



Milton Area School District
AP Literature and Composition Syllabus
Grade Level(s): 11 & 12

AP Literature and Composition Description:

This course is designed to fulfill the curricular requirements described in the AP English Course Description for Literature and Composition. The class is divided to encompass a wide range of time periods, cultures, and genres and to allow for close reading of individual texts. The course will be integrated with ample opportunities to develop a sophisticated writing style, including appropriate diction, varied syntax, logical organization, substantiated generalizations, apt selection of detail, appropriate tone, and consistent voice.

AP Literature and Composition Goals:

- Fulfill the requirements of the AP Literature and Composition curriculum as defined by the College Board

Student Literacy Objectives for AP Literature and Composition:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.
- Language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information

AP Literature and Composition Instructor Policies

AP Literature and Composition Resources:

Anthologies: The Compact Bedford Introduction to Literature, Literature Craft and Voice (Fiction, Drama, Poetry)

Novels: *Pride and Prejudice (Summer Assignment)*, *The Color Purple (Summer Assignment)*, *The Awakening, 1984*, *All Quiet on the Western Front*, *The Things They Carried*, *Beloved*

Plays: *A Doll's House*, *Hamlet*, *Macbeth*, *Death of a Salesman*, *A Streetcar Named Desire*

AP Literature and Composition Requirements:

- Successful completion of English 9H, 10H, and 11H or teacher recommendation and English 9, 10, and 11.
- In addition students must complete all summer assignments and have them submitted on time.

AP Literature and Composition Attendance Policy:

- All makeup work needs to be completed within one week of an absence in order to receive credit unless there is an extenuating circumstance that does not allow this to happen.

AP Literature and Composition Grading Policy:

Timed Writings will be scored according to the AP general rubric issued by The College Board

Teacher made rubrics will be utilized in scoring journals, literary analysis papers, and presentations

No late assignments will be accepted; late analysis papers will be deducted 10 points per day.

Course Content Schedule

Week	Unit Name:	Unit Essential Question(s):	Focus/Concepts:	Standards addressed:	Assignment /Artifact	Method of Evaluation
1-36	Vocabulary	What strategies can we use when encountering unfamiliar words? What words do we already know that mean the same as the new word we are learning? What words do we already know that mean the opposite of the new word we are learning? What is the best way to use new vocabulary in our writing?	Student will be able to define unfamiliar terms in their own words using context clues and outside resources. Student will be able to create a visual representation of the vocabulary term. Student will be able to identify synonyms and antonyms of vocabulary terms. Student will be able to use new vocabulary terms correctly in writing.	CCSS.ELA-Literacy.L.11-12.4 CCSS.ELA-Literacy.L.11-12.4a CCSS.ELA-Literacy.L.11-12.4b CCSS.ELA-Literacy.L.11-12.4c CCSS.ELA Literacy.L.11-12.4d	Usage Packet Kahoot or Quizizz Test	Answer Key Website Answer Key
1-36	Literature Terms Vocabulary	What literature terms do we need to know in order to be successful on the AP exam?	Student will be able to define unfamiliar terms in their own	CCSS.ELA-Literacy.L.11-12.4	Usage Packet	Answer Key Answer Key

		How can we identify those terms in text? Why is this literary device used and to what effect?	words using outside resources if necessary. Student will be able to create a visual representation of the vocabulary term. Student will be able to identify examples of the term in text.	CCSS.ELA-Literacy.L.11-12.4a CCSS.ELA-Literacy.L.11-12.4b CCSS.ELA-Literacy.L.11-12.4c CCSS.ELA-Literacy.L.11-12.4d	Text Example Identification Test	Answer Key
1-36	Test Prep	What types of questions will be asked on the AP Literature exam? What are some strategies that are helpful when answering exam questions? What level of literature analysis is necessary to score a 3 or above on the exam in the multiple choice section? How should a timed writing be approached? What are scorers looking for in a timed writing? What level of literature analysis is necessary in order to receive an 8 or 9 on the writing section of the exam?	Student will be able to employ strategies on the exam to help them achieve a better score. Student will practice answering AP level multiple choice questions about each text that we read in class. Student will be able to write a timed writing (open ended or about a specific text) that scores a 7 or higher.	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10 CCSS.ELA-Literacy.L.11-12.5	Released Test Items on class texts AP Study Timed Writings	Answer Key College Board Designed Website Timed Writing Rubric
1 - 2	Formula Fiction vs. Literature	What is formula fiction? What is the author's/reader's purpose? What is literature? What is the author's/reader's purpose? How do we extract meaning from literature?	Student will be able to define, identify, and analyze the writer's/reader's purpose in formula fiction and/or serious literature. Student will be able to evaluate the effectiveness of a piece of formula fiction when compared with the tip sheet generated by	CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.W.11-12.5	Class Discussion Formula Fiction Tip Sheet "A Sorrowful Woman" vs. "A Secret	Formula Fiction Rubric

			<p>a publisher for the author's use in writing.</p> <p>Student will be able to evaluate the effectiveness of a piece of serious literature when compared with the requirements outlined in <i>The Compact Bedford Introduction to Literature (CBL)</i>.</p> <p>Student will assess the author's use of tone, word choices, and plot development in order to fulfill formula fiction and/or serious fiction definition.</p> <p>Student will be able to compare and contrast in writing the theme or human condition as it is represented in two texts, formula vs. serious.</p> <p>Student will be able to critique a literary analysis of the texts read in class in order to further their understanding of how to form a literary argument.</p>		<p>Sorrow" chart</p> <p>Timed Writing</p>	<p>AP Timed Writing Rubric</p>
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3-6	Short Story	<p>How do authors use traditional story elements to evoke a specific response in a reader?</p> <p>What is the vocabulary of an informed reader?</p> <p>How do we use traditional story elements to analyze text?</p> <p>How do we cite text in short stories?</p>	<p>Student will be able to define and identify examples of plot and plot arrangement; examples of characters and characterization; purpose of setting; symbolism; point of view and narrator; style, tone and irony.</p> <p>Student will be able to evaluate how the author uses story elements (plot, character, setting, point of view, symbolism, theme, style, tone and irony) in literature and their effect on the audience.</p> <p>Student will be able to plan and write an essay for timed writing prompt questions from previous AP exams in 40 minutes.</p> <p>Student will be ready to participate in small and large group discussions in class based on questions and readings assigned outside of class.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>CCSS.ELA-Literacy.W.11-12.9</p> <p>CCSS.ELA-Literacy.W.11-12.10</p> <p>CCSS.ELA-Literacy.SL.11-12.1</p> <p>CCSS.ELA-Literacy.SL.11-12.1a</p> <p>CCSS.ELA-Literacy.L.11-12.1</p>	<p>Journals</p> <p>Class Discussions</p> <p>Timed Writing (2)</p> <p>Literary Response Journal (2)</p> <p>Chalk Talk</p> <p>Seminar Study</p>	<p>Journal Entry Rubric</p> <p>AP Timed Writing Rubric</p> <p>LRJ Rubric</p> <p>Completion</p> <p>Literary Analysis Rubric</p>
7-11	<i>The Awakening</i> vs. <i>A Doll's House</i>	<p>What themes and societal conventions are present in Kate Chopin's writing?</p> <p>How is Chopin's writing a reflection of the time period? (gender equity, etiquette, and women's education)</p> <p>How does Chopin give internal events a sense of excitement, suspense, and climax?</p>	<p>Student will be able to evaluate how societal conventions influence Kate Chopin's purpose in writing in all three of her texts, "Story of an Hour", "Desiree's Baby", <i>The Awakening</i>.</p> <p>Student will be able to analyze the use of theme, character motivation, setting, and</p>	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>CCSS.ELA-Literacy.RL.11-12.5</p>	<p>Research Project</p> <p>Class Discussions</p> <p>Timed Writing (2)</p> <p>Question Paper</p>	<p>Rubric</p> <p>AP Timed Writing Rubric</p>

		<p>What themes and societal conventions are present in Ibsen's writing? How is Ibsen's writing a reflection of the time period? (gender equity, etiquette, and women's education) How are the main characters, Edna Pontellier (<i>The Awakening</i>) and Nora Helmer (<i>A Doll's House</i>), alike? Different?</p>	<p>author's tone in <i>The Awakening</i>. Student will be able to evaluate how societal conventions influence Henrik Ibsen's purpose in writing <i>A Doll's House</i>. Student will be able to analyze the use of theme, character motivation, setting, and author's tone in <i>A Doll's House</i>. Student will be able to compare and contrast in writing the main female characters in <i>The Awakening</i> and <i>A Doll's House</i>.</p>	<p>CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.1</p>	<p>Debate Paper (4-5 pages): Compare and Contrast the awakenings of Edna Pontellier and Nora Helmer</p>	<p>Debate Rubric Literary Analysis Rubric + completion of writing stages (thesis submission, outline, rough draft, and final draft)</p>
9-12	1984	<p>What is Orwell's purpose in writing this novel? How does Winston's inward conflict contribute to the author's theme? In what ways does Orwell's message remain current despite its date of publish?</p>	<p>Student will be able to read assigned text and comprehend what is happening in the book by paraphrasing his/her thoughts in a cumulative reading record. Student will be able to evaluate how societal conventions influence Orwell's purpose in writing this text. Student will be able to analyze the use of theme, character motivation, and setting in <i>1984</i>. Student will be able to analyze in writing how the author's choices of words and tone affects the novel and our reaction to it.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10 CCSS.ELA-Literacy.L.11-12.4a</p>	<p>Weekly Reading Record Journal Entries Literature Circle Log Paper (4-5 pages): Write a paper that analyzes how the</p>	<p>Completion of all components Journal Entry Rubric Completion of all components /depth of analysis in discussion Literary Analysis Rubric + completion of writing stages (thesis submission,</p>

					tension between outward conformity and inward questioning leads to the meaning of the overall text.	outline, rough draft, and final draft)
12-15	Hamlet	<p>What is Hamlet’s tragic flaw? What roles do madness and sanity play in Hamlet? What influences the characters in Hamlet? How do the main characters change throughout the course of the play? What is the relationship between Polonius and Laertes and how does it progress over the course of the play?</p>	<p>Student will be able to read and comprehend text. Student will be able to identify multiple themes in the play. Student will be able to analyze the themes of the play by citing textual evidence to support their assertion. Student will be able to analyze the characters in the play and how their motivations and flaws shape their outcomes. Student will be able to analyze the progression of sanity and madness throughout the play and evaluate how it affects the overall text.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.7</p>	<p>Journals Hamlet Fever Chart and Paper (2-3 pages) AP Test Practice (Multiple Choice and Open Ended) Timed Writing</p>	<p>Journal Entry Rubric Rubric Answer Keys AP Timed Writing Rubric</p>
16-17	Death of a Salesman	<p>What is Willy Loman’s tragic flaw? What roles do madness and sanity play in Death of a Salesman? How does “The American Dream” influence the characters in the play?</p>	<p>Student will be able to read and comprehend text. Student will be able to identify multiple themes in the play. Student will be able to analyze the themes of the play by citing textual evidence to support their assertion.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.7</p>	<p>Journals AP Test Practice (Multiple Choice and</p>	<p>Journal Entry Rubric Answer Keys</p>

		<p>How do Willy and Biff change throughout the course of the play? What is the relationship between Willy and Biff and how does it progress over the course of the play?</p>	<p>Student will be able to analyze the characters in the play and how their motivations and flaws shape their outcomes. Student will be able to analyze the progression of Willy and Biff's relationship throughout the play and evaluate how it affects the overall text.</p>		<p>Open Ended) Timed Writing Paper (2-3 pages): Compare and contrast the relationship of Polonius and Laertes to that of Willy Loman and Biff Loman.</p>	<p>AP Timed Writing Rubric Literary Analysis Rubric + completion of writing stages (thesis submission, outline, rough draft, and final draft)</p>
18	Poetry Set #1	<p>Who is the speaker of the poem? What is the situation and setting of the poem? What is the central idea or theme of the poem and how do you know this? What is the structure of the poem and how does this relate to the content? What is the tone of the poem? Are there predominant images in the poem?</p>	<p>Student will be able to identify the type of poem that each reading is an example of in the lesson. Student will be able to identify and analyze the poem's content (speaker, tone, tension, and context) and how this contributes to the overall work. Student will be able to analyze the author's language (word choice, meaning, and rhythm) and how this contributes to the overall work.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>Journals AP Test Practice (Multiple Choice and Open Ended) Timed Writing</p>	<p>Journal Entry Rubric Answer Keys AP Timed Writing Rubric</p>

		What literary devices does the author use and why does he make this choice?	Student will be able to analyze the poem's use of imagery and literary devices and how this contributes to the overall work. Student will be able to analyze the author's form (structure and rhyme scheme) and syntax (sentence structure and punctuation) and how this contributes to the overall work.	CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.5		
19-22	Macbeth	What is Macbeth's tragic flaw? What roles do ambition and greed play in Macbeth? How do supernatural forces influence the plot and the characters? What influences the characters of Macbeth and Lady Macbeth? How do Macbeth and Lady Macbeth change throughout the course of the play?	Student will be able to read and comprehend text. Student will be able to modernize the language of Macbeth by rewriting specific scenes in present day English. Student will be able to identify multiple themes in the play. Student will be able to analyze the themes of the play by citing textual evidence to support their assertion. Student will be able to analyze the characters in the play and how their motivations and flaws shape their outcomes.	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.7	Journals Open Ended Questions and Quizzes on each Act AP Test Practice (Multiple Choice and Open Ended) Timed Writing	Journal Entry Rubric Answer Keys Answer Keys AP Timed Writing Rubric
18-22	All Quiet on the Western Front	How does the author's tone affect the story and convey his attitude about war? How does the use of Baumer's voice as the	Student will be able to read assigned text and comprehend what is happening in the book by paraphrasing his/her	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3	Weekly Reading Record	Completion of all components

		narrator affect the tone of the novel? How does the way the characters are developed and presented affect the reader? What feelings do we have towards the characters in the story?	thoughts in a cumulative reading record. Student will be able to identify the point of view of the narrator and analyze in writing how this choice affects the novel. Student will be able to analyze in writing how the author's character development affects the reader. Student will be able to analyze in writing how the author's choices of words and tone affects the novel and our reaction to it.	CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10 CCSS.ELA-Literacy.L.11-12.4a	Journal Entries Literature Circle Log Paper (4-5 pages): Based on class discussions and the preface of the novel, write an analytical, argumentative paper that evaluates the author's use of tone and narrator to portray his own feelings about war.	Journal Entry Rubric Depth of analysis in discussion Literary Analysis Rubric + completion of writing stages (thesis submission, outline, rough draft, and final draft)
23	Poetry Set #2:	Who is the speaker of the poem? What is the situation and setting of the poem?	Student will be able to identify the type of poem that each reading is an example of in the lesson. Student will be able to identify and analyze the	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.4	Journals AP Test Practice (Multiple	Journal Entry Rubric Answer Keys

		<p>What is the central idea or theme of the poem and how do you know this? What is the structure of the poem and how does this relate to the content? What is the tone of the poem? Are there predominant images in the poem? What literary devices does the author use and why do he make this choice?</p>	<p>poem's content (speaker, tone, tension, and context) and how this contributes to the overall work. Student will be able to analyze the author's language (word choice, meaning, and rhythm) and how this contributes to the overall work. Student will be able to analyze the poem's use of imagery and literary devices and how this contributes to the overall work. Student will be able to analyze the author's form (structure and rhyme scheme) and syntax (sentence structure and punctuation) and how this contributes to the overall work.</p>	<p>CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.5</p>	<p>Choice and Open Ended) Timed Writing</p>	<p>AP Timed Writing Rubric</p>
24-28	<i>The Things They Carried</i>	<p>How does the author's tone affect the story and convey his attitude about war? How does the use of the narrator affect the tone of the novel? How does the way the characters are developed and presented affect the reader? What feelings do we have towards the characters in the story?</p>	<p>Student will be able to read assigned text and comprehend what is happening in the book by paraphrasing his/her thoughts in a cumulative reading record. Student will be able to identify the point of view of the narrator and analyze in writing how this choice affects the novel. Student will be able to analyze in writing how the author's</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.W.11-12.4</p>	<p>Weekly Reading Record Timed Writing Journal Entries</p>	<p>Completion of all components AP Timed Writing Rubric Journal Entry Rubric</p>

			<p>character development affects the reader.</p> <p>Student will be able to analyze in writing how the author's choices of words and tone affects the novel and our reaction to it.</p>	<p>CCSS.ELA-Literacy.W.11-12.9</p> <p>CCSS.ELA-Literacy.W.11-12.10</p> <p>CCSS.ELA-Literacy.L.11-12.4a</p>	<p>Literature Circle Log</p> <p>Paper (4-5 pages): Compare and contrast Remarque's and O'Brien's treatment of war in their novels</p>	<p>Depth of analysis in discussion</p> <p>Literary Analysis Rubric + completion of writing stages (thesis submission, outline, rough draft, and final draft)</p>
25-26	Poetry Set #3	<p>Who is the speaker of the poem?</p> <p>What is the situation and setting of the poem?</p> <p>What is the central idea or theme of the poem and how do you know this?</p> <p>What is the structure of the poem and how does this relate to the content?</p> <p>What is the tone of the poem?</p> <p>Are there predominant images in the poem?</p> <p>What literary devices does the author use and why do he make this choice?</p>	<p>Student will be able to identify the type of poem that each reading is an example of in the lesson.</p> <p>Student will be able to identify and analyze the poem's content (speaker, tone, tension, and context) and how this contributes to the overall work.</p> <p>Student will be able to analyze the author's language (word choice, meaning, and rhythm) and how this contributes to the overall work.</p> <p>Student will be able to analyze the poem's use of imagery and literary devices</p>	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>CCSS.ELA-Literacy.RL.11-12.7</p> <p>CCSS.ELA-Literacy.W.11-12.1</p> <p>CCSS.ELA-Literacy.W.11-12.9</p> <p>CCSS.ELA-Literacy.W.11-12.10</p> <p>CCSS.ELA-Literacy.SL.11-12.1</p> <p>CCSS.ELA-Literacy.L.11-12.5</p>	<p>Journals</p> <p>AP Test Practice (Multiple Choice and Open Ended)</p> <p>Timed Writing</p>	<p>Journal Entry Rubric</p> <p>Answer Keys</p> <p>AP Timed Writing Rubric</p>

			and how this contributes to the overall work. Student will be able to analyze the author's form (structure and rhyme scheme) and syntax (sentence structure and punctuation) and how this contributes to the overall work.			
27-28	Poetry Analysis	Who is the speaker of the poem? What is the situation and setting of the poem? What is the central idea or theme of the poem and how do you know this? What is the structure of the poem and how does this relate to the content? What is the tone of the poem? Are there predominant images in the poem? What literary devices does the author use and why does he make this choice?	Student will be able to prepare a presentation that focuses on the poetry of a particular poet and analyze how their background affects their poetry. Student will be able to read several poems by the same author and analyze their use of content, language, imagery, form, and syntax and discuss how they contribute to the overall work. Student will prepare a presentation for the class that integrates the author's biography and several examples of their writing.	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.L.11-12.5	Poetry Presentation Poetry Reflection Paper	Poetry Presentation Rubric Poetry Reflection Paper Rubric
28-32	Beloved	How does the author present the idea of time in the novel?	Student will be able to read and comprehend text.	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2	Weekly Reading Record	Completion of all components

		<p>How do the three separate time periods represented in the novel work together to contribute to the overall text?</p> <p>How does the character Beloved represent the past that Sethe must deal with?</p> <p>How are Sethe and her actions morally ambiguous?</p>	<p>Student will be able to identify multiple themes in the novel. Student will be able to analyze the themes of the novel by citing textual evidence to support their assertion.</p> <p>Student will be able to analyze how each character's past affects their present and how this idea contributes to the overall meaning of the text.</p>	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>CCSS.ELA-Literacy.RL.11-12.6</p> <p>CCSS.ELA-Literacy.W.11-12.4</p> <p>CCSS.ELA-Literacy.W.11-12.9</p> <p>CCSS.ELA-Literacy.W.11-12.10</p> <p>CCSS.ELA-Literacy.L.11-12.4a</p>	<p>Timed Writing</p> <p>Journal Entries</p> <p>Paper (4-5 pages): Write a paper that shows how community should function and integrate 4 outside sources.</p>	<p>AP Timed Writing Rubric</p> <p>Journal Entry Rubric</p> <p>Literary Analysis Rubric + completion of writing stages (thesis submission, outline, rough draft, and final draft)</p>
29-33	Streetcar Named Desire	<p>How do Blanche, Stella, and Stanley change throughout the course of the play?</p> <p>What is the relationship between Blanche and her past and how does this progress over the course of the play?</p> <p>How does the past help the reader to define the present in the play?</p>	<p>Student will be able to read and comprehend text.</p> <p>Student will be able to identify multiple themes in the play. Student will be able to analyze the themes of the novel by citing textual evidence to support their assertion.</p> <p>Student will be able to analyze how Blanche's past affects her present and how this idea contributes to the overall meaning of the text.</p>	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>CCSS.ELA-Literacy.RL.11-12.7</p>	<p>Journals</p> <p>Open Ended Questions and Quizzes on each Act</p> <p>AP Test Practice (Multiple Choice and Open Ended)</p>	<p>Journal Entry Rubric</p> <p>Answer Keys</p> <p>Answer Keys</p>

						Timed Writing	AP Timed Writing Rubric
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Common Core Standards Referenced:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

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

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

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

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

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

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

Integration of Knowledge and Ideas:

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

CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

Production and Distribution of Writing:

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

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

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

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

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

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

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Appendix A
Student and Teacher Roles with a Defined Focus on Literacy

Students will:

1. Work independently in their learning to:

- Comprehend and evaluate complex situations, be a critical consumer of *{your course}* text, produce; research and gather evidence, communicate effectively, listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

2. Construct content-meaning for self-efficacy and the efficacy all learners:

- Build personal engagement in *{your course}* literacy (RWSL), take and share power for learning, self-assess, monitor and reflect on. Set goals for extending math skills, use text-based evidence to establish clear relationships among claims, explore *{your course}* concepts beyond the classroom and search to discover global perspectives

3. Develop a Classroom Learning Community of respectful collaborative, collective dynamics:

- Contribute and collaborate in a community of *{your course}* learners, provide multiple perspectives to solve problems toward shared understanding, value, represent, and respect diverse opinions and perspectives.
- Tasks or assignments are completed on time in support of a shared responsibility
- Self-monitoring for preparation and understanding is encouraged to promote contribution and respect for equity of time

4. Participate in the assessment process:

- Set goals and self-monitoring their progress with an expectation for fulfilling assessment requirements
- Produce and complete tasks and assignments according to the parameters and expectations of the learning process and the instructor's timeline.
- Seek help in understanding and clarifying confusions is an expectation to foster student independence and confidence as a life-long learner.

5. Use of technology to support their learning:

- Explore creative and innovative uses of technology to enhance and express their learning.
- Participate as a 21st Century student to make connections to the global learning environment
- Use and evaluate research available resources for validity and reliability

Instructor will:

1. Conduct the learning environment that promotes a student-centered community of learners.

- Conceptualizes instruction to include students as part of the learning community; students formally collaborate on important learning tasks
- Share learning experience to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
- Set up the learning environment and experiences for valuing diversity, multiple perspectives, and strengths of the student.
- Foster and encourage development of new ideas and understanding in conversations and work with others
- Arrange groups to support collaboration and inquiry; students work independently, in pairs, in small groups and as a class dependent on the task.

2. Represent themselves as a facilitator, a guide for learning, a co-learner, or as an investigator.

- Engage in negotiation, stimulates and monitors discussion and project work but does not control
- Help students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
- Considers themselves as self- learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals

3. Design the instructional model and learning context driven by standards and researched-based best practices.

- Identify the specific PACCS standards addressed in all lessons and units.
- Provide students with an understanding of PACCS standard guiding the instruction and the relationship to the student learning goals.

4. Develop authentic tasks to engage all learners with relevance to transfer knowledge to outside world situations.

- Pertains to real world, meaningful intellectual work; may be addressed to personal interest
- Challenge and engage students with tasks with different levels of difficulty, enough to be interesting but not totally frustrating, and sustainable.
- Involves integrating disciplines to solve problems and address issues in context
- Engage students with rigorous course content to prepare them for College and Career readiness.
- Construct processes that engage students through cognitive application as an intentional principle of instruction.

5. Motivate and intentionally organize classroom instructional structure.

- Direct students to set goals, self-assess their progress to produce quality products and determine next steps
- Integrate the Literacy skills of Reading, Writing, Speaking and Listening that is discipline specific
- Activate and develop students' repertoire of thinking/learning strategies for changeable and complex knowledge building.
- Promote intrinsic learning with a passion for exploring and solving problems.
- Use data-driven instruction to plan for individual and group learning situations.

6. Assess students with a multitude and variety of formative, performance-based, generative, and summative assessments to address the needs and levels of all learners.

- Create assessments with meaning for the learner to produce product, performance, or service
- Make assessments transparent and integral to instruction; students learn during/through challenging meaningful activities
- Evaluate students fairly and equitably based upon student individual needs and achievement level.
- Use the most appropriate and effective technology available to enhance tasks and the evidence on learning

7. Utilized discipline-specific digital literacy and processes to engage and connect students in furthering 21st century teaching and learning.

- Use the most appropriate and effective technology available to allow for interaction by communicating and collaborating in diverse ways
- Use the most appropriate and effective technology available to access simulations, goals-based learning and real-world productivity tools.
- Use the most appropriate and effective technology available to complete and access task, locate data, and learning opportunities that stimulate thought and inquiry.
- Build awareness of and where possible, access media technologies to keep pace with the ever-changing technological devices to further educational possibilities.

Appendix B
Engaged Learning Framework for Course Content Reflection and Review

Indicators of Engaged Learning		Indicator Definition
Evaluation		
Tasks	<ul style="list-style-type: none"> • Authentic • Challenging • Multidisciplinary 	<ul style="list-style-type: none"> • Pertains to real world, meaningful intellectual work; may be addressed to personal interest • Difficult enough to be interesting but not totally frustrating, usually sustained • Involves integrating disciplines to solve problems and address issues in context
Assessment	<ul style="list-style-type: none"> • Performance-based • Generative • Seamless and ongoing • Equitable 	<ul style="list-style-type: none"> • Involving a performance or demonstration, usually for a ‘real’ audience and addressing a useful purpose • Assessments having meaning for learner; may produce information, product, service • Assessment is transparent and integral; students learn during/through challenging and meaningful activities • Assessment is culture fair
Process		
Instructional Model	<ul style="list-style-type: none"> • Interactive • Generative 	<ul style="list-style-type: none"> • Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc. • Instruction oriented to constructing meaning; providing meaningful activities/experiences
Learning Context	<ul style="list-style-type: none"> • Collaborative • Knowledge-building • Empathetic 	<ul style="list-style-type: none"> • Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks • Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming • Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths
Grouping	<ul style="list-style-type: none"> • Heterogeneous • Equitable • Flexible/agile 	<ul style="list-style-type: none"> • Small groups with persons with different skill sets, backgrounds, interests • Groups sized and organized so that over time all students have challenging learning tasks/experiences • Different groups organized for different instructional purposes; supports collaboration across multiple contributors
Roles		
Instructor Role	<ul style="list-style-type: none"> • Facilitator • Guide • Co-learner/co-investigator 	<ul style="list-style-type: none"> • Engages in negotiation, stimulates and monitors discussion and project work but does not control • Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options • Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals
Student Role	<ul style="list-style-type: none"> • Explorer • Cognitive Apprentice • Teacher • Producer 	<ul style="list-style-type: none"> • Students have opportunities to explore new ideas/tools; push the envelope in ideas and research • Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) • Students encouraged to teach others in formal and informal contexts • Students develop products of real use to themselves and others; demonstrated learning
Resources		
Technology	<ul style="list-style-type: none"> • Interconnectivity • Access to challenging tasks • Enables learning by doing • Media Use 	<ul style="list-style-type: none"> • Technology allows interaction by communicating and collaborating in diverse ways • Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry • Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools • Technology provides opportunities to use media technologies