ROBBINSVILLE PUBLIC SCHOOLS
AP Literature and Composition

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH

Board of Education

Curriculum Writing Committee
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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

As they enter the final year of their high school career, each student will continue to develop their ability to think and communicate at the collegiate level. Although the primary goal of the AP Literature and Composition course is to prepare students to take the AP exam, we also aim to introduce students to methods and techniques regarding the careful and thorough study of literature through exposure to various works of fiction, drama, and poetry as a means of appreciating literature. Through our study, we will examine the ways in which literature reflects and comments upon the human experience and create opportunities for discussion to evoke open-mindedness and critical thinking.

Course Description

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in -- or translated into -- English. Careful reading and critical analysis of such works of fiction, drama, and poetry provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings. (From College Board's *AP English Literature and Composition Course and Exam Description*)

In this course, students will demonstrate their understanding and apply their acquired skills through practice AP tests, long-form process essays, one-on-one, small group, and large group discussions, and individual and group presentations. Through this course, students will prepare for, not only the AP Exam, but for future college and career experiences.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
The Things They Carried by Tim O' Brien *A Streetcar Named Desire* by Tennessee Williams *Death of a Salesman* by Arthur Miller *All My Sons* by Arthur Miller *Hamlet* by William Shakespeare *Doubt* by Patrick Shanley *Joy Luck Club* by Amy Tan *Home* by Toni Morrison	- AP Central - AP Classroom *Voice Lessons* by Nancy Dean #TeachLivingPoets Project

● *Western Wind: An Introduction to Poetry*, edited by David Mason and John Frederick Nims ● College Board/AP: Literature and Composition Course and Exam Description	

Social Emotional Learning Connections
Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: We will read texts that may challenge students' thinking. Students will learn how to have constructive conversations in small and large groups while clearly and confidently communicating their own thoughts and ideas.
Example 2: Students will regularly complete self-evaluation surveys assessing their own growth through their writing and discussion abilities.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students will be preparing to take the AP Literature and Composition exam, which is a timed assessment of the skills they've acquired through the year. Students must be able to intrinsically motivate themselves towards personal success in order to attain their goal score.
Example 2: Students must regularly work within time constraints, whether it's for AP-style practice tests or for in-class writing. They must be able to manage their time well in order to meet the various deadlines that may overlap within this class and with other classes they're taking.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: As part of their individual reading responsibilities, students will be participating in a reading challenge. Part of the reading challenge asks students to read a text set in another country/culture or a book translated from another language. This challenge will give students the opportunity to experience the lives of those who are unlike them.
Example 2: During our discussions regarding shared class texts, we will study characterization closely and see how each character we encounter is representative of both the positives and negatives of people in society. Through this study, we will establish a line of questioning regarding norms and morals upheld by our society and how it may change or differ due to time or culture.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will often work in small groups to work through challenging texts in order to better comprehend, analyze, and interpret the work.

Example 2: Students will work side by side with one other student in order to edit and revise their writing, addressing weaknesses and identifying means of improving.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students will participate often in small and large group discussions regarding the texts we read. Oftentimes, they may be grouped with those who may not share the same viewpoint as them. As such, students must make responsible decisions on whether or not to voice their opinion, as well as how to voice their opinions in a way that is respectful of the current environment.

Example 2: Much of the work expected of students at this level is independent in nature. As a result, students are granted a level of trust with the work they complete and submit with the expectation that they are constantly choosing to submit original work that is their own.

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1.12.F.1, 8.1.12.E.1, 8.1.12.A.1

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

  Example: Students research a real world issue or topic for their argumentative essay, craft a thesis statement connecting the issue to their argument, and compose a written essay.

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

  Example: Students regularly use the internet for research with a variety of purposes. They research historical references for their independent reading choices and even look up information about authors and writing techniques to better their understanding of their chosen texts. Students will eventually use these same research skills in their end-of-year projects to connect the texts we've studied with real world applications.

- **Technology Operations and Concepts:** Students can create a document using one or more digital applications to be critiqued by professionals for usability. Example: A word processing program can be used to submit the final writing task for the IFL Unit, The Creative Brain. Creativity and Innovation- synthesize and publish information about a local or global issue or event.

  Example: Students use online programs (such as No Red Ink and Google Classroom) for learning and practicing skills, crafting writing, creating digital presentations, and publishing writing.

Career Ready Practices
Standards: (CRP1, CRP4, CRP6, CRP7, CRP11)

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios and participating in small group or whole group discussions. Examples may include pair-and-shares, small group discussions, and whole class Socratic Seminars.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: In this course, students will develop the skills needed to demonstrate clear and effective written and verbal communication. Students practice writing daily; students hone their written communication skills by crafting and reflecting on their short term writing pieces (i.e. quick writes, timed writes) and long term writing pieces (i.e. processed writing assessments). Additionally, students are frequently provided with opportunities to improve their verbal communication skills. Examples include conferences, think-pair-shares, small group discussions, Socratic Seminars, and presentations. As listeners and readers, they use their knowledge of the English language to interpret the meaning of others.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: In the daily practice of writing, students are accessing their creativity and innovation and honing these skills. Students may do this by generating ideas for writing pieces, emulating the style of a variety of authors as they develop their own unique writer's voice, writing pieces that span a wide variety of genres (i.e. poems, short stories, personal essays, argumentative essays, informative essays), and using a variety of mediums to compliment their writing and demonstrate their understanding of concepts in this content area (i.e. illustration, collage, digital presentation, short film).

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students learn how to find reliable information from reputable sources and how to fact check this information. These skills are used throughout the course; students perform research and gather credible information when selecting new texts, developing a historical context for reading, preparing for formal discussions and presentations, and crafting informative and argumentative writing pieces.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students use technology to perform research and to complete word processing tasks including drafting and editing papers and presentations. Students use a variety of online programs throughout the year for instruction, research, crafting writing, publishing writing, and creating digital presentations. Programs may include No Red Ink, AP Central, and Google Classroom.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	**Summative**	**Common Benchmark Assessments** (mid-course and end of course **only**)	**Alternative Assessments** (projects, etc. **when appropriate**)
Unit 1A: Short Fiction I	Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. Analysis is equally based on the author's intentions, the reader's interpretation, and the text's place in society.	3 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		

Unit 1B: Poetry I	The structure of poetry contributes to the overall meaning and interpretation.	3 Weeks	Do-Nows	Multiple-choice quizzes		
	Word choice, similes, and metaphors are fundamental aspects of poetry.		Exit Slips	Short answer responses		
	Poetry does not need to be analyzed to be enjoyed.		One-on-one conferences	Timed Free Responses		
			Teacher and peer feedback	AP-style multiple choice test		
				AP-style timed free responses		
				Essays		
Unit 1C: Longer Fiction or Drama I	Understanding character, setting, plot, and narrator are fundamental to interpreting fiction.	4 Weeks	Do-Nows	Multiple-choice quizzes		
	A character's actions or inactions reveal their motives.		Exit Slips	Short answer responses		
	Character conflict can either obstruct from or lead to growth.		One-on-one conferences	Timed Free Responses		
	Sustained close reading leads to strong text analysis.		Teacher and peer feedback	AP-style multiple choice test		
				AP-style timed free responses		
				Essays		

Unit 2A: Short Fiction II	In literature, characters, plots, and dramatic situations are complex and nuanced. Understanding an author's complex and nuanced choices help guide reader's interpretations. Literary lenses can help focus analysis of certain details within the text. Our society and culture place expectations on us that we either choose to adhere to or rebel against.	3 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		
Unit 2B: Poetry II	Figurative language provides a creative means to show instead of tell. The arrangement of the parts and sections of a text contribute to a reader's interpretation. Lenses provide readers a path to deeper interpretation. Poetry provides a voice to those who may not always be heard.	3 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		

Unit 2C: Longer Fiction or Drama II	Archetypes are original models in literature that authors continue to use in developing characters and stories. Personal experiences will always color the ways in which readers approach literature. Examining surface-level details can help inform deeper interpretation of a text.	4 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays	Midterm: - Multiple Choice Questions - Short Responses Process Essay	
Unit 3A: Short Fiction III	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. Assessing a text through the lens of critical theory leads to a more nuanced reading of a text.	3 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		

Unit 3B: Poetry III	Works of literary merit stand the test of time. Poetry can be considered a reflection of self. Structured texts convey as much through their structure as they do in their content.	3 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		
Unit 3C: Longer Fiction or Drama III	As readers, our personal experiences color the ways in which we approach texts. Internalized biases can affect our interpretation of a text. Credit should always be given when it is due, especially in our writing.	4 Weeks	Do-Nows Exit Slips One-on-one conferences Teacher and peer feedback	Multiple-choice quizzes Short answer responses Timed Free Responses AP-style multiple choice test AP-style timed free responses Essays		

| Unit 4: Reflective End-of-Year Project and Final Exam | Learning happens when you least expect.

Literature provides us with lessons about the human experience.

Literature provides us with a means of connecting to others. | 8-10 Weeks | One-on-one conferences

Teacher and peer feedback | Presentations

In-Class Essays | "The Most Impactful Thing I Learned about Literature This Year" Project | |

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Unit #1A: Short Fiction I

Enduring Understandings:	Essential Questions:
● Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. ● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. ● Analysis is equally based on the author's intentions, the reader's interpretation, and the text's place in society.	● What is the difference between analysis and summary? ● Why must we understand the basis of literature before we can analyze? ● How do stories establish connections between us and the world around us? ● What makes up strong analysis?

Interdisciplinary Connections

6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **The focus on the Vietnam War through O' Brien's *The Things They Carried* helps inform students of actual experiences of soldiers during a highly-contested war.**

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- **As many of the novels we discuss often touch upon the subject of life and death, we may touch upon how certain behaviors can lead to a longer life for some and a shorter life for others.**

Career/Real World Connections

Example: Being that many students today are largely visual learners, understanding and applying visual analysis will help them to better understand different situations and circumstances they may find themselves in, thus giving them a tool for critical problem-solving in the real world.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.3	How do authors use details in the text to reveal information about characters?	Identify and describe how specific textual details reveal information about a character, that character's perspective, and that character's motives	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)*	Suggested Texts: *The Things They Carried* by Tim O' Brien -- "Sweetheart of the Song Tra Bong" -- "Spin" -- "The Things They Carried" -- "The Man I Killed" -- "Speaking of Courage" "Dulce et Decorum Est" by Wilfred Owen	Do Nows Exit Slips Class Discussions Surveys Self-Evaluations Socratic Seminar
RL.11-12.3	How can textual details inform the reader of a character's perspective or motives?	Identify and describe specific textual details that convey or reveal a setting Identify and describe how plot orders events in a narrative	Teach Points/Mini Lesson Ideas: ● Character Development ● Character Perspective ● Character Motivation ● Conflict ● Setting		
RL.11-12.1	What can textual details reveal or convey about setting?	Explain the function of a particular sequence of events in a plot			

RL.11-12.3	How can setting influence or impact a character's actions or choices?	Identify and describe the narrator or speaker of a text	• Plot • Purpose of Narrator/Speaker • Point-of-View • Finding Connections Amongst Different Texts • Visual Analysis v. Literary Analysis	"The Man He Killed" by Robert Frost "Born in the USA" by Bruce Springsteen "Facing It" by Yusef Komunyakaa	Open-Ended Reading Responses AP-Style Practice Test Question (Multiple-Choice and Free Response) Analysis Essays (Short and Long)
RL.11-12.5	How can the order of events in the plot inform readers?	Identify and explain the function of point of view in a narrative			
RL.11-12.6	What is the purpose of the narrator in a text?				
RL.11-12.6	How does the function of the narrator change depending on point of view?				

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Unit #1B: Poetry I

Enduring Understandings:	Essential Questions:
● The structure of poetry contributes to the overall meaning and interpretation. ● Word choice, similes, and metaphors are fundamental aspects of poetry. ● Poetry does not need to be analyzed to be enjoyed.	● How does poetry differ from prose? ● How does structure inform us of meaning? ● How can poetry be easily understood? ● Are all poems meant to have one concrete meaning?

Interdisciplinary Connections

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- **With the advent of social media, poetry has become a much more accessible art form that invites people to actively join in the creation of poetry.**

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- **We will study poetry from a wide range of individuals who have diverse experiences in regards to society, economics, and politics.**

Career/Real World Connections

Example: Poetry is rife with figurative language, which is often used in various forms of media and even regular conversation. Understanding figurative language can help elevate students' conversational skills, but also give them a wider appreciation for various media works.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.3	How can specific textual details provide deeper information regarding a character?	Identify and describe how specific textual details reveal information about a character, that character's perspective, and that character's motives	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)*	"My Papa's Waltz" by Theodore Roethke "On Turning Ten" by Billy Collins "Eleven" by Sandra Cisneros "For Everyone" by Jason Reynolds "The Love Song of J Alfred Prufrock" by T.S. Eliot	Do Nows Exit Slips Class Discussions Surveys Self-Evaluations Socratic Seminar
RL.11-12.5	How does structure influence or impact the reading of a poem?	Explain the function of structure in a text Explain the function of contrasts within a text	Teach Points/Mini Lesson Ideas: ● Review: Character Study from Textual Details ● Basic Poetry Structure ● Typical Models of Poetry ● Contrasting Images		
RL.11-12.4	How do poets use contrasting images to establish a theme?	Explain the function of specific words and phrases in a text Identify and explain the function of a simile			

RL.11-12.4 L.11-12.5	What is revealed through a poet's diction? What is the difference between a simile and a metaphor?	Identify and explain the function of a metaphor Develop a paragraph that includes a claim that requires defense with evidence from the text, as well as the evidence itself	● Similes ● Metaphors ● Theme ● Finding Meaning in Poetry ● Crafting Strong Defensible Claims ● Choosing Strong Evidence	"The Unknown Citizen" by W. H. Auden	Open-Ended Reading Responses AP-Style Practice Test Question (Multiple-Choice and Free Response) Analysis Essays (Short and Long)
RL.11-12.4	How do poets use similes and metaphors to create contrasts in a poem?				
W.11-12.1A / SL.11-12.4	Why must a strong claim be defensible?				
W.11-12.1 / SL.11-12.4	How does strong evidence bolster a claim?				

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Unit #1C: Longer Fiction or Drama I

Enduring Understandings:	Essential Questions:
● Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. ● A character's actions or inactions reveal their motives. ● Character conflict can either obstruct from or lead to growth. ● Sustained close reading leads to strong text analysis.	● How can expectations set for us by others hurt us? ● Why must a person accept his/her faults in order to grow? ● Is loss necessary in order to experience change/growth/development?

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6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- **Both plays listed take place in the suburbs in towns where we can see the changes in the economy through Willy's loss of traditional work as well as Joe Keller's involvement in corrupt business.**

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- **Both plays are heavily reliant on expectations passed down from fathers to sons. Although we may not go into the finer details, we do discuss how certain traits are passed from one generation to another and how it can hurt or help the next generation.**

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Example: Both *Death of a Salesman* and *All My Sons* examine the shortcomings of societal structures in providing support for the common man in the aftermath of national and global crises. Though they are both older shows, both texts provide valuable insight into mental health, family dynamics, and morality.

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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.3	How do character relationships impact a character's perspective or influence their motives?	Identify and describe how specific textual details reveal information about a character, that character's perspective, and that character's motives	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)*	*Death of a Salesman* by Arthur Miller *All My Sons* by Arthur Miller "My Papa's Waltz" by Theodore Roethke "On Tragedy and the Common Man" by Arthur Miller	Do Nows Exit Slips Class Discussions Surveys Self-Evaluations
RL.11-12.3	What is the purpose of development in a character?	Explain the function of a character changing or remaining unchanged Identify and describe specific textual details that convey or reveal a setting	Teach Points/Mini Lesson Ideas: ● Character Development ● Review: Flat/Round Characters		

RL.11-12.3 RL.11-12.9 RL.11-12.5 RL.11-12.3 W.11-12.1A SL.11-12.4 W.11-12.1B SL.11-12.3 W.11-12.1B W.11-12.9A SL.11-12.4	What purpose do characters who remain unchanged serve? How are certain events archetypal? How might authors use certain plot events as symbols or metaphors? How does conflict further inform readers about a character's growth, motives, and goals? Do thesis statements need to be defensible to be considered effective? What is the difference between summary and analysis? How do commentary and evidence combine to create strong analysis?	Explain the function of a significant event or related set of significant events in a plot Explain the function of conflict in a text Develop a paragraph that includes a claim that requires defense with evidence from the text, as well as the evidence itself Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis Select and use relevant and sufficient evidence to both develop and support a line of reasoning Demonstrate control over the elements of composition to communicate clearly	• Review: Static/Dynamic Characters • Literary Archetypes • Review: Plot • Similes and Metaphors • Review: Character Conflict • Defensible Thesis Statements • Writing Analytical Commentary • Summary v. Analysis		Socratic Seminar Open-Ended Reading Responses AP-Style Practice Test Question (Multiple-Choice and Free Response) Analysis Essays (Short and Long)

Unit #2A: Short Fiction II

Enduring Understandings:	Essential Questions:
● In literature, characters, plots, and dramatic situations are complex and nuanced. ● Understanding an author's complex and nuanced choices help guide reader's interpretations. ● Literary lenses can help focus analysis of certain details within the text. ● Our society and culture place expectations on us that we either choose to adhere to or rebel against.	● Are literary lenses useful when reading a text? ● How can readers consider the author's intention when analyzing texts? ● Are complex or nuanced choices necessary in order for a book to be deemed of literary merit?

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6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- *Joy Luck Club* **discusses the experiences of Chinese immigrant women, as well as first-generation daughters of immigrants, who experience a clash of cultures as they attempt to find a compromise between traditional Chinese culture and the ever-evolving American culture.**

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration
- **By using primary sources, we'll aim to practice New Historicist criticism on** *Joy Luck Club* **by understanding the historical context of the text.**

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Example: This particular unit focuses on the female experience within the United States at various times through the eyes of women of different classes and races. This unit aims to diversify the students' view of the world by exposing them to traditions and cultures they may not have been aware of before.

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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.6	How can a different perspective provide new information regarding a character?	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives Explain the function of contrasting characters	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas:	Excerpts from *Joy Luck Club* by Amy Tan - "Scar" - "Rules of the Game" - "Red Candle" - "Half and Half"	Do Nows Exit Slips Class Discussions Surveys
RL.11-12.3	How can we learn about character relationships in depth?				

RL.11-12.3	What can textual details reveal or convey about setting?	Describe how textual details reveal nuances and complexities in character's relationships with one another	● Contrasting Characters (Foils) ● Close Reading: Character Relationships	- "Two Kinds" Excerpts from *The Awakening* by Kate Chopin "On Reverence for Parents" by Zhao Ban	Self-Evaluations Socratic Seminar
RL.11-12.3	How can setting influence or impact a character's actions or choices?	Explain the function of setting in a narrative Describe the relationship between a character and a setting	● Review: Setting ● Contrasts in Figurative Language and Literal Interpretation		Open-Ended Reading Responses
RL.11-12.5	How can the order of events in the plot inform readers?	Identify and describe how plot orders events in a narrative	● Review: Role of Narrator ● Close Reading: Syntax and Diction Analysis		AP-Style Practice Test Question (Multiple-Choice and Free Response)
RL.11-12.3	What do contrasts represent in a text?	Explain the function of contrasts within a text	● Refining and Elevating Our Writing ● Concise and Impactful Writing		Analysis Essays (Short and Long)
RL.11-12.3	What function do contrasts serve in literature?	Identify and describe the narrator or speaker of a text	● Reading with a Lens (New Historicism, Feminist, Marxist, and Psychological)		
RL.11-12.3	What is the purpose of the narrator in a text?	Identify and explain the function of point of view in a narrative			
RL.11-12.6	How does the function of the narrator change depending on point of view?	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective			
RL.11-12.7	How can reading with a lens change the way we read a text?	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning			
W.11-12.1A	How do writers establish strong commentary without lapsing into summary?	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis Select and use relevant and sufficient evidence to both develop and support a line of reasoning			
W.11-12.4	How can writing be both concise and impactful?	Demonstrate control over the elements of composition to communicate clearly			

Robbinsville Public Schools

Unit #2B: Poetry II

Enduring Understandings:	Essential Questions:
● Figurative language provides a creative means to show instead of tell. ● The arrangement of the parts and sections of a text contribute to a reader's interpretation. ● Lenses provide readers a path to deeper interpretation. ● Poetry provides a voice to those who may not always be heard.	● Is it possible to read too deeply? ● How do authors create connections to other texts within their work? ● How do poets use their work to comment on culture and society? ● Can literature be used to effectively comment on the ways of the world?

Interdisciplinary Connections

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- **For some poems we'll study, we will consider how they influenced or shaped various movements, primarily the Civil Rights movement.**

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 worldwide.
- **We'll continue to look at the impact of these poems and how they continue to be quoted today for a variety of reasons.**

Career/Real World Connections

Example: Poetry is often used as a means to comment on social and cultural shifts. As we begin to look at students' place in the world outside of Robbinsville, we will use poetry as a gateway into understanding what society and culture may look like in places outside of what they know by studying the history behind certain poems.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.5	How does structure (or lack of structure) influence or impact the reading of a poem?	Explain the function of structure in a text Distinguish between the literal and figurative meanings of words and phrases	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)*	"The Landlady" by P.K. Page "The Journey" by Mary Oliver "Good Bones" by Maggie Smith	Do Nows Exit Slips Class Discussions
RL.11-12.4	When is a word meant literally, and when is it used figuratively?	Explain the function of specific words and phrases in a text Identify and explain the function of an image or imagery	Teach Points/Mini Lesson Ideas: ● Poetry Structure ● Literal v. Figurative: When are you reading too much into the text?	"Still I Rise" by Maya Angelou "The Road Not Taken" by Robert Frost "Stopping by Woods on a Snowy Evening"	Surveys Self-Evaluations
RL.11-12.4	Is there a single correct figurative meaning for a word?	Identify and explain the function of a metaphor	● Imagery in Poetry ● Personification	by Robert Frost	Socratic Seminar

RL.11-12.4	How do poets utilize imagery to engage the reader?	Identify and explain the function of personification	● Recognizing Allusions ● Using Structure to Provide Control in Writing ● Identifying Imagery Using a Lens ● Analyzing Figurative Language using a Lens	"There Will Come Soft Rains" by Sara Teasdale	Open-Ended Reading Responses
RL.11-12.4	What purpose does personification serve?	Identify and explain the function of an allusion			AP-Style Practice Test Question (Multiple-Choice and Free Response)
RL.11-12.4	Are all references in poetry allusions?	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning			Analysis Essays (Short and Long)
W.11-12.1A	Why must a strong claim be defensible?	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis			
W.11-12.1B W.11-12.9A	How does strong evidence bolster a claim?	Select and use relevant and sufficient evidence to both develop and support a line of reasoning			
		Demonstrate control over the elements of composition to communicate clearly			

Robbinsville Public Schools

Unit #2C: Longer Fiction or Drama II

Enduring Understandings:	Essential Questions:
● Archetypes are original models in literature that authors continue to use in developing characters and stories. ● Personal experiences will always color the ways in which readers approach literature. ● Examining surface-level details can help inform deeper interpretation of a text.	● Is a homecoming always as welcoming as we're meant to think? ● Will home always be the same? ● Are protagonists always good people? ● Do archetypes exist in all literature?

Interdisciplinary Connections

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- *Home* by Toni Morrison examines the development of Frank Money as he returns home from fighting in the Korean War to a country that is still rife with racism and segregation.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- *A Streetcar Named Desire* by Tennessee Williams provides a deep look into the lower class and the effects of the loss of old money in a changing America.

Career/Real World Connections

Example: One of the goals of this unit is to help students write more concisely while maintaining a thorough and understandable train of thought in their writing. As they progress in their studies, they may be asked to write longer papers, in which maintaining a consistent thread throughout their writing is important for their success.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.3	What information can be inferred through a character's clothes/presentation and behavior?	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives Explain the function of contrasting characters	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas: ● Close Reading: Character	*A Streetcar Named Desire* by Tennessee Williams *Home* by Toni Morrison "Cross" by Langston Hughes "Invictus" by William Ernest Henley	Do Nows Exit Slips Class Discussions Surveys
RL.11-12.3	What do authors intend to emphasize through the use of contrasting characters?	Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities	Details		

			• Examining Character Interactions		Self-Evaluations
RL.11-12.3	What is revealed through a character's choices, action, and speech?	Identify and describe how plot orders events in a narrative	• Examining Character Choices, Action, and Speech		Socratic Seminar
RL.11-12.5	How might authors use certain plot events as symbols or metaphors?	Explain the function of a particular sequence of events in a plot	• Archetypal Events • Narrator/Speaker Reliability		Open-Ended Reading Responses
		Explain the function of contrasts within a text	• Crafting Effective and Defensible Thesis Statements		AP-Style Practice Test Question (Multiple-Choice and Free Response)
RL.11-12.6	Can narrators always be believed or trusted?	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective	• Maintaining a Consistent Thread Throughout an Essay		Analysis Essays
W.11-12.1A	Do thesis statements need to be defensible to be considered effective?	Explain how a narrator's reliability affects a narrative	• Finding Balance in Evidence Choice		(Short and Long)
W.11-12.1B	What is the difference between summary and analysis?	Identify and explain the function of a symbol			
W.11-12.1B W.11-12.9A	How do commentary and evidence combine to create strong analysis?	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning			
		Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis			
W.11-12.4 W.11-12.5	How can a consistent thread be established in writing?	Select and use relevant and sufficient evidence to both develop and support a line of reasoning			
		Demonstrate control over the elements of composition to communicate clearly			

Unit #3A: Short Fiction III

Enduring Understandings:	Essential Questions:
● Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. ● A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. ● Assessing a text through the lens of critical theory leads to a more nuanced reading of a text.	● How does figurative language lend itself to the reader's interpretation? ● How does the author provide ways for the reader to create meaning in his/her text? ● Is all critical literary theory valid? ● How can we respond to critical literary theory while adding our own analysis?

Interdisciplinary Connections

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Students will access critical literary theory articles through the use of databases, which have made these academic works largely available to the public. They will practice a similar process in order to come to a conclusion regarding the texts they are reading.**

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **Through short stories, we'll compare American cultural practices with those in short stories written in other countries or are representative of other cultures.**

Career/Real World Connections

Example: Writing in a direct manner helps students get their thoughts across clearly. By learning to cut out fluff, students will be more likely to communicate their thoughts, ideas, and opinions in a straightforward manner, which will be helpful in instances like interviews, applications, and correspondences.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.3 RL.11-12.3	Can narrators always be trusted? How does a character's development affect the relationships they have with other characters?	Explain the function of a character changing or remaining unchanged Describe how textual details reveal nuances and complexities in characters' relationships with one another Explain the function of setting in a narrative	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas:	"Araby" by James Joyce "A&P" by John Updike "The Tell-Tale Heart" by Edgar Allan Poe "The Yellow Wallpaper" by	Do Nows Exit Slips Class Discussions Surveys

RL.11-12.3 RL.11-12.4 RL.11-12.3 RL.11-12.7 W.11-12.4 W.11-12.5 RL.11-12.1 W.11-12.4 W.11-12.5	How can changes in setting within a longer text change our understanding of certain characters? How do authors effectively utilize symbols to emphasize theme? Can the narrator or speaker impact the way in which readers approach a text? How can critical literary theory be helpful in interpreting a text? How can writing be structured to be written without fluff? How can evidence be incorporated into writing without including unnecessary pieces?	Describe the relationship between a character and a setting Identify and describe how plot orders events in a narrative Explain the function of a particular sequence of events in a plot Explain how a narrator's reliability affects a narrative Identify and explain the function of a symbol Identify and explain the function of an image or imagery Identify and explain the function of a simile Identify and explain the function of personification Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis Select and use relevant and sufficient evidence to both develop and support a line of reasoning	● Intro to Critical Literary Theory ● Responding to Literary Theory ● Developing Analysis of Literary Theory ● Determining Theme through Symbols and Imagery ● Applying Basic Literature Analysis to Critical Literary Theory ● Writing Analysis without Fluff	Charlotte Perkins Gilman	Self-Evaluations Socratic Seminar Open-Ended Reading Responses AP-Style Practice Test Question (Multiple-Choice and Free Response) Analysis Essays (Short and Long)

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Unit #3B: Poetry III

Enduring Understandings:	Essential Questions:
● Works of literary merit stand the test of time. ● Poetry can be considered a reflection of self. ● Structured texts convey as much through their structure as they do in their content.	● How do we differentiate right from wrong? ● Is revenge ever a good course of action? ● Is Shakespeare's work still relevant today?

Interdisciplinary Connections

6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- **Although Shakespeare writes about a fictional monarchy, it is reflective of the corruption and power struggles witnessed in multiple monarchies throughout Europe at the time.**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **We'll use the internet to determine whether or not Hamlet and Shakespeare's works as a whole are still applicable to our world as it exists today.**

Career/Real World Connections

Example: Hamlet is one of the most widely-referenced works of literature. By studying this text, they would be able to have a much easier time recognizing and using these references themselves in conversation and in passing.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.4 RL.11-12.5 RL.11-12.3 RL.11-12.4	How does Shakespeare's structure of writing convey certain tones or themes? How does Shakespeare's use of symbols and imagery help readers better understand Hamlet's internal conflict?	Explain the function of structure in a text Explain the function of contrasts within a text Explain the function of specific words and phrases in a text Identify and explain the function of a symbol Identify and explain the function of a metaphor	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas: ● Structured Poetry: Sonnets, Monologues, and Soliloquies	*Hamlet* by William Shakespeare Sonnets 130, 118, 116, 104 by William Shakespeare	Do Nows Exit Slips Class Discussions Surveys Self-Evaluations

RL.11-12.4 RL.11-12.7 RL.11-12.9 RL.11-12.7 RL.11-12.9 W.11-12.9 RL.11-12.1 W.11-12.9 W.11-12.4 W.11-12.5	How does Shakespeare utilize extended metaphors throughout his text? Do connections exist between older texts and the present day? How can critical theory help us make sense of challenging literature? How can you write about a play without incorporating too much summary? How can control be exercised over a timed writing?	Identify and explain the function of an allusion Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis Select and use relevant and sufficient evidence to both develop and support a line of reasoning Demonstrate control over the elements of composition to communicate clearly	● Poetry as Reflection of Self ● Finding meaning in structure ● Shakespeare's use of figurative language ● Interpreting older texts in unfamiliar English ● Finding Connections between canonical literature and present day ● Maintaining Control while Writing Under Pressure		Socratic Seminar Open-Ended Reading Responses AP-Style Practice Test Question (Multiple-Choice and Free Response) Analysis Essays (Short and Long)

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Unit #3C: Longer Fiction or Drama III

Enduring Understandings:	Essential Questions:
● As readers, our personal experiences color the ways in which we approach texts. ● Internalized biases can affect our interpretation of a text. ● Credit should always be given when it is due, especially in our writing.	● How do we shape our understanding of what is right and what is wrong? ● How can our personal experiences change the way we see right and wrong? ● How is trust cultivated? ● How can doubt be sown?

Interdisciplinary Connections

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- **This unit focuses largely on the power wielded within religious structure and how it has the potential to spread beyond the structure of religion itself.**

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- **In discussing this unit, we'll also discuss how things have changed since this play was introduced and how social media and technology have led to more cases similar to the play being brought to light.**

Career/Real World Connections

Example: By studying our internalized biases and how they affect the ways which we perceive situations presented to us, we may be much more able to react appropriately and according to social norms in a way that is respectful to those involved.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.2 RL.11-12.3 RL.11-12.3 RL.11-12.9 RL.11-12.3	How can we infer information about a character when given so little information? How can our personal experiences color our interpretation of a text? Do our internalized biases change the way we view	Explain the function of a character changing or remaining unchanged Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities Explain the function of a significant event or related set of significant events in a plot Explain the function of conflict in a text	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas: ● Internal Bias v. Literature ● Approaching Texts with Prior Knowledge	*Doubt* by John Patrick Shanley	Do Nows Exit Slips Class Discussions Surveys Self-Evaluations Socratic Seminar

RL.11-12.9	particular characters or situations?	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective	• Interpreting for Theme in Contemporary/Modern Texts • Making Inferences with Minimal Information		Open-Ended Reading Responses
RL.11-12.7 RL.11-12.9	How can we apply critical literary theory to our reading of literature?	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning			AP-Style Practice Test Question (Multiple-Choice and Free Response)
W.11-12.1A W.11-12.4	How can we craft an original thesis without plagiarizing?	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis			Analysis Essays (Short and Long)
W.11-12.4 W.11-12.5	How can we avoid plagiarism when referencing articles or other outside sources?	Select and use relevant and sufficient evidence to both develop and support a line of reasoning			

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Unit #4: End-of-Year Reflection and Final Exam

Enduring Understandings:	Essential Questions:
● Learning happens when you least expect. ● Literature provides us with lessons about the human experience. ● Literature provides us with a means of connecting to others.	● How can literature teach me about the world around me? ● Do we ever stop learning? ● How can I communicate my own thoughts and ideas in a meaningful manner?

Interdisciplinary Connections

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 worldwide.
- **Through the use of independent research paired with a review of their work this year, students will examine how the topics and skills they covered in the year may have made an impact on them in other aspects of their life.**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- **Students will use similar technology to create visualizations of their favorite poems and the most impactful thing they learned in AP Literature.**

Career/Real World Connections

Example: Even beyond high school, we constantly seek connections with others by learning about them, their ways of life, and their experiences. Through the shared experience of literature, students can begin to understand, accept, and empathize with those whose lives may, on the surface, appear different from their own.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.11-12.7 RL.11-12.7 RL.11-12.10 RL.11-12.10	How do we engage with the literature we read? What makes literature impactful and meaningful? What is mindful reflection? How does mindful reflection on learning help personal growth and development?	Demonstrate knowledge and familiarity with a variety of skills from the past year through purposeful application Utilize strong communication skills to convey clear and mindful thinking and reflection Practice self-regulation in order to meet check-ins and deadlines Utilize strong communication skills to prepare and present information regarding selected topics	*Read Alouds, Shared Reading, Mini-Lessons, Teacher Modeling, Independent Reading and Writing. Conferences (one-on-one, small group)* Teach Points/Mini Lesson Ideas: ● Mindfully Reflecting on Texts We've Read ● Being an Engaged Reader ● Reflecting on Personal Growth and Development	*Favorite Poem Project* #TeachLivingPoets Texts listed in previous units	Favorite Poem Project "The Most Impactful Thing I Learned This Year" Project Final Multiple Choice and Essay Exam

SL.11-12.4 SL.11-12.5 SL.11-12.6	How can I effectively communicate my thoughts and ideas?		- Using Reflection to Craft Future Goals - Varying Your Modes of Presentation		

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**

• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/