ML	• Vocabulary support and frontloading, especially with Shakespearean language • Visual supports and exemplars • Sentence frames and discussion supports • Extended processing time • Opportunities for collaborative learning
Gifted	• Extension activities utilizing additional AP-level texts, AP Classroom, Albert.io, and CommonLit • More independent analysis opportunities • Leadership roles during peer review and discussion activities

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [Sample FRQ 2 prompts & essays](#)
- Copies of *Hamlet*
- AP Daily videos
- [Day 1](#): Introduction to Shakespeare
- Day 2: Introduction to *Hamlet*
 - [Hamlet PDF](#)
 - [Reading Shakespeare's Hamlet](#)
- Day 3: Characterization & Comprehension
- Day 4: Figurative Language Analysis
- Day 5: Close Reading
- Day 6: Quiz
- Day 7: Structure Analysis
- Day 8: Character Relationships
- Day 9: Prose Analysis Overview
- Day 10: Prose Analysis Practice (& revisions)
- Day 11: Field trip- Shakespeare Theater (*Hamlet* performance)
- Day 12: Exam

*The core text for this unit will change based on which Shakespearean play is being performed at the Shakespeare Theater of NJ

- [Macbeth PDF](#)
- [Taming of the Shrew PDF](#)
- [Romeo and Juliet PDF](#)
- [Othello PDF](#)
- [A Midsummer Night's Dream PDF](#)
- [King Lear PDF](#)

- [*The Tempest* PDF](#)
- [*Much Ado About Nothing* PDF](#)
- [*Merchant of Venice* PDF](#)
- [*Twelfth Night* PDF](#)

Unit 3: Literature and the Human Experience

Grade Level: 12	Content Area: Long Fiction Unit 3 Theme/Topic: Literature and the Human Experience D 27-Dec. 8) - “How does literature reflect humanity?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literature reflects, critiques, and shapes historical, cultural, and societal experiences through • Authors use setting, characterization, and narration to develop complex themes and reveal • Historical and cultural context enriches literary interpretation but does not replace close text • Complex literary works invite multiple valid interpretations when supported by strong text • Meaningful literary arguments connect specific textual analysis to broader ideas about the
Essential Questions	1. If fiction is the mirror of life, how is it used as a tool to shape life? 2. Which aspects of a character’s background contribute to how the character perceives his or 3. What drives the character to think, feel, and/or act in the manner he or she does? 4. How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time, geography, culture)?
Misconceptions	<i>Students may think that...</i> • Setting is simply the time and place where a story occurs. • Narrators always provide an objective or reliable account of events. • Characters should be judged solely by their actions rather than their circumstances and mo • Historical fiction only teaches history rather than exploring universal human experiences. • Literary argument essays rely on plot summary rather than analysis. • There is only one correct interpretation of a complex literary work. • Authors include difficult or uncomfortable topics only for historical accuracy rather than th
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze how setting, characterization, and narration interact to develop theme. • Construct sophisticated literary arguments using evidence from an entire work. • Connect literary texts to historical, cultural, and contemporary issues while maintaining tex • Evaluate how authors use narrative techniques to influence reader interpretation. • Apply literary analysis skills to unfamiliar texts and future AP Literary Argument prompts
Important Facts and Key Concepts	<i>Students will know...</i> • How setting functions as more than background by shaping conflict, identity, and theme. • How authors develop dynamic and psychologically complex characters through relationships and conflict. • The impact of narrative perspective, reliability, memory, and voice on meaning and interpretation. • How recurring motifs, symbolism, and historical context contribute to thematic development. • The expectations of the AP Literature Literary Argument (FRQ 3) rubric and how to develop an argument using a full-length work.
Standards	
NJ Student Learning Standards—ELA	

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this includes the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over including how they interact and build on one another to produce a complex account or analysis; provide an objective
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Engage in collaborative discussions using academic language to analyze complex literary themes.
- Interpret grade-level literary texts with support for culturally and historically significant vocabulary.
- Write evidence-based literary arguments using appropriate academic language and textual evidence.
- Strengthen comprehension through discussion, annotation, and scaffolded literary analysis.

Computer Science and Design Thinking

- Utilize digital annotation tools and AP Classroom resources to analyze complex literary texts.
- Demonstrate ethical and responsible use of AI and digital resources during literary analysis and writing.
- Develop multiple interpretations through inquiry, discussion, and close reading.
- Refine literary arguments through drafting, feedback, and revision.
- Evaluate evidence to construct well-supported analytical claims.

Career Readiness, Life Literacies, and Key Skills

- Analyze complex problems from multiple perspectives.
- Communicate ideas clearly through analytical discussion and writing.
- Demonstrate empathy and cultural awareness through literary study.
- Collaborate respectfully while considering diverse interpretations.
- Practice critical thinking, reflection, and evidence-based reasoning.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment Quiz

- Multiple-Choice Questions

Benchmark Assessment: Open-Ended Questions (to prepare them for a literary argument essay)

Summative Assessment Exam

- Multiple-Choice Questions
- Literary Argument Essay (FRQ 3)
 - Prompt selected from a previously released College Board exam

Alternative Assessment Annotations (analytical notes as they read with a focus on SET, CHR, and NAR)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students learn and study the work of Toni Morrison through application to Civics as described in the Standards below.

Standards for Cross-Content Areas

History:

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and the structure in New Jersey's 1776 constitution and the United States Constitution.

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs for the quiz and exam
- Graphic organizers and guided notes provided to the entire class
 - Can be modified as needed
- Chunked assignments and directions
 - All work and assignments are listed in a unit calendar and given to the students at the beginning of the unit, allowing for self-monitored chunking as well.
- Small-group instruction and conferencing during analytical discussions and skill building
- Multiple opportunities for feedback and revision on non-graded assignments

504

- Extended time when applicable
- Preferential seating
- Teacher check-ins and organizational supports
 - Requirements for annotations can be modified as needed
- Flexible assessment options as appropriate

At Risk/ I&RS

- Frequent feedback both written and verbal on non-graded assignments
- Guided annotation supports
- Scaffolded literary argument writing
- Reading checkpoints and conferencing
- Vocabulary reinforcement through targeted homework assignments
- Additional intervention and review opportunities

ML

- Frontload historical and academic vocabulary

	• Visual supports and historical background resources ◦ Everything will be posted on Canvas and include subtitles when appropriate • Sentence frames for literary discussion and writing • Opportunities for collaborative analysis • Extended processing time • Bilingual resources when appropriate
Gifted	• Independent analysis of supplemental literary works • Comparative analysis with additional works by diverse authors • Leadership roles during seminars and collaborative discussions • Extension activities utilizing AP Classroom, Albert.io, and CommonLit • Opportunities to explore multiple critical lenses (historical, feminist, psychoanalytic, postcolonial)

Resources

- [Unit Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
 - Binder Resources
 - [Beloved, Toni Morrison](#)
 - [Anticipation Guide](#)
 - [Toni Morrison Biography](#)
 - [Guided Reading Packet](#)
 - ["The Yellow Wallpaper" Charlotte Perkins Stetson](#)
 - [Close Reading: Character Relationships](#)
 - [Close Reading: Characterization](#)
 - ["Heart to Heart" Rita Dove](#)
 - [Past FRQ 3 Prompts](#)
 - Sample essays
- [Day 1](#): Introduction to *Beloved*
 - [Anticipation guide](#)
 - [Toni Morrison biography](#)
- [Day 2](#): Setting Details
- [Day 3](#): Initial Character Analysis
- [Day 4](#): Figurative Language in *Beloved*
- [Day 5](#): Character Relationships & Theme
- [Day 6](#): FRQ Practice
- [Day 7](#): Quiz
 - Multiple-Choice Questions

- Free response questions
- [Day 8](#): Setting Influencing Characters
- [Day 9](#): Character Growth
- [Day 10](#): Theme Analysis
- [Day 11](#): Literary Argument Overview
- [Day 12](#): Exam
 - Multiple-Choice Questions
 - FRQ 3: Literary Argument (prompt chosen from a released College Board FRQ 3 prompt)

Unit 4: The Art of Poetry

Grade Level: 12	Content Area: Poetry Unit 4 Theme/Topic: The Art of Poetry Duration: 9 class periods (D compress meaning?)”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Poets make intentional choices in language, structure, sound, and imagery to communicate • Meaning in poetry emerges through close analysis of how poetic elements interact rather than alone. • A poem's speaker, tone, and shifts shape the reader's understanding and interpretation. • Historical and cultural contexts deepen our understanding of poetry while allowing readers contemporary experiences. • Oral interpretation enhances comprehension by requiring readers to consider voice, pacing,
Essential Questions	1. How does the structure of a poem contribute to its meaning and impact? 2. What role do figurative language and literary devices play in conveying the poet’s message? 3. How do poets engage with and respond to their cultural and historical contexts? 4. In what ways does the exploration of diverse voices and perspectives enrich our understand
Misconceptions	<i>Students may think that...</i> • Every poem has one hidden "correct" meaning. • Poetry is primarily about identifying literary devices rather than analyzing their effect. • Poems should be interpreted literally rather than symbolically or figuratively. • Poetry is more subjective than prose and cannot be supported with textual evidence. • Performance is simply memorization rather than interpretation. • Every line of a poem carries equal weight in developing meaning. • Poetry analysis focuses on rhyme rather than the interaction of multiple poetic elements.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar poems through close reading of language, structure, tone, and figurative • Explain how poetic techniques contribute to meaning and emotional impact. • Construct evidence-based poetry analysis essays aligned to the AP Literature FRQ 1 rubric. • Interpret and communicate a speaker's perspective through effective oral performance. • Apply analytical reading strategies to poetry from a variety of historical periods, cultures, and
Important Facts and Key Concepts	<i>Students will know...</i> • How poets use figurative language, imagery, symbolism, diction, syntax, and sound devices • How poetic structure, form, lineation, and shifts contribute to interpretation. • The role of speaker, tone, mood, and audience in poetry analysis. • Characteristics of major literary movements and how historical context influences poetic ex • The expectations of the AP Literature Poetry Analysis (FRQ 1) rubric and the Poetry Out L
Standards	
NJ Student Learning Standards—ELA	

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of how the themes are developed.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and completing complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, and word choice, points of emphasis, and tone used.
- SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, and style are appropriate to task, purpose, and audience.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Interpret grade-level poetry using academic language and scaffolded supports.
- Engage in collaborative discussions about poetic meaning, tone, and literary techniques.
- Develop oral fluency and expressive communication through Poetry Out Loud performance.
- Write evidence-based poetry analyses using appropriate literary vocabulary.

Computer Science and Design Thinking

- Utilize AP Classroom, CommonLit, Albert, and digital annotation tools to strengthen poetry analysis.
- Demonstrate ethical and responsible use of digital resources when researching literary movements and preparing presentations.
- Develop interpretations through repeated close reading and revision.
- Refine oral performance through rehearsal, reflection, and feedback.
- Analyze multiple possible interpretations before selecting the strongest evidence-based claim.

Career Readiness, Life Literacies, and Key Skills

- **9.3.12.ED.2:** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- Strengthen communication skills through analytical writing and oral presentation.
- Build confidence in public speaking and professional presentation.
- Demonstrate creativity and interpretive thinking through performance.
- Collaborate respectfully by providing constructive peer feedback.
- Develop perseverance through revision, rehearsal, and reflective practice.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Poetry Analysis

- Analyze one poem from the POL anthology

Benchmark Assessment Poetry Out Loud Performance

- Formative: Partner Poetry Analysis Essay

Summative Assessment Poetry Analysis (FRQ 1)

- Cold prompt and poem from a released College Board exam

Alternative Assessment: Poetry Out Loud Rehearsal

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students prepare for and perform in Poetry Out Loud, incorporating VPA Standards as listed below as expectations.

Standards for Cross-Content Areas

● Visual & Performing Arts:

- f1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fun experiences (e.g., process drama, story drama, creative drama).

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs
- Chunked memorization schedule and rehearsal checkpoints
- Graphic organizers for poetry analysis will be provided to the entire class
- Frequent teacher conferencing
- Multiple rehearsal opportunities with feedback
- Visual and audio models of Poetry Out Loud performances will be provided to the entire class
- Closed captions and accessible lesson materials

504

- Accommodations as specified in student plans
- Extended time when applicable
- Flexible performance environment when appropriate
- Preferential seating
- Teacher check-ins and organizational supports
- Modifications can be made to requirements for the analysis as well as the performances

At Risk/ I&RS

- Scaffolded annotation guides
- Vocabulary support for poetic language
- Small-group rehearsal opportunities

	● Frequent progress monitoring and conferencing ● Additional practice analyzing cold poems
ML	● Frontload historical and academic vocabulary ● Visual supports and historical background resources ○ Everything will be posted on Canvas and include subtitles when appropriate ● Sentence frames for literary discussion and writing ● Opportunities for collaborative analysis ● Extended processing time ● Bilingual resources when appropriate
Gifted	● Independent analysis of supplemental literary works ● Comparative analysis with additional works by diverse authors ● Leadership roles during seminars and collaborative discussions ● Extension activities utilizing AP Classroom, Albert.io, and CommonLit ● Opportunities to explore multiple critical lenses (historical, feminist, psychoanalytic, postcolonial)
Resources	
● Calendar/Assessment Plan ● AP English Literature and Composition Scoring Rubrics ● AP Classroom ● AP Daily Videos ● Albert.io ● CommonLit ● Canvas ● College Board Released Prompts ● List of poetic devices and definitions ● Day 1: Persona Poetry/Rehearsal ● Day 2: Tone and Diction ● Day 3: Formative POL Performance ● Day 4: Sound Devices ● Day 5: Summative POL Performance ● Day 6: FRQ 1 Practice ● Day 7: Partner Practice Essay ● Day 8: Historical and Cultural Context ● Day 9: Exam	

Unit 5: Literature Reflects the Era

Grade Level: 12	Content Area: Long Fiction Unit 5 Theme/Topic: Literature Reflects the Era Duration: 12 “How does literature reflect history and society?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literature both reflects and critiques the historical, cultural, and social values of its time. • Authors use characterization, setting, narration, and structure to examine societal expectations. • Historical context deepens literary interpretation without replacing close textual analysis. • Satire, irony, and narrative perspective allow authors to challenge cultural norms and expose societal flaws. • Strong literary arguments connect textual evidence to broader thematic ideas about society.
Essential Questions	1. Which aspects of a character’s background contribute to how the character perceives his or her world? 2. What drives the character to think, feel, and/or act in the manner he or she does? 3. How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time, geography, culture)? 4. What is the relationship between the aspects (e.g., location, time of day, geography) of a setting and a character? 5. What is the relationship between a setting’s historical time period and a character? 6. What is the relationship between the society or culture of a setting and a character (e.g., what expectations does the society/culture, to what degree is a character accepted by his or her society/culture, to what extent does the society/culture esteem a character)?
Misconceptions	<i>Students may think that...</i> • Historical context is more important than the text itself when analyzing literature. • Characters should be judged only by modern values rather than the expectations of their society. • Satire is simply humorous writing rather than purposeful social criticism. • Setting functions only as the physical location of a story. • Narrators always express the author's personal opinions. • Literary argument essays summarize plot rather than analyze authorial choices and thematic implications. • Older literature is less relevant to contemporary readers.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze how historical and cultural contexts shape literary works and character development. • Evaluate how setting, narration, and characterization contribute to theme. • Construct evidence-based literary arguments using an entire work of fiction. • Compare perspectives across historical periods and connect literature to contemporary issues. • Apply close reading and literary analysis strategies to unfamiliar texts and AP Literary Argument questions.
Important Facts and Key Concepts	<i>Students will know...</i> • Major characteristics of the Regency Era, including its social hierarchy, gender roles, and class structure. • How satire, irony, and free indirect discourse shape meaning and influence readers. • The role of setting in developing conflict, characterization, and theme. • How character development reflects societal expectations, identity, and personal growth. • The expectations of the AP Literature Literary Argument (FRQ 3) rubric and how to support a thesis with textual evidence.

Standards

NJ Student Learning Standards—ELA

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over including how they interact and build on one another to produce a complex account or analysis; provide an objective
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive

Computer Science and Design Thinking

- Utilize AP Classroom and digital annotation tools to analyze literary texts and monitor progress.
- Evaluate the ethical use of AI and digital resources when researching historical context and drafting literary analysis.
- Develop interpretations by synthesizing textual evidence with historical context.
- Revise literary arguments through reflection, peer feedback, and teacher conferencing.
- Compare multiple perspectives before defending a literary interpretation.

Career Readiness, Life Literacies, and Key Skills

- Demonstrate critical thinking through historical and literary analysis.
- Communicate analytical ideas effectively through writing and discussion.
- Collaborate respectfully during Harkness seminars and peer review.
- Develop cultural awareness by examining perspectives across historical periods.
- Strengthen problem-solving and evidence-based reasoning through literary argumentation.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment Quiz

- Multiple Choice

Benchmark Assessment

- Annotations

Summative Assessment

- One-Pager (Character Study)
- Exam
 - Multiple-Choice Questions
 - FRQ 3 (taken from a released College Board prompt)

Alternative Assessment

- Free response questions
- Verbal response

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students engage in a one-pager character study during which they reveal how literature both reflects and critiques the history of its time.

Standards for Cross-Content Areas

- **History:** Explore the political, economic, and social structure of the Regency Era and its influence on literature.
 - 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for reasons against them.
- **Women's & Gender Studies:** Examine gender roles, marriage, inheritance laws, and expectations placed upon women.
 - 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in the world, and evaluate women's progress toward social equality, economic equality, and political equality in various contexts.

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs
- Graphic organizers for literary argument and character analysis
- Guided notes and chunked reading assignments
- Small-group instruction and conferencing
- Multiple opportunities for feedback and revision
- Audio versions of texts when appropriate (available for free on Libby)
- Closed-captioned instructional videos and accessible digital resources- all accessible on Canvas

504

- Accommodations as specified in student plans
- Extended time when applicable
- Preferential seating
- Organizational supports and teacher check-ins
- Flexible assessment accommodations as appropriate

At Risk/ I&RS

- Scaffolded annotation guides
- Frequent progress monitoring and conferences
- Reading checkpoints
- Guided literary argument organizers
- Vocabulary reinforcement
- Additional intervention and review opportunities

ML	● Frontload historical and academic vocabulary will be done for the entire class ● Visual supports and historical background resources ● Sentence frames for literary discussion and analytical writing ● Collaborative learning opportunities via Harkness and small group discussions ● Extended processing time ● Bilingual resources when appropriate
Gifted	● Comparative analysis of additional Regency literature and satire ● Independent exploration of literary criticism and historical scholarship ● Leadership roles during Harkness discussions ● Extension activities utilizing AP Classroom, Albert.io, and CommonLit ● Analysis through multiple literary lenses (historical, feminist, Marxist, reader-response, etc)
Resources	
● Calendar/Assessment Plan ● AP English Literature and Composition Scoring Rubrics ● AP Classroom ● AP Daily Videos ● Albert.io ● CommonLit ● Canvas ● College Board Released Prompts ● Day 1: Introduction to Austen ● Day 2: Character Analysis/Social Etiquette ● Day 3: Setting as Social Commentary ● Day 4: Narration & Tone ● Day 5: Multiple-Choice Questions Practice ● Day 6: Quiz ● Day 7: Character Relationships & Transformations ● Day 8: Theme Analysis ● Day 9: Literary Argument Practice ● Day 10: Study Stations ● Day 11: One-Pager Presentations ● Day 12: Exam	

Unit 6: Humanity's Struggle for Understanding

Grade Level: 12	Content Area: Short Fiction Unit 6 Theme/Topic: Humanity's Struggle for Understanding (Feb. 23-April 6) - "Why do humans seek meaning?"
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Literature explores fundamental questions about identity, purpose, freedom, responsibility, • Authors use characterization, setting, narration, and figurative language to communicate p • multiple interpretations. • Ambiguity is often intentional and encourages readers to construct evidence-based interpre • "correct" answer. • Historical and cultural contexts influence philosophical movements such as existentialism • remain relevant across generations. • Strong literary analysis examines how authorial choices shape meaning rather than simply
Essential Questions	1. What is humanity's greater purpose? 2. How do images and/or imagery emphasize ideas in a portion of text or throughout a text? 3. How do words and phrases create ambiguous meanings and invite multiple interpretations 4. How does a metaphorical comparison contribute to the figurative meaning of a character, c
Misconceptions	<i>Students may think that...</i> • Every literary work has one definitive interpretation. • Ambiguity means a text cannot be analyzed objectively. • Figurative language exists only for descriptive purposes rather than thematic development. • Narration simply tells the story and does not influence meaning. • Existential literature is inherently pessimistic or lacks purpose. • Dramas should be analyzed differently from prose fiction on the AP Exam. • Strong essays summarize philosophical ideas instead of analyzing literary techniques.
Transfer	<i>Students will be able to use what they learn to...</i> • Analyze unfamiliar dramatic and prose texts by evaluating authorial choices and their effe • Interpret ambiguous literary passages using textual evidence and logical reasoning. • Explain how narration, figurative language, setting, and characterization contribute to them • Construct AP-style prose analysis essays that prioritize commentary over summary. • Apply philosophical and literary concepts to new texts and real-world questions about ider
Important Facts and Key Concepts	<i>Students will know...</i> • The principles of existentialism and essentialism and how they are reflected in literature. • How dramatic setting and character interactions develop meaning in plays. • The impact of third-person limited narration, ambiguity, symbolism, and figurative langua • How historical context influenced twentieth-century existential literature. • The expectations of the AP Literature Prose Analysis (FRQ 2) rubric and strategies for ana • passages.
Standards	

NJ Student Learning Standards—ELA

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly supported interpretations of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this includes recognizing when the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of how the themes are developed.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how the author develops a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how a story begins or ends a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and prior knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how documents from the same period treat similar themes or topics.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and expanding on what has been written; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led discussions, and grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively).
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, and word choice, points of emphasis, and tone used.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive

Computer Science and Design Thinking

- Utilize AP Classroom, Albert.io, CommonLit, Canvas, and digital annotation tools to strengthen close reading and analysis.
- Evaluate the ethical use of AI and digital resources when developing literary interpretations and revising analytical writing.
- Explore multiple interpretations before defending an evidence-based claim.
- Revise literary analyses through peer feedback, conferencing, and self-reflection.
- Compare philosophical perspectives across multiple texts to deepen understanding.

Career Readiness, Life Literacies, and Key Skills

- **Demonstrate critical thinking through philosophical and literary inquiry.**
- **Communicate complex ideas effectively through analytical writing and collaborative discussion.**
- **Evaluate multiple perspectives while defending interpretations with evidence.**
- **Strengthen adaptability and perseverance through the analysis of challenging texts.**

- **Develop self-awareness by connecting literature to questions of identity, responsibility, and purpose.**

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment *No Exit* Guided Reading Packet

Benchmark Assessment :Quiz

- Multiple-Choice Questions
- FRQ 2 (cold prompt and passage)

Summative Assessment Exam

- Multiple-Choice Questions
- FRQ 2 (passage from either *No Exit* or *The Metamorphosis*)

Alternative Assessment *The Metamorphosis* Guided Reading Packet

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

By studying *No Exit* or *The Metamorphosis*, students examine the search for meaning through literary texts.

Standards for Cross-Content Areas

- **Philosophy:** Examine existentialism, essentialism, free will, identity, and the search for meaning through literary texts.
 - 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed their physical and spiritual worlds.
- **History:** Explore how World War I, World War II, industrialization, and political uncertainty influenced twentieth-century Europe.
 - 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized governments (e.g., French absolute monarchy and the English limited monarchy).

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs.
- Guided reading packets with chunked sections, comprehension checks, and annotation prompts for *Metamorphosis*.
- Graphic organizers comparing existentialist concepts, characterization, narration, and symbolism.
- Audio versions of both texts through Libby or approved YouTube audiobooks while following along with the text.
- Canvas access to all lesson slides, guided notes, handouts, lecture recordings, and instructional videos at the student's own pace.
- Closed captioning enabled on all instructional videos and performances.
- Small-group conferencing before the cold FRQ 2 practice to review strategies for analyzing texts.

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- Accommodations as specified in student plans.
- Extended time for reading, writing, and assessments when applicable.
- Preferential seating during whole-class readings and Harkness discussions to support engagement.

	● Flexible pacing for guided reading packets with teacher check-ins. ● Access to digital copies of texts, lecture slides, guided notes, and recorded instructional materials. ● Option to utilize audiobooks (Libby or approved YouTube recordings) to support comprehension.
At Risk/ I&RS	● Frequent comprehension checkpoints during in-class reading. ● Scaffolded annotation guides focusing on narration, setting, and figurative language. ● Vocabulary frontloading for existential philosophy and literary terminology. ● Guided FRQ planning organizers emphasizing commentary over summary. ● Regular conferencing and progress monitoring throughout the unit. ● Additional AP Classroom, CommonLit, and Albert.io practice assigned based on individual needs.
ML	● Frontload academic vocabulary and philosophical terminology will be done for the entire course. ● Visual organizers illustrating existential concepts, symbolism, and narrative perspective. ● Sentence frames for literary discussion and prose analysis. ● Collaborative reading partnerships during dramatic and prose texts. ● Extended processing time and opportunities for oral rehearsal before writing. ● Access to bilingual dictionaries and translated supports when appropriate. ● Audio versions of texts to reinforce comprehension alongside print.
Gifted	● Independent exploration of additional existential texts (ex. excerpts from Camus, Kierkegaard, etc.) to explore different philosophical perspectives. ● Comparative analysis of dramatic and prose techniques across the two core texts. ● Leadership roles during Harkness discussions and collaborative close reading. ● Extension activities utilizing AP Classroom, Albert.io, and CommonLit at advanced difficulty. ● Opportunities to analyze the texts through multiple critical lenses (existential, psychological, etc.).

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [No Exit PDF](#)
- [Guided Reading Packet: No Exit](#)
- [The Metamorphosis PDF](#)
- [Guided Reading Packet: The Metamorphosis](#)
- [Day 1: Introduction to Existentialism](#)
- [Day 2: In-Class Reading of No Exit](#)
- [Day 3: In-Class Reading of No Exit \(day 2\)](#)
- [Day 4: Setting Analysis](#)
- [Day 5: Characterization and Ambiguity](#)
- [Day 6: Prose Analysis Review](#)

- Day 7: Quiz
- Day 8: In-Class reading of *The Metamorphosis*
- Day 9: Narration Analysis
- Day 10: Exploration of Figurative Language & Character
- Day 11: Prose Writing Practice
- Day 12: Close Reading & Harkness
- Day 13: Exam

Unit 7: Exam Preparation

Grade Level: 12	Content Area: Short & Long Fiction Unit 7 Theme/Topic: Exam Preparation Duration: 1 - “How do we synthesize everything?”
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • Successful AP Literature analysis requires consistent application of close reading, evidence-based analysis, and purposeful writing strategies. • Effective literary analysis emphasizes authorial choices and commentary over plot summary. • Reflection, revision, and deliberate practice strengthen analytical writing and test-taking skills. • Different literary genres require flexible analytical approaches while relying on the same core skills. • Growth as a reader, writer, and critical thinker results from identifying strengths, addressing weaknesses, and setting meaningful goals.
Essential Questions	1. How do the AP Big Ideas for Literature and Composition inform our understanding of literary texts, and how can we integrate them into our analysis of poetry, prose, and literary argumentation? 2. What strategies can we employ to excel in multiple-choice questions, considering elements such as context, literary devices, and understanding authorial intent? 3. In what ways does the structure and form of a poem contribute to its overall meaning and thematic development? How can we approach analyzing poetry effectively in both multiple-choice and free response formats? 4. When engaging in prose analysis, what are the key elements to consider, including but not limited to plot, character, narrative voice, and theme? How do these elements contribute to understanding the author's message? 5. How can we craft a strong literary argument in response to free response prompts, incorporating textual evidence and critical analysis to support our claims? What strategies can we employ to ensure clarity, coherence, and compelling responses?
Misconceptions	<i>Students may think that...</i> • Success on the AP Exam depends primarily on memorizing literary terms. • Sophisticated writing requires complex vocabulary rather than insightful analysis. • There is a formula that guarantees a high score on every essay. • Timed essays should be perfect on the first draft. • Multiple-choice questions reward memorization rather than close reading and inference. • The sophistication point is earned by using advanced vocabulary instead of nuanced thinking. • Reviewing means relearning content rather than refining existing analytical skills.
Transfer	<i>Students will be able to use what they learn to...</i> • Independently analyze poetry, prose, and drama using evidence-based reasoning. • Apply AP analytical skills to unfamiliar literary texts. • Construct clear, defensible literary arguments under timed conditions. • Evaluate and revise analytical writing to improve clarity, commentary, and sophistication. • Reflect on personal strengths and develop strategies for continued academic success beyond the AP Exam.
Important Facts and Key Concepts	<i>Students will know...</i> • The structure, timing, and expectations of the AP English Literature and Composition Exam. • Effective strategies for approaching multiple-choice questions and all three free-response questions.

- Characteristics of high-scoring thesis statements, commentary, textual evidence, and sophisticated analysis.
- Common writing errors and revision techniques that strengthen literary analysis.
- Personal strengths, areas for growth, and individualized strategies for exam success.

Standards

NJ Student Learning Standards—ELA

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on general academic and domain-specific texts, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this includes identifying the text leaves matters uncertain.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective analysis of the text.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how the author develops a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., how a story begins or ends a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and aesthetic impact.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, and completing complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, or a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., day or two) for a range of tasks, purposes.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led, and grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively).
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, word choice, points of emphasis, and tone used.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Argue.Interpretive
- ELD-LA.9-12.Argue.Expressive
- Interpret complex literary texts using evidence to support analytical claims.
- Communicate literary analysis through collaborative discussion and academic writing.

- Apply academic vocabulary and discipline-specific language when discussing literature.
- Strengthen oral and written communication through revision, reflection, and peer feedback.

Computer Science and Design Thinking

- Utilize AP Classroom, Albert.io, CommonLit, and Canvas to monitor progress and target individual skill development.
- Demonstrate ethical and responsible use of AI and digital resources when reviewing, revising, and preparing for a presentation.
- Analyze assessment data to identify strengths and areas for improvement.
- Revise writing through iterative feedback and reflection.
- Develop personalized study plans and test-taking strategies based on performance analysis.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.CI.1** With a growth mindset, failure is an important part of success. Demonstrate the ability to reflect, analyze, and synthesize ideas.
- Demonstrate independence and self-directed learning.
- Apply critical thinking to unfamiliar problems and texts.
- Communicate ideas clearly through analytical writing and discussion.
- Reflect on personal growth and set measurable academic goals.
- Utilize feedback to improve performance and build resilience.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment Essay Corrections & Reflection

- Multiple-Choice Homework Completion

Benchmark Assessment Partner FRQ 1

Summative Assessment Final Exam (will be exempt from final if you take the College Board exam)

Alternative Assessment Extra Multiple-Choice Questions Practice (optional)

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students prepare for their AP exam through appropriate technological platforms.

Standards for Cross-Content Areas

- **Technology:** Utilize digital platforms to monitor progress and access targeted review resources.
 - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on individual preferences.

Accommodations and Modifications

Special Education

- Extended time as outlined in IEPs.
- Flexible timing for timed writing practice when appropriate to instructional goals.
- Graphic organizers for planning FRQ responses.
- Individual conferencing to review assessment data and targeted growth areas.
- Canvas access to review materials, lecture slides, handouts, and recorded instructional videos.
- Closed-captioned instructional videos and accessible digital resources.

	• Audiobooks and text-to-speech supports when reviewing previously studied texts.
504	• Accommodations as specified in student plans. • Extended time for practice assessments and essays when applicable. • Preferential seating during review activities. • Flexible pacing for independent review assignments. • Access to digital review resources, Canvas materials, and AP Classroom practice.
At Risk/ I&RS	• Individualized skill review based on assessment data. • Scaffolded essay planning organizers. • Targeted multiple-choice practice using AP Classroom, Albert.io, and CommonLit. • Frequent teacher conferences and progress monitoring. • Additional opportunities for revision and reassessment of analytical writing.
ML	• Frontload academic and assessment vocabulary. • Sentence frames for thesis statements and literary commentary. • Collaborative review opportunities and peer support. • Extended processing time during practice activities. • Visual organizers summarizing AP essay expectations. • Access to bilingual resources when appropriate.
Gifted	• Independent completion of additional released College Board exams. • Leadership roles during peer review and collaborative workshops. • Independent revision emphasizing sophistication and stylistic precision. • Advanced AP Classroom, Albert.io, and CommonLit assignments targeting individual growth. • Opportunities to mentor peers through collaborative review activities.

Resources

- [Calendar/Assessment Plan](#)
- [AP English Literature and Composition Scoring Rubrics](#)
- AP Classroom
- AP Daily Videos
- Albert.io
- CommonLit
- Canvas
- College Board Released Prompts
- [FRQ 3 planning organizer](#)
- [FRQ 3 sample prompts](#)
- Sample essays
 - [FRQ 1](#)
 - [FRQ 2](#)
 - [FRQ 3](#)
- [Multiple-Choice practice list](#)

Unit 8: Literature and Life

Grade Level: 12	Content Area: College Readiness Unit 8 Theme/Topic: End of Year Duration: 13 class periods do we apply these skills to life?"
Unit Summary (Enduring Understandings)	<i>Students will understand that...</i> • The analytical, communication, and critical thinking skills developed through literature and life will be useful in college, careers, and everyday life. • Personal identity continues to evolve through reflection, experience, and lifelong learning. • Research and informed decision-making empower individuals to navigate changing educational and career landscapes. • Effective written and oral communication are essential for academic, professional, and personal success. • Literature encourages empathy, self-awareness, and reflection that extend beyond the classroom.
Essential Questions	• How do our past experiences shape the people we become? • What does it mean to carry your identity into new phases of life? • How can literature, particularly characters like Elizabeth Bennet, help us understand our own identity? • What moments—big or small—create a lasting impact on our sense of self? • How do community and shared experiences contribute to personal growth? • What skills and lessons from literature and life will help us navigate adulthood?
Misconceptions	<i>Students may think that...</i> • English skills are only valuable in language arts classrooms. • Career paths are fixed and follow a single predetermined route. • A college major guarantees a specific career. • Technology will replace careers rather than reshape them. • Cover letters simply repeat information found in a résumé. • Reflection is only about looking backward rather than planning for future growth. • Graduation marks the end of learning rather than the beginning of lifelong learning.
Transfer	<i>Students will be able to use what they learn to...</i> • Apply research skills to investigate college programs, careers, and professional opportunities. • Create professional written communication, including cover letters, for real-world applications. • Evaluate how technological advancements may influence future careers and workforce demands. • Present information clearly using multimedia tools and effective public speaking techniques. • Reflect on personal growth while establishing meaningful academic, personal, and career goals.
Important Facts and Key Concepts	<i>Students will know...</i> • The purpose, structure, and conventions of an effective professional cover letter. • How to locate and evaluate reliable information about colleges, career pathways, and workforce trends. • The impact of technology, innovation, and changing industries on future careers. • Effective presentation design principles using Canva or PowerPoint. • How the analytical, communication, collaboration, and critical thinking skills developed through literature and life will be useful beyond high school.
Standards	
NJ Student Learning Standards—ELA	

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend more fully when reading or listening.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetorical content convey information and advance a point of view.
- W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-structured event sequences.
- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content style are appropriate to task, purpose, and audience.

WIDA Standards for Multilingual Learners

- ELD-LA.9-12.Narrate.Interpretive
- ELD-LA.9-12.Narrate.Expressive

Computer Science and Design Thinking

- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on economy, politics, and culture
- Utilize digital research tools, Canva, PowerPoint, and other technology platforms to communicate information effectively
- Analyze how technological innovation, artificial intelligence, and automation are shaping postsecondary education
- Practice ethical digital citizenship while researching, creating presentations, and utilizing AI-supported tools responsibly
- Research multiple educational and career pathways before identifying a personalized plan.
- Design and revise professional communication based on feedback.
- Evaluate potential challenges and opportunities within future career fields while considering alternative pathways.

Career Readiness, Life Literacies, and Key Skills

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies, and/or procedures
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- Demonstrate professional written and oral communication skills.
- Develop self-awareness through reflection and goal setting.
- Utilize critical thinking to evaluate educational and career opportunities.
- Collaborate respectfully while providing constructive peer feedback.
- Demonstrate adaptability by exploring multiple career pathways and evolving workforce needs.

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment Project Planning Check-In

- Cover Letter Draft

Benchmark Assessment College/Career Research Presentation

Summative Assessment Career Exploration Presentation

- Cover letter
- Reflection

Alternative Assessment Visual Display and Description of College/Career Preparation Process

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Students approach college/career exploration and research by using multiple approaches to view this through the lens of a how to express themselves from a range of materials and methods drawing on artistic practices.

Standards for Cross-Content Areas

- **Visual and Performing Arts:**

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to design.

Accommodations and Modifications

Special Education	● Extended time as outlined in IEPs. ● Graphic organizers for career research, presentation planning, and cover letter drafting. ● Step-by-step project checkpoints with teacher conferencing. ● Models and exemplars of professional cover letters and presentations. ● Canvas access to project directions, templates, rubrics, instructional videos, and presentations. ● Closed-captioned instructional videos and accessible digital resources. ● Flexible presentation options (live presentation, recorded presentation, or small-group presentation).
504	● Accommodations as specified in student plans. ● Extended time for research, writing, and presentations when applicable. ● Preferential seating during presentations and workshops. ● Organizational supports through project timelines and teacher check-ins. ● Access to digital templates and instructional resources through Canvas.
At Risk/ I&RS	● Teacher-guided research checkpoints. ● Scaffolded presentation and cover letter templates. ● Frequent progress monitoring and conferencing. ● Assistance locating reliable career and college resources. ● Opportunities for draft revision and individualized feedback.
ML	● Sentence frames for professional writing and presentations. ● Academic vocabulary support related to careers, higher education, and professional communication. ● Visual examples of effective presentation design and cover letters. ● Collaborative opportunities during research and project development. ● Extended processing time and bilingual resources when appropriate.
Gifted	● Independent exploration of advanced career pathways, graduate education, certifications, and licensure. ● Research comparing multiple institutions or career trajectories.

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| | <ul style="list-style-type: none"> • Leadership opportunities during peer review and project workshops. • Creation of expanded professional portfolios including résumés, LinkedIn profiles, or portfolios. • Investigation of future workforce trends and emerging technologies within their chosen field. |
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Resources

- [Calendar/Assessment Plan](#)
- Cover letter examples
- Alumni speakers
- Day 1: Wellness and Reflection Day
- Day 2: Pride and Prejudice Viewing
- Day 3: Pride and Prejudice Viewing
- Day 4: Introduction to Final Project
- Day 5: Introduction Letter Writing
- Day 6: College/Career Research
- Day 7: Project Work Time
- Day 8: Project Work Time
- Day 9: Alumni Day
- Day 10: Project Presentations
- Day 11: Letter Writing/Reflection
- Day 12: Class Bonding
- Day 13: Class Bonding

Grade Level: 12

Units: 1 & 2

Content Area: AP English Literature

Theme: Introduction to AP Literature (Unit 1) and Language and Literature (Unit 2)

7 class periods (Sept. 1-Sept. 22)

12 class periods (Sept. 23-Oct. 1)

Topics, Activities, and Assessment Plan and Assessments (linked below)

- [Calendar/Assessment Plan](#)

- [Calendar/Assessment Plan](#)

Grade Level: 12

Units: 3 & 4

Content Area: AP English Literature

Theme: Literature and the Human Experience (Unit 3) and The Art of Poetry (Unit 4)

12 class periods (Oct. 27-Dec. 8)

9 class periods (Dec. 9-Jan. 1)

Topics, Activities, and Assessment Plan and Assessments (linked below)

- [Unit Calendar/Assessment Plan](#)

- [Calendar/Assessment Plan](#)

Grade Level: 12

Units: 5 & 6

Content Area: AP English Literature

Theme: Literature Reflects Era (Unit 5) and Humanity's Struggle for Understanding (Unit 6)

12 class periods (Jan. 14-Feb. 22)

13 class periods (Feb. 23-Apr. 1)

Topics, Activities, and Assessment Plan and Assessments (linked below)

- [Calendar/Assessment Plan](#)

- [Calendar/Assessment Plan](#)

Grade Level: 12

Units: 7 & 8

Content Area: AP English Literature

Theme: Exam Preparation (Unit 7) and Literature and Life (Unit 8)

10 class periods (April 7-May 4)

13 class periods (May 5-June 1)

Topics, Activities, and Assessment Plan and Assessments (linked below)

- [Calendar/Assessment Plan](#)

- [Calendar/Assessment Plan](#)