

## Advanced Placement Literature Curriculum updated August 2024

### Grade 12: AP Literature

#### Black Horse Pike Regional School District English Language Arts Curriculum

[Grading Policy \(link\)](#)

#### COURSE SYLLABUS

#### Overall Course Description:



**\*Dual Credit Opportunity\***

**Prerequisite:** Successful completion of 75% or better in AP Language & Composition Jr. Summer reading assignments are required.

Students who achieve an A or B average in this course will have the opportunity to earn 3 college credits from Camden County College.

This is the fourth year of a four-year sequential program for highly talented students. The course engages students in the close reading and critical analysis of literature to extend their understanding of the ways writers use language. Literary works will be studied to analyze structure, style, themes, and elements, including the use of figurative language, imagery, symbolism, and tone. Students in this course are expected to engage in close readings that require text annotations and to produce writing that requires extensive analysis that represents engagement in a creative process, and that adheres to MLA style conventions when required. Although not required, students are expected to take the Advanced Placement English Literature and Composition Examination. Completing summer reading and writing assignments is required.

Units	Timeframe	Focus Standards:	
<a href="#"><u>Unit 1</u></a> : Existentialism, Alienation, Sin and Redemption in Novels of the Modern and Post Modern Periods	Approximately 10 weeks (September - mid November)	<u>Reading</u> RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4. RL.PP.11–12.5 RI.PP.11–12.5. RL.MF.11–12.6 RI.MF.11–12.6. RL.CT.11–12.8  <u>Writing</u> W.IW.11–12.2 W.NW.11–12.3	<u>Speaking and Listening</u> SL.PE.11–12.1  <u>Language</u> L.SS.11–12.1 L.KL.11–12.2

		W.WP.11-12.4	
<a href="#">Unit 2:</a> The Research Paper and Research Projects	Approximately 10 weeks (mid November - January)	<p><u>Reading</u>  RI.CR.11-12.1  RI.CI.11-12.2  RI.IT.11-12.3  RI.TS.11-12.4.  RI.PP.11-12.5  RI.MF.11-12.6  RI.AA.11-12.7  RI.CT.11-12.8</p>  <p><u>Writing</u>  W.AW.11-12.1</p> <p>W.WR.11-12.5   W.SE.11-12.6</p>	<p><u>Speaking and Listening</u>  SL.II.11-12.2.  SL.ES.11-12.3</p> <p><u>Language</u>  L.VL.11-12.3  L.VI.11-12.4</p>
<a href="#">Unit 3:</a> The Tragic Hero in Classical, Shakespearean, and Modern Drama	Approximately 10 weeks (February - March)	<p><u>Reading</u>  RL.CR.11-12.1  RL.CI.11-12.2  RL.IT.11-12.3  RL.TS.11-12.4.  RL.PP.11-12.5  RL.MF.11-12.6  RI.MF.11-12.6.  RL.CT.11-12.8</p> <p><u>Writing</u>  W.IW.11-12.2  W.WR.11-12.5  W.SE.11-12.6  W.RW.11-12.7</p>	<p><u>Speaking and Listening</u>  SL.PI.11-12.4  SL.UM.11-12.5</p> <p><u>Language</u>  L.KL.11-12.2</p>
<a href="#">Unit 4:</a> Poetry	Approximately 10 weeks (April - June)	<p><u>Reading</u>  RL.CR.11-12.1  RL.CI.11-12.2.  RL.IT.11-12.3.  RL.TS.11-12.4.</p> <p><u>Writing</u>  W.NW.11-12.3  W.WP.11-12.4</p>	<p><u>Speaking and Listening</u>  SL.II.11-12.2.  SL.AS.11-12.6</p> <p><u>Language</u>  L.KL.11-12.2  L.VI.11-12.4</p>

## Unit 1: Existentialism, Alienation, Sin and Redemption in Novels of the Modern and Post Modern Periods

Timeframe	10 weeks
Unit 1 Overview	The modern period in literature, which begins at the close of World War I, sets the tone and the themes for literature in the 20th and 21st centuries. Students will be studying the modern and post-modern hero who questions or rejects the traditional values of his or her society in an attempt to create new meaning by reading a wide array of novels that express themes of alienation, sin and redemption.
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• How does war affect individuals?</li> <li>• Why are traditional values questioned when people return from war?</li> <li>• How does the alienated individual respond to criticism from family and/or society when trying to find individual meaning in life?</li> <li>• What solutions do people of different sub-cultures create for the conflicts between themselves and their societies?</li> <li>• How can writer's adapt archetypes and myths to reflect individual dilemmas and concerns</li> <li>• How is an analysis of literary devices essential to understanding of a text's meaning?</li> <li>• How can modeling an author's style illustrate understanding of the author's style and concerns?</li> <li>• What universal themes can be identified in writing of the 20th and 21st century?</li> </ul>
Assessment	<p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS</b> of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> <li>1. <b>Writing (20%):</b> <ol style="list-style-type: none"> <li>a. Literary Analysis on character, theme, structure, theory and criticism; Timed essays, formal essay</li> </ol> </li> <li>2. <b>Teacher's Choice (10%):</b> Narrative objective test or similar, Close reading and interpretation of a short story; collaboration with peers to analyze that interpretation and analyze author's choices in literary tropes to develop a theme, Examine universal themes; compare &amp; contrast different works compiling evidence of shared theme; compose a statement of theme and provide textual evidence to support.</li> <li>3. <b>Performance Assessment (20%):</b> <ol style="list-style-type: none"> <li>a. Create an original story or reimagine/rewrite an existing story: Analyze a story for point of view; reimagine, rewrite and republish from multiple points of view or create an original stories that model an author's voice</li> <li>b. Create a multi-genre piece incorporating various elements of novel text</li> </ol> </li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> <li>5. Independent Reading</li> <li>6. Summer Reading Assessment/Essay Expository Essay (* benchmark pre-assessment for writing); Rubric: <a href="#">left twix</a>, <a href="#">right twix</a></li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p> <p><i>The following assessments will be used to gage students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to</i></p>

	<p><b>prepare students for summative and performance assignments:</b> Quizzes that check for understanding and ask students to identify plot development within a novel, Vocabulary quizzes, Objective and subjective tests upon completion of a novel, Pre-Assessments for Reading, Writing &amp; Open-Ended responses. (Narrative &amp; Nonfiction Texts)</p>		
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><b>Reading</b></p> <p>SWBAT: Identify literary devices such as figurative language and connotation to understand tone, symbolism, style, and themes in modern and post-modern novels.</p> <ul style="list-style-type: none"> <li>Essential Question: How do literary devices enhance the tone, symbolism, style, and themes in modern and post-modern novels?</li> </ul> <p>SWBAT: Assess and apply a variety of reading strategies that are effective for analyzing a novel's use of time, characterization, plot, point-of-view, syntax, diction, and themes.</p> <ul style="list-style-type: none"> <li>Essential Question: What reading strategies are most effective for analyzing a novel's use of time, characterization, plot, point-of-view, syntax, diction, and themes?</li> </ul> <p>SWBAT: Analyze an author's use of plot structure and narrative structure to further meaning.</p> <ul style="list-style-type: none"> <li>Essential Question: How do plot structure and narrative structure contribute to the meaning of a novel?</li> </ul> <p>SWBAT: Evaluate essays of literary theory for their effectiveness and value in interpreting novels.</p> <ul style="list-style-type: none"> <li>Essential Question: How do different literary theories impact the interpretation and understanding of novels?</li> </ul> <p><b>Writing</b></p> <p>SWBAT: Analyze how authors use imagery, figurative language, tone, mood, rhetoric, syntax, and diction to reflect and highlight themes by writing timed essays.</p> <ul style="list-style-type: none"> <li>Essential Question: How do authors use literary elements such as imagery, figurative language, tone, mood, rhetoric, syntax, and diction to highlight themes?</li> </ul> <p>SWBAT: Analyze characterization, plot development, literary devices, and themes of novels in formal essays.</p> <ul style="list-style-type: none"> <li>Essential Question: In what ways do characterization, plot development, and literary devices contribute to the themes of a novel?</li> </ul> <p>SWBAT: Reflect on decisions made by characters, the relationships between characters, and the place of characters in their societies in formal writing.</p> <ul style="list-style-type: none"> <li>Essential Question: How do characters' decisions, relationships, and societal roles shape the narrative of a novel?</li> </ul> <p>SWBAT: Summarize, paraphrase, and quote from essays of literary theory and argue a particular interpretation of a novel by using literary theory.</p> <ul style="list-style-type: none"> <li>Essential Question: How can summarizing, paraphrasing, and quoting from literary theory essays support a particular interpretation of a novel?</li> </ul> <p><b>Speaking and Listening</b></p> <p>SWBAT: Interpret and evaluate passages from novels to identify an author's purpose in spoken discussions.</p> <ul style="list-style-type: none"> <li>Essential Question: How can interpreting and evaluating passages from novels help reveal an author's purpose?</li> </ul> <p>SWBAT: Design and produce presentations on the cultural, historical, or societal context of novels or authors' lives using digital media.</p> <ul style="list-style-type: none"> <li>Essential Question: How does understanding the cultural, historical, or societal context of a novel or author enhance our interpretation and appreciation of their work?</li> </ul> <p><b>Language</b></p> <p>SWBAT: Analyze the effect of syntax and diction in conveying authors' purpose and themes in writing.</p> <ul style="list-style-type: none"> <li>Essential Question: How do syntax and diction affect the conveyance of an author's purpose and themes?</li> </ul> <p>SWBAT: Identify the meaning of new words in the context of reading.</p> <ul style="list-style-type: none"> <li>Essential Question: How does understanding the meaning of new words in context enhance comprehension and interpretation?</li> </ul> <p>SWBAT: Analyze how works of a period reflect prevailing historical, social, and political conditions.</p> <ul style="list-style-type: none"> <li>Essential Question: In what ways do literary works reflect and comment on the historical, social, and political conditions of their time?</li> </ul>		
<b>Vocabulary</b>	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>Modernism</li> <li>Post-Modernism</li> <li>Heroic Quest</li> <li>Alienation</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>Avant-Garde</li> <li>Nihilism</li> <li>Existentialism</li> <li>Absurdism</li> </ol>	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p>

	<ol style="list-style-type: none"> <li>5. Sin</li> <li>6. Redemption</li> <li>7. Metafiction</li> <li>8. Fragmentation</li> <li>9. Intertextuality</li> <li>10. Stream of Consciousness</li> </ol>	<ol style="list-style-type: none"> <li>5. Post-Colonialism</li> <li>6. Modern Hero</li> <li>7. Societal Values</li> <li>8. New Meaning</li> <li>9. Narrative Technique</li> <li>10. Cultural Critique</li> </ol>	As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
<b>Tier 1 Strategies to benefit all learners</b>	<ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol>		
<b>Resources</b>	<p>Suggested readings include James Joyce's <i>The Portrait of the Artist as a Young Man</i>; Albert Camus' <i>The Stranger</i> and his essay "The Myth of Sisyphus"; Hemingway's <i>The Sun Also Rises</i>, Zora Neale Hurston's <i>Their Eyes Were Watching God</i>; George Orwell's <i>1984</i>; Hermann Hesse's <i>Siddhartha</i>; Amy Tan's <i>The Joy Luck Club</i>, Kurt Vonnegut's <i>Slaughterhouse Five</i>; Toni Morrison's <i>Beloved</i> or <i>Song of Solomon</i>; Chinua Achebe <i>Things Fall Apart</i>, Nicole Krauss' <i>History of Love</i>; Khalid Hosseini's <i>The Kite Runner</i> or <i>A Thousand Splendid Suns</i>; Tim O'Brien's <i>The Things They Carried</i>, Jane Smiley's <i>A Thousand Acres</i></p> <p><b>Independent Reading:</b> Students choose a fiction or non-fiction text to read.</p>		
<b>Standards</b>	<p><u>Reading</u>  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 summary of the text.</p>		
<b>English Language Arts:</b>	<p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective</p>		

## 11-12 ELA Standards

summary 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 and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

### Writing

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

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

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

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

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

### Speaking and Listening

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

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

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

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

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;





	<p>resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><u>Language</u></p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></p>	<p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work</li> </ul> <p><b>21st Century Skills, Technology, Career Education:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</li> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> </ul>
<p><b>Accommodations &amp; Modifications</b></p>	<p><u><b>Accommodations and Modifications</b></u></p> <p><u><b>Gifted and Talented</b></u></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accomodations/Modifications</a></p> <p><a href="#">504 Accomodations/Modifications</a></p>

## Unit 2: The Research Paper and Research Projects

Timeframe	10 weeks
Unit 2 Overview	Research papers and essays with documentation will be ongoing throughout the year to reinforce previous instruction and to prepare students for the challenge of college writing. Initial activities will involve summarizing, paraphrasing, creating a Works Cited page and embedding quotes using MLA format. Students will examine literary theory and criticism from multiple perspectives (i.e. formalist, deconstructionist, philosophical, historical, sociological, etc) and incorporate sources' ideas into essays and research papers and projects.
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• How do various critics interpret literary characters, point-of-view, style and themes from a variety of perspectives?</li> <li>• How are essays of literary criticism essential to synthesizing and generating original ideas and arguing a thesis?</li> <li>• How can sources be evaluated for reliability and credibility?</li> <li>• How can knowledge of an author's cultural or societal background increase understanding of his or her literary characters and themes?</li> <li>• How can understanding of literature be enhanced by successful summarizing, quoting and paraphrasing sources in MLA format?</li> <li>• How can taking effective notes help writers remember ideas?</li> <li>• How can revision produce a stronger product?</li> <li>• How can peer review be used to revise and strengthen the research paper?</li> </ul>
Assessment	<p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</b></p> <ol style="list-style-type: none"> <li>1. <b>Writing (20%):</b> Research paper</li> <li>2. <b>Teacher's Choice (10%):</b> Nonfiction Text Assessment, Evaluating a source of literary criticism ; Explaining complex ideas in criticism</li> <li>3. <b>Performance Assessment (20%):</b> The following assessments require students to transfer knowledge in their independent analysis and in the creation of original work.             <ol style="list-style-type: none"> <li>a. Select one poem and find a piece of art or musical composition that represents some literary trope found in the poem. Present findings and analysis to class.</li> <li>b. Select a poem from research study and write a parody of it—paying attention to form and function. Submit the poem pairing and present poem parodies aloud to class.</li> </ol> </li> </ol> <p><b>ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p>



	<p><i>The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments: Oral and written practice exercises on summarizing and paraphrasing source materials, exercises assessing the relevance and value of sources, differentiating between scholarly and popular websites, evaluating sources for support of student ideas, composing a literary argument, analyzing an author's or poet's unique style, conferences with students about their research progress and rough drafts</i></p> <p> RI.CT.11–12.8 Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>•  W.WR.11–12.5 Climate Change Example: Students may research, analyze, and critique the role of the petroleum industry in world politics, the global economy, and global climate change.</p>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT: Analyze how an author's diction and syntax contribute to narrative structure and meaning in poetry and prose.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do diction and syntax influence the narrative structure and meaning in poetry and prose?</li> </ul> <p>SWBAT: Analyze multiple interpretations of a story, drama, or poem and evaluate how each interpretation adds to the meaning of the work.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do different interpretations of a literary work enhance or alter our understanding of its meaning?</li> </ul> <p>SWBAT: Interpret literary criticism and identify sources' perspectives for literary analysis.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do different perspectives in literary criticism shape our understanding and analysis of literary works?</li> </ul> <p>SWBAT: Examine methods to verify the accuracy and usefulness of information.</p> <ul style="list-style-type: none"> <li>• Essential Question: What methods can be used to verify the accuracy and usefulness of information in literary research and analysis?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Compose a thesis and assemble and convey evidence in support of the thesis.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can a well-crafted thesis be supported effectively through the assembly and presentation of evidence?</li> </ul> <p>SWBAT: Summarize, paraphrase, and quote primary source and secondary source material.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do summarizing, paraphrasing, and quoting primary and secondary sources contribute to a well-supported literary analysis?</li> </ul> <p>SWBAT: Establish a focus for research and design a research plan to answer a specific question.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can establishing a research focus and designing a research plan help in effectively answering a specific question?</li> </ul> <p>SWBAT: Develop research papers and research projects that argue a point of view and perspective of literary analysis or analyze a poet's unique style and themes.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can research papers and projects effectively argue a perspective or analyze a poet's unique style and themes?</li> </ul> <p>SWBAT: Access multiple sources using a variety of research tools.</p> <ul style="list-style-type: none"> <li>• Essential Question: What are the most effective research tools and strategies for accessing multiple sources?</li> </ul> <p>SWBAT: Evaluate the credibility and strength of sources and compare and contrast perspectives by taking notes, summarizing, paraphrasing, and writing the paper.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can evaluating the credibility and strength of sources, along with effective note-taking and summarizing, improve the quality of a research paper?</li> </ul> <p>SWBAT: Employ rhetorical strategies while composing a literary analysis/argument that emphasizes comparison/contrast while interpreting theme.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can rhetorical strategies be used to enhance literary analysis and arguments, particularly in comparison/contrast and thematic interpretation?</li> </ul> <p><u>Speaking and Listening</u></p>

	<p>SWBAT: Express interpretations of literature in class discussions and small group settings.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can expressing interpretations of literature in discussions enhance our understanding and analysis of the text?</li> </ul> <p>SWBAT: Compose PowerPoint or other media presentations related to their research.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can multimedia presentations effectively convey research findings and interpretations related to literary analysis?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Edit and revise writing for proper grammar, usage, diction, and syntax.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does editing and revising for grammar, usage, diction, and syntax improve the clarity and effectiveness of literary analysis?</li> </ul> <p>SWBAT: Define new words from their research readings and use these terms in their writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can defining and incorporating new vocabulary from research readings enhance the precision and depth of literary analysis?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. MLA and APA Format</li> <li>2. Works Cited</li> <li>3. Summarizing</li> <li>4. Paraphrasing</li> <li>5. Embedding Quotes</li> <li>6. Literary Theory</li> <li>7. Literary Criticism</li> <li>8. Documentation</li> <li>9. Citation</li> <li>10. Plagiarism</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Formalist</li> <li>2. Deconstructionist</li> <li>3. Philosophical</li> <li>4. Historical</li> <li>5. Sociological</li> <li>6. Research Paper</li> <li>7. Essay</li> <li>8. Argumentation</li> <li>9. Source Integration</li> <li>10. Project</li> </ol>	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol>		

Resources	<p>Literature: An Introduction to Fiction, Poetry, Drama and Writing or Norton Anthology of World Literature</p> <p>LMC Databases, LMC Reference Material specific to Literary Criticism , The MLA Handbook for Writers of Research Papers, 7th edition.</p> <p>Independent Reading: Students will choose a fiction or non-fiction text to read.</p>
Standards  English Language Arts: <a href="#">11-12 ELA Standards</a>	<p><u>Reading</u></p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱</p> <p><u>Writing</u></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><u>Speaking and Listening</u></p> <p>SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any</p>

	<p>discrepancies among the data.</p> <p><b>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p> <p><b>Language</b></p> <p><b>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b></p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</b></p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
<p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></p>	<p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> </ul>

Accommodations & Modifications	<p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>• Provide supplementary or lengthier texts with higher-level questions</li> <li>• Provide enrichment activities</li> <li>• Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>• Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>• Provide additional questions that prompt extensions of understanding</li> <li>• Require research for projects in a specified format</li> <li>• Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#"><u>Special Education Accommodations/Modifications</u></a></p> <p><a href="#"><u>504 Accommodations/Modifications</u></a></p> <p><a href="#"><u>MLL Accommodations/Modifications</u></a></p>
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Unit 3: The Tragic Hero in Classical, Shakespearean, and Modern Drama	
Timeframe	10 weeks
Unit 3 Overview	<p>From classicism, through the Renaissance and into the modern and post-modern eras, drama has focused on a tragic hero with whom readers and the audience can identify. On the AP Literature exam, drama is offered as an option in the Free Response section of the test. The particular conflicts and the timeless themes of the tragic hero will be explored in this unit to increase student options on the AP Literature test, to prepare students for college courses in the humanities and literature, and to explore universal conflicts and themes that can help students make sense of themselves and their worlds.</p>
<p><b>Essential Questions:</b></p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> <li>• How can individuals strengthen their identities by examining the tragic flaws of others?</li> <li>• How do characters and societies conspire to separate man from his higher instincts and values?</li> <li>• How does the struggle of the tragic hero in drama apply to individuals' conflicts with their families, society or themselves?</li> <li>• How does the story of the rise and fall of the tragic hero coincide with the historical and cultural context of the play?</li> <li>• How does the tragic hero represent what is timeless and universal in man?</li> <li>• How is the human predicament expressed in the story of the tragic hero?</li> </ul>
Assessment	<p><a href="#"><u>Summative/Performance Assessments Plan</u></a></p> <p><b>MAJOR ASSESSMENTS</b> of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> <li>1. <b>Written Assessment (20%):</b> <ol style="list-style-type: none"> <li>a. Essays of character analysis identifying the tragic flaw in a thesis statement that is supported by tracing the steps by which the tragic hero is brought down.</li> <li>b. Essays that compare and contrast stage productions and films of the tragedies with the written text.</li> <li>c. Documented essays and research papers/projects that synthesize student ideas about the tragic hero's downfall with literary theory and criticism.</li> </ol> </li> <li>2. <b>Teacher's Choice (10%):</b> Unit tests, assessments that analyze plot structure, narrative development, characterization of the tragic</li> </ol>



	<p>hero and the supporting characters and the effects of stage directions. Mastery vocabulary tests, Independent reading assessment: Each student will read a novel from a list of selected titles whose main character fits the definition of a tragic hero/hero archetype.</p> <p>3. <b>Performance Assessment (20%):</b> The following assessments require students to transfer knowledge in their independent analysis and in the creation of original work.</p> <ol style="list-style-type: none"> <li>Read and interpret a scene from Shakespeare or Sophocles and collaborate with peers to create a multimedia presentation instructing the class on the author's development of a selected literary trope.</li> <li>Re-write a modern-adaptation of Shakespearean or Classical monologue/dialogue—updating the diction to explore universality of text meaning and/or foster a continuation of the play's plotline. IE: to deepen irony, to answer unanswered questions, etc...</li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>Quizzes</li> <li>Socratic Seminar</li> <li>Presentations</li> <li>Reading Checks</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p> <p><i>The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments: Quizzes on plot development in the scenes and acts of the tragedy, Socratic Seminars analyzing cause and effect of the downfall of the tragic hero, Interpretation of scenes by reading aloud or acting out scenes, Reader's Notebook and Writer's Notebook entries that record student reactions to the dialogue, plot development and characterization of the tragic hero and secondary characters, Writer's Notebook entries where students compare or contrast the tragic hero's dilemma and conflicts and his words and actions regarding them with the students' experiences and values, Tests that evaluate characters' responses to conflict and resolution of conflict.</i></p>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT: Identify the tragic flaw of the tragic hero and analyze how other characters contributed to his or her downfall.</p> <ul style="list-style-type: none"> <li>Essential Question: How does the tragic flaw of the tragic hero and the influence of other characters contribute to the hero's downfall?</li> </ul> <p>SWBAT: Analyze diction as it is used to establish the character of the tragic hero.</p> <ul style="list-style-type: none"> <li>Essential Question: How does diction contribute to the characterization of the tragic hero?</li> </ul> <p>SWBAT: Analyze rhetorical devices, figurative language, antithesis, paradox, repetition, allusion, and metaphor to establish the tragic nature of a literary work.</p> <ul style="list-style-type: none"> <li>Essential Question: How do rhetorical devices and figurative language enhance the depiction of tragedy in a literary work?</li> </ul> <p>SWBAT: Recognize the use of dramatic irony and explain its usefulness in establishing tragedy.</p> <ul style="list-style-type: none"> <li>Essential Question: How does dramatic irony contribute to the development of tragedy in a literary work?</li> </ul> <p>SWBAT: Recognize the theme of appearance vs. reality that is apparent in tragic literature.</p> <ul style="list-style-type: none"> <li>Essential Question: How does the theme of appearance vs. reality function in tragic literature?</li> </ul> <p>SWBAT: Analyze the theme of nature as a morally indifferent background for the tragic hero.</p> <ul style="list-style-type: none"> <li>Essential Question: How does nature function as a morally indifferent backdrop for the tragic hero in literature?</li> </ul>



	<p>SWBAT: Evaluate multiple perspectives in literary criticism and literary theory.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do different perspectives in literary criticism and theory affect our understanding of tragic literature?</li> </ul> <p>SWBAT: Use the Reader's Notebook to synthesize literary criticism with students' ideas on the downfall of the tragic hero.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can synthesizing literary criticism with personal analysis deepen our understanding of the tragic hero's downfall?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Compare and contrast staged productions and films of tragedies with the playwright's dialogue and stage directions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do staged productions and films of tragedies compare to the original dialogue and stage directions of the playwright?</li> </ul> <p>SWBAT: Judge texts according to purpose, audience, and content.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can evaluating a text's purpose, audience, and content inform our analysis and understanding of it?</li> </ul> <p>SWBAT: Evaluate how literary devices affect emotions and understanding.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary devices influence readers' emotions and comprehension of a text?</li> </ul> <p>SWBAT: Compare multiple works of similar purpose and genre and determine how authors reach the same or different conclusions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do authors of similar works or genres arrive at similar or differing conclusions?</li> </ul> <p>SWBAT: Analyze how authors create or use set design, the chorus, and other dramatic elements to enhance the pathos of the tragic hero.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do set design, the chorus, and other dramatic elements contribute to the pathos of the tragic hero?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Produce oral interpretations of scenes or multimedia presentations about the plays or playwrights.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can oral interpretations and multimedia presentations enhance our understanding of plays and playwrights?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Define vocabulary words in the contexts of the plays.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does understanding vocabulary in the context of plays enhance comprehension and interpretation?</li> </ul> <p>SWBAT: Choose words suited to speaker and purpose, vary syntax for effect, and demonstrate effective use of shifts in verb tense and agreement.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does choosing appropriate words, varying syntax, and using verb tense and agreement effectively impact communication?</li> </ul> <p>SWBAT: Understand how word choice contributes to tone, author purpose, and the use of rhetoric to achieve purpose in argument.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does word choice influence tone, author's purpose, and rhetorical effectiveness in argumentative writing?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Tragic Hero</li> <li>2. Catharsis</li> <li>3. Hubris</li> <li>4. Peripetia</li> <li>5. Anagnorisis</li> <li>6. Nemesis</li> <li>7. Hamartia</li> <li>8. Dramatic Irony</li> <li>9. Monologue</li> <li>10. Soliloquy</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Classicism</li> <li>2. Renaissance</li> <li>3. Modernism</li> <li>4. Post-Modernism</li> <li>5. Tragedy</li> <li>6. Fatalism</li> <li>7. Archetype</li> <li>8. Conflict</li> <li>9. Theme</li> <li>10. Redemption</li> </ol>	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> </ol>		

	<ol style="list-style-type: none"> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol>
Resources	<p>Sophocles' Oedipus Rex, and/or Antigone,  "Shakespeare's King Lear, Othello, Hamlet  Arthur Miller's Death of a Salesman.  Independent Reading: Students select from a list of fictional texts to read whose main character fits the tragic hero archetype.</p>
Standards  English Language Arts: <a href="#">11-12 ELA Standards</a>	<p><u>Reading</u></p> <p>RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱</p> <p><u>Writing</u></p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and</p>

clarify the relationships among complex ideas and concepts.

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

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

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

**W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

**W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).**

**W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.**

### **Speaking and Listening**

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

**SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in**

**presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** 🌱

### **Language**

**L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.**

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

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

**L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.**

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

	context or in a dictionary).
<b>Interdisciplinary Connections &amp; Standards</b>  <b>Visual and Performing Arts:</b> <a href="#">Standards</a>  <b>Social Studies/History:</b> <a href="#">Standards</a>  <b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a>	<b>Social Studies/History:</b> <ul style="list-style-type: none"> <li>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</li> <li>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information.</li> </ul> <b>Career Readiness, Life Literacies, and Key Skills:</b> <ul style="list-style-type: none"> <li>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> <li>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</li> <li>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</li> </ul>
<b>Accommodations &amp; Modifications</b>	<b><u>Accommodations and Modifications</u></b>  <b><u>Gifted and Talented</u></b> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <a href="#">Special Education Accommodations/Modifications</a>  <a href="#">504 Accommodations/Modifications</a>  <a href="#">MLL Accommodations/Modifications</a>

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Unit 4: Poetry	
<b>Timeframe</b>	10 weeks
<b>Unit 4 Overview</b>	The unit will prepare students for the AP test's use of poetry in the multiple choice and timed essay sections. Practice will be given in identifying

	literary devices, interpreting meaning and writing timed-essays, documented essays and extensive research or multi-genre projects.
<p><b>Essential Questions:</b></p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> <li>• How can nature inspire individuals to transcend the mundane and provide opportunities for contemplation and spiritual connections?</li> <li>• How can poetry be used to promote social justice?</li> <li>• How can individuals work through emotional crises by writing poetry?</li> <li>• How can identification of figurative language be used to interpret a poem's tone, mood and theme?</li> <li>• How can poetry reflect conflicts between individuals and their societies?</li> <li>• How has man evolved psychologically through poetry?</li> <li>• How can understanding of poems be increased through oral interpretation?</li> <li>• How can collaborative learning aid in interpretations of poems.</li> <li>• How can analysis of a poem's diction and syntax further understanding?</li> </ul>
<b>Assessment</b>	<p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS</b> of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> <li>1. <b>Writing Workshop (20%):</b> <ol style="list-style-type: none"> <li>a. In-class timed essays using previous AP exam prompts for poetry. Essays that ask students to analyze poems by the same author for his or her unique style and themes</li> <li>b. Research paper or multi-genre projects about a poet's life and unique style and themes.</li> </ol> </li> <li>2. <b>Teacher's Choice (10%):</b> Teacher Choice test will evaluate understanding of poetry analysis technique, Independent reading assessments: Based on reading response and analysis of poetry studied in this unit and the independent novel (Book Talk) project, Multiple choice/objective test on individual works</li> <li>3. <b>Performance Assessment (20%):</b> Present a Book Talk on independent novel title that introduces the elements of the book's style as well as examines/classifies/explores criticism of its genre AND select ONE of the following from the poem unit: <ol style="list-style-type: none"> <li>a. Write an original poem using one of the forms/structures studied in this unit.</li> <li>b. Choose one title of a poem not studied over the course of this year and focus on a literary trope to present to the class via a multimedia presentation lesson. (Mini-lesson of a poem.)</li> <li>c. Select one poem title that was studied in this unit and connect it to another media form (le: essay, song, commercial, blog, piece of art, etc...) and develop/present a brief abstract that draws connections and establishes meaning between the pieces.</li> </ol> </li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p> <p><i>The following assessments will be used to gage students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively.</i></p>



	<p><i>Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments: Homework assignments that ask students to interpret a poem by identifying tone, mood, figurative language, rhythmic techniques, form, syntax and diction and connecting these to the poem's meaning, Homework assignments, group activities and Socratic Seminar discussion that compare and contrast two poems with a similar style or theme, Conferences to prompt reflections on papers explicating a poem</i></p>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT: Identify poetic devices and analyze how figurative language, imagery, irony, rhythmic devices, and form connect to tone, mood, and theme in poetry.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do poetic devices, including figurative language, imagery, irony, rhythmic devices, and form, contribute to the tone, mood, and theme of a poem?</li> </ul> <p>SWBAT: Interpret similes, metaphors, personification, paradoxical statements, and symbolism, and connect their meaning to theme.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do similes, metaphors, personification, paradoxical statements, and symbolism enhance and illuminate the theme of a poem?</li> </ul> <p>SWBAT: Analyze the impact of voice on the tone and content of the poem.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does the poet's use of voice affect the tone and content of the poem?</li> </ul> <p>SWBAT: Analyze the poet's techniques and how they are used to indicate meaning.</p> <ul style="list-style-type: none"> <li>• Essential Question: What techniques does the poet use to convey meaning, and how are these techniques effective?</li> </ul> <p>SWBAT: Analyze syntax and diction in poems and how they connect to the poet's meaning.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do syntax and diction contribute to the poet's intended meaning and overall message?</li> </ul> <p>SWBAT: Determine how allusions reinforce the emotion or ideas in one work with the ideas of another.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do allusions in a poem reinforce and enhance the emotions or ideas presented in the work?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Formulate a thesis statement for an argument paper on poetry that connects a poet's style to his/her purpose.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can a thesis statement connect a poet's style to their intended purpose in an argument paper?</li> </ul> <p>SWBAT: Articulate interesting insights and formulate an argument about a poem that analyzes imagery as it establishes a general theme, tone, and mood</p> <ul style="list-style-type: none"> <li>• Essential Question: How can analyzing imagery in a poem help establish and argue its general theme, tone, and mood?</li> </ul> <p>SWBAT: Compare and contrast poems by identifying literary devices such as imagery and figurative language, tone, mood, and themes.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can identifying and comparing literary devices, tone, mood, and themes help in contrasting different poems?</li> </ul> <p>SWBAT: Synthesize critical interpretations and literary theory with a student's view on the meaning and significance of poems.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can synthesizing critical interpretations and literary theory with personal insights enhance the understanding of a poem's meaning and significance?</li> </ul> <p>SWBAT: Create original poems by modeling a specific form or style of poems studied.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can studying specific forms or styles of poetry help in creating original poems that reflect those forms or styles?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Construct activities that will be used to teach poems to the class with a variety of digital media.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can digital media be used effectively to teach and present poems to the class?</li> </ul> <p>SWBAT: Interpret poems by presenting oral interpretations and dramatizations that reflect understanding of the poem's tone and mood.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can oral interpretations and dramatizations convey a deeper understanding of a poem's tone and mood?</li> </ul> <p>SWBAT: Engage in small groups and Socratic Seminars to analyze poets' diction, syntax, figurative language, and themes.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can engaging in group discussions and Socratic Seminars deepen the analysis of a poet's diction, syntax, figurative language, and themes?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Analyze a poem's figurative language, diction, and syntax</p> <ul style="list-style-type: none"> <li>• Essential Question: How do figurative language, diction, and syntax work together to create meaning in a poem?</li> </ul> <p>SWBAT: Infer the meaning of new vocabulary words in the context of the poem's meaning.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does inferring the meaning of new vocabulary within the context of a poem enhance comprehension?</li> </ul>



	<p>SWBAT: Compare and contrast poets' unconventional use of standard English grammar with conventional uses of grammar and usage in poetry and prose</p> <ul style="list-style-type: none"> <li>Essential Question: How do unconventional uses of grammar in poetry compare to conventional grammar in prose, and what effects do these differences have?</li> </ul> <p>SWBAT: Understand how word choice contributes to tone, author purpose, and voice.</p> <ul style="list-style-type: none"> <li>Essential Question: How does a poet's word choice influence tone, author purpose, and voice in their poetry?</li> </ul> <p>SWBAT: Choose words suited to speaker and purpose, vary syntax for effect, and demonstrate effective use of shifts in verb tense and agreement.</p> <ul style="list-style-type: none"> <li>Essential Question: How can choosing appropriate words, varying syntax, and managing verb tense and agreement enhance the effectiveness of written and spoken communication?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>Allusion</li> <li>Metaphor</li> <li>Simile</li> <li>Irony</li> <li>Imagery</li> <li>Syntax</li> <li>Diction</li> <li>Tone</li> <li>Theme</li> <li>Symbolism</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>Juxtaposition</li> <li>Enjambment</li> <li>Persona</li> <li>Connotation</li> <li>Imagery</li> <li>Oxymoron</li> <li>Assonance</li> <li>Allegory</li> <li>Cacophony</li> <li>Elegy</li> </ol>	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> <li>Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>Modeling and demonstrating reading and writing strategies.</li> <li>Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>Providing timely and constructive feedback on student work.</li> <li>Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to</li> </ol>		

	<p>enhance learning.</p> <p>20. Incorporating digital literacy skills into the curriculum.</p> <p>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</p>
Resources	<p>Norton Anthology to World Literature or Literature: An Introduction to Fiction, Drama, Poetry, Drama and Writing</p> <p>5 Steps to a 5 (AP Exam Workbook)</p> <p>Independent Reading: Students choose a fiction or non-fiction text to read for the Book Talk project.</p>
Standards  English Language Arts: 11-12 ELA Standards	<p><b>Reading</b></p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>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 summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p><b>Writing</b></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;</p>

	<p>assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>Speaking and Listening</b></p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</b></p> <p><b>Language</b></p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p><b>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</b></p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
<p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing</b></p>	<p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</li> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> <li>1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.</li> </ul>

<p><b>Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></p>	<ul style="list-style-type: none"> <li>1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</li> <li>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</li> </ul>
<p><b>Accommodations &amp; Modifications</b></p>	<p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accommodations/Modifications</a></p> <p><a href="#">504 Accommodations/Modifications</a></p> <p><a href="#">MLL Accommodations/Modifications</a></p>

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