

BLOOMFIELD BOARD OF EDUCATION

Administration Offices

155 Broad Street

Bloomfield, NJ 07003

ELA 12:AP English Literature and Composition/British Literature  
Curriculum Guide  
Grade 12  
2017

Prepared by:

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Conforms to the New Jersey Student Learning Standards

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## Course Description

### ***English IV: European Literature and AP Literature and Composition***

**Introduction:** This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. This curriculum is aligned with both the New Jersey Student Learning Standards (NJSLS), the 21<sup>st</sup> century life and careers standards, Technological Literacy, and mandates set forth in the most recent adoption by the New Jersey State Board of Education in May 2016. The NJSLS demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course.

**Format/Mapping/Sequence:** The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

**Pacing:** The English 4 AP course is divided into 6 units each focusing on the literature of a different time period and one on-going unit focussed on investigating the structure of language. Although the units are arranged chronologically, a teacher may introduce the units in an order that he/she feels best meets the needs of the class. Each of the 6 units provides a time frame that averages between 6 and 8 weeks, taking into consideration the time needed to complete the language activities that will be done in conjunction with the thematic unit study. The AP Literature and Composition course is designed to offer twelfth grade students the opportunity to tackle college-level text and tasks to concentrate their knowledge in literary analysis and written expression. The course is organized to meet the requirements and guidelines of the current AP English Course description. Students will build on the critical reading and writing skills cultivated during freshman, sophomore, and junior year while studying European literature with an increased emphasis on literary analysis and criticism. Students will also extend their vocal and visual communication skills.

**Resources:** In each unit, both electronic and print resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning is <http://www.state.nj.us/education/aps/cccs/lal/>

## Adopted Text(s)

N/A

## Adopted Resources

AP Literature and Composition practice books (Barrons)  
Selected novels and readings (see per unit)

## Additional Resources

Google Suite, Web 2.0 Resources, Discovery Streaming video, Newsela Pro, Newsela topics or articles, NY Times Educational Resource, Hoopla (ebooks), Databases (including but not limited to Bloom's Literature Online, African American History online, and American History Online). CollegeBoard.com

## Unit 1

Unit #1:	Anglo-Saxon and Medieval Literature
Timeframe:	6-8 weeks
Subject/Topic:	AP Literature
<b>DESIRED RESULTS</b>	
Established Goals:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>

	<p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3                  Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1- The values of a culture are reflected in the form and content of its literary productions</p> <p>U2- Anglo Saxon and Medieval literature are integral aspects of our identity as English speakers and readers</p>
Essential Questions:	<p>EQ1- How are the values of a culture reflected in the form and content of its literature?</p> <p>EQ2- How does this literature continue to inform our sense of identity?</p>
Critical Vocabulary	<p>Scop</p> <p>Wyrð</p> <p>Caesura</p> <p>Kenning</p> <p>Alliteration</p> <p>Iambic Pentameter</p> <p>Allegory</p> <p>Farce</p> <p>Satire</p> <p>Foil</p> <p>Continued application and reinforcement of Literary Terms towards AP Exam</p>

<p>All Students Will Know and Be Able To . . .</p>	<p>Understand and analyze the literary elements (e.g., allegory, farce, satire, and foil) of Anglo-Saxon and medieval literary works and identify characteristics of Anglo-Saxon and Medieval literary forms.</p> <p>Identify characteristics of pagan and Medieval religious ideals and how they inform the literature of both time periods</p> <p>Understand the historical forces which brought about a shift from oral to written societies and the reflection of such changes in literature.</p> <p>Explain how literary elements contribute to meaning and author intention</p>
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
<p>Formative Performance Task:</p>	<ul style="list-style-type: none"> <li>• Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
<p>Summative Performance Task:</p>	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
<p>Formal Evidence of Learning &amp; Progress:</p>	<p>Rubrics          Presentations          Written Responses          Essays          Research Projects</p>

	Portfolios Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think Alouds Examinations of Student Work Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	<p><i>Seminar:</i> Compare and contrast the ways in which the epic commemorates Beowulf with the way our culture celebrates its heroes.</p> <p><i>Seminar:</i> Choose one of the <i>Canterbury Tales</i>. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement</p> <p><i>Writing:</i> Answer essential question #2: Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources.</p>

Required Resources:	<p>Beowulf pp. 38-60</p> <p>The Seafarer pp. 16-20</p> <p>The Canterbury Tales- The Pardoner's Tale, The Wife of Bath's Tale pp. 94-150</p> <p>Sir Gawain and The Green Knight pp. 162-175</p> <p>The Ecclesiastical History of the English People pp. 74-78</p>
Suggested Activities:	<p><i>Seminar:</i> Compare and contrast <i>Sir Gawain</i> and the <i>Green Knight</i> with "The Knight's Tale" or The Death of Arthur. What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis</p> <p>Select one of the poems from this unit and recite it from memory. Include an introduction that states:                      What the excerpt is from                      Who wrote it                      Why it exemplifies the medieval period</p>
Suggested Resources:	<p><i>The Wife's Lament</i> pp. 25-26</p> <p><i>The Wanderer</i> pp. 21-24</p> <p>"The Knight's Tale"- English Office Materials</p> <p><i>Le'MorteD'Arthur</i> film and text excerpts pp. 176-184</p> <p><i>Everyman</i> (English Dept. Materials)</p> <p><i>Grendel</i> (novel) by John Gardner</p>
Strategies for Differentiation	<p>Graphic Organizers</p> <p>Essay Writing- TOWER sheet</p> <p>Audio recording of text</p> <p>Learner's adaptation of text</p>



	PowerPoint for visual learners Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)
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## Unit 2

Unit #2:	Renaissance/Reformation Literature
Timeframe:	6-8 weeks
Subject/Topic:	AP Literature

### DESIRED RESULTS

Established Goals:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify</p>
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	<p>the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3                  Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1 – All human cultures and societies share the defining process of the celebration of heroic ideals, making it a rich source of narrative materials</p> <p>U2 – The values of a culture are reflected in the form and content of its literary productions.</p> <p>U3 – Writers control narrative structure through techniques such as sequencing, details, irony, tone and point of view.</p> <p>U4 – Audience and purpose influence literary technique (organization, logical progression of argument and diction)</p>
Essential Questions:	<p>EQ1 – How are the values of a culture reflected in the form and content of its literature?</p>

	<p>EQ2 - How does Renaissance literature break with and build on the literature of the Middle Ages?</p> <p>EQ3 – How does identifying and taking careful consideration of one’s audience help the writer at every stage of the development of a good work?</p>
Critical Vocabulary	<p>Great Chain of Being</p> <p>Allusion</p> <p>Metaphysical Poetry</p> <p>Paradox</p> <p>Conceit</p> <p>Irony</p> <p>Parallelism</p> <p>Metaphor</p> <p>Simile</p> <p>Continued application and reinforcement of Literary Terms towards AP Exam</p>
All Students Will Know and Be Able To. . .	<p>Identify and define the characteristics of allusion, symmetry (divine proportion), Renaissance ideals of beauty, satire.</p> <p>Identify characteristics of the evolution of the religious ideas and how they inform the literature of the time period.</p> <p>Understand the underlying currents leading to a rebirth of humanistic ideals and an interest in the arts and sciences.</p> <p>Analyze the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Raleigh/Marlowe and Shakespeare.</p> <p>Explain how literary forms and devices reflect the author’s philosophical, aesthetic, or religious views.</p> <p>Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work.</p>
EVIDENCE OF STUDENT LEARNING	
Formative	<ul style="list-style-type: none"> <li>Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> </ul>

Performance Task:	<ul style="list-style-type: none"> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
Summative Performance Task:	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
Formal Evidence of Learning & Progress:	Rubrics Presentations Written Responses Essays Research Projects Portfolios Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues

	Think Alouds Examinations of Student Work Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	<p><i>Seminar:</i> Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference to a literary work to support an original, concise thesis statement.</p> <p><i>Writing:</i> Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources</p>
Required Resources:	Shakespeare's Sonnets (29, 30, 40, 116, 143, 128, 130, 18, 75, 146) "Macbeth" pg 300 "Holy Sonnets", Lecture Upon a Shadow" - Poetry of John Donne "Oedipus the King" pg 393
Suggested Activities:	<p><i>Seminar:</i> Read <i>Macbeth</i>. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will? Use textual evidence from the play to support your response in an original, concise thesis statement</p> <p>Journal Response          Mapping/Brainstorming          Group Discussion          Peer Revision          Teacher Modeling of skill</p>
Suggested Resources:	"Faerie Queene" excerpts from Blue Book "Utopia" textbook pg 266 "Speech Before her Troops" pg 268

	<p>“The Parable of the Prodigal Son” pg 279 <i>Last Judgment</i>, da Vinci’s <i>Virgin and Child</i>, Pontormo’s <i>Deposition</i>, and Bernini’s <i>Ecstasy of Saint Teresa</i>. Lit. Crit. for teacher selected piece of Ren. literature. <i>The Prince</i> by Niccolo Machiavelli <a href="http://www.owl.purdue.edu">www.owl.purdue.edu</a></p>
Strategies for Differentiation	<p>Graphic Organizers Essay Writing- TOWER sheet Audio recording of text Learner’s adaptation of text PowerPoint for visual learners Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)</p>

## Unit 3

Unit #3:	Seventeenth Century Literature
Timeframe:	6-8 weeks
Subject/Topic:	AP Literature
<b>DESIRED RESULTS</b>	
Established Goals:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>

	<p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3          Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1 – all human cultures and societies share the defining process of the celebration of religious and societal ideals, making it a rich source of narrative materials</p> <p>U2 – The values of a culture are reflected in the form and content of its literary productions.</p> <p>U3 – Writers control narrative structure through techniques such as sequencing, details, irony, tone and point of view.</p> <p>U4 – Audience and purpose influence literary technique (organization, logical progression of argument and diction).</p> <p>U5 – A gain in understanding of the early Enlightenment and its conception of reason and consider how certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent.</p> <p>U6- a good leader understands his/her audience and employs various rhetorical devices to achieve their goals.</p> <p>U7- the power of written language across groups and across cultures has the power to promote both positive and negative attitudes and actions</p>
Essential Questions:	<p>EQ1 – How are the values of a culture reflected in the form and content of its literature?</p> <p>EQ2 - How does 17<sup>th</sup> Century literature break with and build on the literature of the Renaissance?</p> <p>EQ3 – How does identifying and taking careful consideration of one’s audience help the writer at every stage of the development of a good work?</p>



Critical Vocabulary	Apostrophe Personification Enjambment Continued application and reinforcement of Literary Terms towards AP Exam
All Students Will Know and Be Able To. . .	Define and identify characteristics of allusion, symmetry (divine proportion), 17 <sup>th</sup> Century ideals of beauty, class system, and satire as well as identify characteristics of the evolution of the religious ideas and how they inform the literature of the time period. Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century and explain the use of satire as a technique to reveal authorial intent
EVIDENCE OF STUDENT LEARNING	
Formative Performance Task:	<ul style="list-style-type: none"> <li>• Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
Summative Performance Task:	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
Formal Evidence of Learning & Progress:	Rubrics Presentations Written Responses Essays

	Research Projects Portfolios Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think Alouds Examinations of Student Work Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	<p><i>Seminar:</i> Using literary works as textual evidence, do one of the following: (a) compare two 17<sup>th</sup> Century literary works, with attention to symmetry and form; (b) compare a 17<sup>th</sup> Century literary work with a Renaissance work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference to a literary work to support an original, concise thesis statement.</p> <p><i>Writing:</i> Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources</p>

	<p><i>Writing:</i> Students will consider how certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent. They will write a critical essay exploring an aspect of the conflict between reason and emotion by researching Literary Criticism on works of their choice.</p>
Required Resources:	<p>“Holy Sonnet 7, Holy Sonnet 10”, John Donne pg 422                      “To His Coy Mistress” – Andrew Marvell pg 446                      “To the Virgins to Make Much of Time” – Robert Herrick 449                      “Eve’s Apology to Women” – Amelia Lanier pg 482                      “Paradise Lost” – <i>excerpts</i> pg 468</p>
Suggested Activities:	<p>Seminar: Analyze “To Daffodils,” “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original.</p> <p>Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers the essential question.</p>
Suggested Resources:	<p>Literary Criticism teacher selected for a piece of 17<sup>th</sup> Century literature.  <i>The Alchemist</i>, Ben Jonson  <i>Don Quixote</i>, Miguel de Cervantes (selections)  <i>An Essay Concerning Human Understanding</i>, John Locke                      “King Lear”, “The Merchant of Venice”, William Shakespeare  <a href="http://absoluteshakespeare.com/plays/king_lear/a3s6.htm">http://absoluteshakespeare.com/plays/king_lear/a3s6.htm</a>  <a href="http://absoluteshakespeare.com/plays/merchant_of_venice/dramatis_personae.htm">http://absoluteshakespeare.com/plays/merchant_of_venice/dramatis_personae.htm</a>                      “Don Quixote”, Miguel de Cervantes  <a href="http://www.online-literature.com/cervantes/don_quixote">http://www.online-literature.com/cervantes/don_quixote</a>                      “To Daffodils”, Robert Herrick  <a href="http://www.luminarium.org/sevenlit/herrick/daffodils.htm">http://www.luminarium.org/sevenlit/herrick/daffodils.htm</a>                      “Leviathan”, Thomas Hobbes</p>
Strategies for Differentiation	<p>Graphic Organizers                      Essay Writing- TOWER sheet                      Audio recording of text                      Learner’s adaptation of text                      PowerPoint for visual learners</p>

	Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)
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## Unit 4

Unit #4:	Eighteenth and Nineteenth Century Literature
Timeframe:	6-8 weeks
Subject/Topic:	AP Literature
<b>DESIRED RESULTS</b>	
Established Goals:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and</p>

	<p>counterclaims.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3                  Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1- The values of a culture are reflected in the form and content of its literary productions.</p> <p>U2- 18<sup>th</sup> and 19<sup>th</sup> Century Literature are integral aspects of our identity as English speakers and readers</p>
Essential Questions:	<p>EQ1- How are the values of a culture reflected in the form and content of its literature?</p> <p>EQ2- How does this literature continue to inform our sense of identity?</p> <p>EQ3- What role does nature play in eighteenth- and early nineteenth-century literature?</p> <p>EQ4- How does Romantic and Victorian literature embody the tension between art for art's sake and art as a response to social and cultural conflict?</p>
Critical Vocabulary	Continued application and reinforcement of Literary Terms towards AP Exam
All Students Will	Identify the characteristics of 18 <sup>th</sup> and 19 <sup>th</sup> Century literary forms and techniques.

<p>Know and Be Able To. .</p>	<p>Discuss the historical forces which brought about a paradigm shift resulting in new forms of literature, i.e. the novel.                      Understand how and why the above discursive practices changed the relationship between text and audience, specifically the access to and purpose of literature beyond aesthetics.                      Explain how literary elements contribute to meaning and author intention                      Analyze how 18<sup>th</sup> and 19<sup>th</sup> Century literature exhibits many tendencies rather than a single set of characteristics                      Read fiction, drama, poetry, biography, and autobiography from the eighteenth and early nineteenth centuries.                      Consider the relationship between art and nature in these works.                      Observe narrative digressions, idiosyncrasies, exaggerations, and biases.                      Consider the difference between natural and forced language, as explained by Wordsworth.                      Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers.                      Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text                      Explain the tension between art for art's sake and art as a response to social and cultural conflict, as expressed in the works of this unit.                      Closely analyze a key passage from a novel and comment on how it illuminates the work as whole.</p>
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
<p>Formative Performance Task:</p>	<ul style="list-style-type: none"> <li>• Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
<p>Summative Performance Task:</p>	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
<p>Formal Evidence of Learning &amp;</p>	<p>Rubrics Presentations</p>

Progress:	Written Responses Essays Research Projects Portfolios Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think Alouds Examinations of Student Work Self-Assessment /Reflection
<b>LEARNING PLAN</b>	
Required Activities:	<p><i>Seminar/Writing:</i> What point of view is revealed by Swift's allegory in <i>Gulliver's Travels</i>? How does his allegory satirize human behavior and human history? Are Swift's views reflective of the beliefs of his day? Use textual evidence to support an original, concise thesis statement</p> <p><i>Writing:</i> Read two of the required poems and answer the following question: What values and concerns do they share? Cite specific evidence from both texts to support an original, concise thesis statement.</p>
Required Resources:	<p><u>18<sup>th</sup> Century:</u></p> <p>Alexander Pope's "<i>The Rape of the Lock</i>" p.532          Jonathan Swift's <i>Gulliver's Travels</i> p.514</p>



	<p><u>The Romantic Period:</u></p> <p>William Blake’s “<i>The Tyger</i>” and “<i>The Lamb</i>” p.640              Wordsworth’s “<i>The World is Too Much with Us</i>” p. 675              Coleridge’s “<i>The Rime of the Ancient Mariner</i>” p. 686              Shelley’s “<i>Ozymandias</i>” p.732              Keats’ “<i>Ode on a Grecian Urn</i>” p. 784              Wollstonecraft’s <i>A Vindication of the Rights of Woman</i> p.784              Mary Shelley’s <i>Frankenstein</i> novel (with film adaptation)</p>
Suggested Activities:	<p><i>Seminar:</i> Read selected poems from Blake’s <i>Songs of Innocence and Experience</i>. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man? Use textual evidence from the poems selected to create an original, concise thesis statement.</p> <p>Writing: Using specific evidence from various sources studied in this unit, write a research paper that answers the essential question: What role does nature play in eighteenth and nineteenth-century literature? Include an original, concise thesis statement to answer this essential question</p> <p><i>Seminar:</i> H. G. Wells called himself a socialist. How does <i>The Time Machine</i> illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How? Organize textual evidence to support an original, concise thesis statement</p> <p><i>Seminar:</i> How does <i>The War of the Worlds</i> reflect a continuing xenophobia? Organize textual evidence to support an original, concise thesis statement.</p>
Suggested Resources:	<p>Defoe’s <i>A Journal of the Plague Year</i> p.503              Gray’s “Elegy Written in a Country Churchyard”p. 570              Newton’s <i>Letter on Light and Color</i> p. 565              Blake’s “The Chimney Sweeper” and “Infant Sorrow” p.643              Wordsworth’s “Lines Composed a Few Miles Above Tintern Abbey” p.666              Coleridge’s “Kubla Khan” p.710              Browning’s “My Last Duchess” p.836              Jean –Jacques Rousseau’s <i>Reveries of a Solitary Walker</i> (excerpts)              Charles Darwin’s <i>The Origin of Species</i> (excerpts)  <i>The Time Machine</i> by H.G. Wells  <i>The War of the Worlds</i> by H.G. Wells  <i>Crime and Punishment</i> Fyodor Dostoyevsky</p>

Strategies for Differentiation	Graphic Organizers Essay Writing- TOWER sheet Audio recording of text Learner's adaptation of text PowerPoint for visual learners Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)
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## Unit 5

Unit 5:	20th Century Literature
Timeframe:	6-8 weeks
Subject/Topic:	AP Literature
<b>DESIRED RESULTS</b>	
Established Goals:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>

	<p>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>8.1.12.A.3                  Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1- The values of a culture are reflected in the form and content of its literary productions.</p> <p>U2- 20<sup>th</sup> Century Literature is an integral aspect of our identity as English speakers and readers.</p> <p>U3- The novel has become a viable tool of social/political transformation</p>
Essential Questions:	<p>EQ1- How are the values of a culture reflected in the form and content of its literature?</p> <p>EQ2- How does 20<sup>th</sup> Century literature reflect and challenge the power relations between the individual and modern society?</p> <p>EQ3- How might the 20<sup>th</sup> Century be regarded as the Age of Anxiety?</p>
Critical Vocabulary	Continued application and reinforcement of Literary Terms towards AP Exam
All Students Will Know and Be Able To. . .	<p>Identify the characteristics of 20th Century literary forms and techniques and examine the historical forces which brought about a paradigm shift resulting in the experimentation of the novel form.</p> <p>Understand the above discursive practices changed the relationship between text and audience, specifically the access to and purpose of literature beyond an aesthetic and a leisurely activity.</p> <p>Read works of the twentieth century, focusing on the earlier decades.</p>

	<p>Consider aspects of modernism (such as anxiety) in their historical context.          Explain both the breakdown and affirmation of form and meaning in modernist literature.          Analyze dystopian literature, considering the problems inherent in fashioning a perfect person or society.          Explain how poems in this unit reflect on poetry itself and its possibilities.          Examine modern versions of classical works.          Pursue focused questions in depth over the course of one or two class sessions.          Explain absurdist and existential philosophy as it applies to literature and theatre.</p>
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
Formative Performance Task:	<ul style="list-style-type: none"> <li>• Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
Summative Performance Task:	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
Formal Evidence of Learning & Progress:	<p>Rubrics          Presentations          Written Responses          Essays          Research Projects          Portfolios          Examinations of Student Work</p>

Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think Alouds Examinations of Student Work Self-Assessment /Reflection
<h2>LEARNING PLAN</h2>	
Required Activities:	Writing: Using specific evidence from various sources studied in this unit, write a research paper that answers the essential question: How does 20 <sup>th</sup> Century literature reflect and challenge the power relations between the individual and modern society? Include an original, concise thesis statement to answer this essential question
Required Resources:	<i>Any two or more from the following:</i> <i>Fountainhead</i> Ayn Rand <i>The Stranger</i> Albert Camus <i>Metamorphosis</i> Franz Kafka <i>Siddhartha</i> Herman Hesse <i>Portrait of the Artist as a Young Man</i> James Joyce <i>One Hundred Years of Solitude</i> G G Marquez
Suggested Activities:	Seminar: How does modern myth examine issues of power, corruption and friendship?Organize textual evidence to support an original, concise thesis statement

	<p>Seminar: How does modern myth examine larger issues of cultural responsibility, ecology and cultural cooperation? Organize textual evidence to support an original, concise thesis statement.</p> <p>Writing: :Using specific evidence from various sources studied in this unit, examine and apply the nature of the Mythic Cycle.</p>
Suggested Resources:	<p><i>Animal Farm</i> by George Orwell  <i>Lord of the Flies</i> by William Golding  <i>Brave New World</i> by Aldous Huxley  <i>Anthem</i> by Ayn Rand  <i>Maus</i> by Art Spiegelman (Graphic Novel)  <i>Heart of Darkness</i> Joseph Conrad</p>
Strategies for Differentiation	<p>Graphic Organizers                      Essay Writing- TOWER sheet                      Audio recording of text                      Learner's adaptation of text                      PowerPoint for visual learners                      Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)</p>

## Unit 6

Unit #6:	The Structure of Language- Writing and Grammar
Timeframe:	Throughout course
Subject/Topic:	AP Literature
<b>DESIRED RESULTS</b>	
Established Goals:	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Observe hyphenation conventions.</p> <p>Spell correctly.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>



	<p>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.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>CRP11. Use technology to enhance productivity.</p>
Enduring Understandings:	<p>U1- standards and conventions of grammar will change over time</p> <p>U2- errors in grammar can change the intended meaning of the writer or speaker</p> <p>U3- exhibiting and understanding correct grammar is crucial for success in the following areas: SAT's, ACT's, college applications/essays, job interviews, career success and advancement</p>
Essential Questions:	<p>Q1-How do the standards of grammar change over time?</p> <p>Q2- How can errors in grammar affect the clarity of my writing and/or speaking?</p> <p>Q3- Why is the comprehension and reflection of correct grammar imperative at this last stage of schooling?</p>
Critical Vocabulary	Continued application and reinforcement of Literary Terms towards AP Exam
All Students Will Know and Be Able To. . .	<p>Utilize the comma correctly</p> <p>Avoid/recognize comma splices</p> <p>Utilize the semicolon correctly</p> <p>Utilize the colon correctly</p> <p>Correctly modify subjects with participial phrases</p> <p>Avoid dangling modifiers</p> <p>Recognize and correct errors in subject/verb agreement in writing and speaking</p> <p>Recognize and correct errors in pronoun/antecedent agreement in writing and speaking</p> <p>Write and speak using parallel structure</p> <p>Utilize the nominative and objective case correctly in writing and speaking</p> <p>Utilize correct conventions of grammar in effectively conveying their message through writing</p>

	Comprehend and utilize conventions of MLA format
<b>EVIDENCE OF STUDENT LEARNING</b>	
Formative Performance Task:	<ul style="list-style-type: none"> <li>• Perform close readings of a variety of texts both fiction and nonfiction( literary criticism)</li> <li>• Research definitions and examples of literary terms</li> <li>• Maintain a double-entry journal</li> <li>• Analyze a variety of texts to identify the literary terms as they learn them</li> <li>• Participate actively in Socratic Seminar</li> <li>• Study and complete activities on</li> <li>• Participate in a gallery walk of advertisements to determine ethos, pathos, or logos</li> <li>• Draft analytical essays</li> <li>• Edit and revise essays</li> <li>• Organize notes on AP multiple choice strategies</li> <li>• Apply learned strategies to simulation quizzing and testing sessions</li> </ul>
Summative Performance Task:	<ul style="list-style-type: none"> <li>• AP Simulation Essay</li> <li>• AP Simulation Multiple Choice.</li> <li>• Essay/Research task: research and present findings on a literary construct specific to the era</li> </ul>
Formal Evidence of Learning & Progress:	Rubrics Presentations Written Responses Essays Research Projects Portfolios Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments

	Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think Alouds Examinations of Student Work Self-Assessment /Reflection
LEARNING PLAN	
Required Activities:	<p><b>Direct Instruction and Application:</b> After each concept is taught, apply to corresponding units and exercises from required texts</p> <p><b>Essay:</b> In given writing assignment, exhibit particular concepts of grammar (decided by teacher) to demonstrate and reinforce understanding</p> <p><b>Unit Specific Research and Writing Assignments:</b> See individual literary units for topics, assignments, assessments, and details.</p>
Required Resources:	<p><i>Selected Unit texts</i></p> <p><i>Grammar for Writing</i></p> <p><i>Warriner's Complete Course</i></p>
Suggested Activities:	<p><b>Cloze punctuation exercises:</b> Correct series of writing examples which omits necessary punctuation.</p> <p><b>Peer-editing:</b> Allow students to peer-edit to find errors in reviewed grammatical concepts.</p>
Suggested	Supplemental Department Grammar Materials

Resources:	
Strategies for Differentiation	Graphic Organizers Essay Writing- TOWER sheet Audio recording of text Learner's adaptation of text PowerPoint for visual learners Varied assessment models for student learning styles (project based assessment, performance based assessment, authentic task assessments)