

Title

Type
Document
Authors
Subject
Course
Grade(s)
Location
Curriculum Writing History
Notes
Attachments

AP Literature & Composition

Individual
Map
Eric Schmidt
Language Arts Literacy
None Selected
11
Roxbury High School

Title : AP Literature & Composition
Type : Individual

	September				October				November				December				January				February				March				April				May				June							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
September/Week 1 - September/Week 2																																												
An Introduction to AP Literature and Composition																																												
September/Week 3 - October/Week 6																																												
An Introduction to Poetry																																												
October/Week 7 - October/Week 8																																												
An Introduction to Fiction																																												
November/Week 9 - November/Week 12																																												
The Nineteenth Century Novel																																												
December/Week 13 - February/Week 22																																												
Drama																																												
February/Week 23 - April/Week 31																																												
The Twentieth Century Novel																																												
April/Week 32 - May/Week 33																																												
Review																																												
May/Week 34 - June/Week 40																																												
Twenty-First Century Literature and Independent Projects																																												

Duration: September/Week 1 - September/Week 2

UNIT NAME: An Introduction to AP Literature and Composition

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Literature is imaginative or or creative writing, especially of recognized artistic value.</p> <p>Reading expands understanding of the world, its people, and oneself.</p> <p>Readers use strategies to construct meaning.</p> <p>The study of AP literature is not about the meaning the author makes but HOW he/she makes that meaning.</p> <p>The AP exam is challenging; therefore, students should not expect perfection. Students who correctly answer 50% of the multiple choice questions can still earn a 3/5 (passing grade on the exam).</p> <p>The AP exam does not require recall. Students are not expected to memorize any works of literature, though recalling elements of plot will help students on one essay.</p>	<ul style="list-style-type: none"> • What is literature? • Why study literature? • How does reading affect your life? • What makes an effective reader? • How is the study of AP literature different than traditional English classes? 	<p>Summer reading afforded students the opportunity to read a challenging, thought-provoking contemporary novel that will serve as a basis for discussion and AP essay writing.</p> <p>The AP essays are scored on a scale from 0-9. Scores 5+ are passing. Students will develop an understanding of these scores and use this information to improve their own writing.</p> <p>Thomas C. Foster's <i>How to Read Literature Like a Professor</i> also provides students with a foundation text to assess and analyze a work of literature. This text will be referred to throughout the school year.</p> <p>The AP exam is challenging; therefore, students should not expect perfection. Students who correctly answer 50% of the multiple choice questions can still earn a 3/5 (passing grade on the exam).</p> <p>The AP exam does not require recall. Students are not expected to memorize any works of literature, though recalling elements of plot will help students on one essay.</p>	<p>Develop time management skills for reading literature</p> <p>Use effective annotation skills while reading literature to further promote understanding and analysis</p> <p>Use information from secondary sources to validate theses concerning the primary work of literature.</p> <p>Posit a thesis and discuss the argument with peers on an online forum</p> <p>Develop collaborative, friendly work environments in the classroom and online discussion forums</p> <p>Understand the difference between a failing essay, a passing essay, and an exceptional essay.</p> <p>Understand how the AP exam is constructed.</p>	<p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</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. (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or</p>

				<p>beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS]</p> <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. (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex</p>
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				<p>set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.6-Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS]</p>
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				<p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to</p>
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				<p>aiding comprehension. (11, 12) [State:New Jersey CCSS] W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11, 12) [State:New Jersey CCSS] W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS] W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS] W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS] W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS] W.11–12.4-Produce clear and</p>
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				<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</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, and audiences. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p>
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				<p>teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS] SL.11–12.1.a-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and dec (11, 12) [State:New Jersey CCSS] SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS] SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen</p>
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				<p>the investigation or complete the task. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.1.b-Resolve issues of complex or contested usage,</p>
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				<p>consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.b-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>
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				<p>(e.g., conceive, conception, conceivable). (11, 12) [State:New Jersey CCSS] L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11, 12)[State:New Jersey CCSS] L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New Jersey CCSS] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:New Jersey CCSS] L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:New Jersey CCSS] L.11–12.5.b-Analyze nuances in the meaning of words with similar denotations. (11, 12) [State:New Jersey CCSS] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career</p>
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Title : AP Literature & Composition

Type : Individual

				readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]
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Plans:

Duration: September/Week 3 - October/Week 6

UNIT NAME: An Introduction to Poetry

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>When reading poetry rest at each punctuation.</p> <p>Though poetry is a subjective study, objective insight and analysis can be achieved when considering: poetic devices, imagery, and symbolism.</p> <p>Poems in different eras and genres share a history, are inspired by one another, and all articulate the human condition.</p>	<ul style="list-style-type: none"> • What is close reading? • How should you read a poem? • Can poetry be defined? • What are poetic devices, and how are poetic devices used to engage readers? • Why is imagery and symbolism important to understanding and appreciating a poem? • How can poems in different eras and genres achieve inter-textuality? 	<p>Because the AP exam emphasizes early modern English poetry, the introduction unit serves to introduce students to the archaic forms and language.</p> <p>To Teach in the Intro to Poetry Unit Early English Poetry (Renaissance and Enlightenment) George Gascoigne "For That He Looked Not upon Her" Sir Walter Raleigh "The Nymph's Reply to the Shepherd" Christopher Marlowe "The Passionate Shepherd to His Love" Shakespeare's Sonnets John Donne "A Valediction Forbidding Mourning" Anne Bradstreet's "The Author to Her Book" Andrew Marvell "To His Coy Mistress" Alexander Pope "An Essay on Man: Epistle 1"</p> <p>To Teach Throughout the Year</p> <p>British and American Romantics William Blake</p>	<p>Identify and analyze the literary significance of: Diction Figurative Language Imagery Syntax Tone Mood</p> <p>as well as poetic literary devices</p> <p>Rhyme Meter Forms:</p> <ul style="list-style-type: none"> • Basic Forms • Composite Forms • Irregular Forms • Open Forms or Free Verse • Other Forms of Poetry <p>Poetic Syntax Sound</p>	<p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</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. (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or</p>

		<ul style="list-style-type: none"> • "The Lamb" • "The Tyger" • "The Sick Rose" • "The Poison Tree" • "Ah Sun-flower" <p>William Wordsworth</p> <ul style="list-style-type: none"> • "I Wandered Lonely as a Cloud" • "The World is Too Much with Us" <p>Samuel Taylor Coleridge Lord Byron John Keats "Ode on a Grecian Urn" Percy Shelley "Ozymandias" Walt Whitman</p> <p>Major Author Study: Emily Dickinson</p> <p>American Transcendentalists Emerson Thoreau</p> <p>British and American Victorians Matthew Arnold "Dover Beach" Robert Browning "My Last Duchess" Gerard Manley Hopkins "God's Grandeur"</p> <p>Early Modern Poetry William Butler Yeats "The Second Coming" Edwin Arlington Robinson "Mr. Flood's Party"</p> <p>Modern Poetry</p>		<p>beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS] RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS]</p>
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		<p>Robert Frost "Mending Wall" Wallace Stevens "Sunday Morning" William Carlos Williams "Danse Russe" T.S. Eliot "The Love Song of J. Alfred Prufrock" E.E. Cummings Langston Hughes</p> <p>Other Poems/Poets for Consideration Theodore Roethke's "My Papa's Waltz" Elizabeth Bishop John Berryman Dylan Thomas "Do not go gentle into that good night" Gwendolyn Brooks "We Real Cool" Sylvia Plath Gary Snyder Robert Pinsky Billy Collins</p>		<p>RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS]</p>
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				<p>RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.5-Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:New Jersey CCSS]</p>
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				<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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to</p>
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				<p>the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2-Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and</p>
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				<p>clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS]</p> <p>Production and Distribution of Writing (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>
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				<p>products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS] W.11–12.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11, 12)[State:New Jersey CCSS] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS] SL.11–12.1.a-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and decisions (11, 12) [State:New Jersey CCSS] SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence;</p>
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				<p>ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS] SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11, 12)[State:New Jersey CCSS] SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11, 12)[State:New Jersey CCSS] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,</p>
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				<p>audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS] SL.11–12.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS] SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12</p>
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				<p>reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New Jersey CCSS] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:New Jersey CCSS] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]</p>
Plans:				

Duration: October/Week 7 - October/Week 8

UNIT NAME: An Introduction to Fiction

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Though there are no short stories on the AP exam, the study of short stories is a fast and effective way to develop critical reading and analytical skills.</p> <p>Student reading is improved when they questions, comment, reflect, predict, pause, evaluate, note, and recognize.</p> <p>Literary analysis requires an understanding of literary terminology and devices.</p> <p>How an author tells a story affects the impact of the telling.</p> <p>Literature, no matter the genre or date of the writing, is the study of man's nature.</p>	<p>What are good reading strategies when reading fiction?</p> <p>How does a writer develop them?</p> <p>How does a writer develop a character?</p> <p>How does a writer use language devices for specific purposes in fiction?</p> <p>How can setting impact the meaning of a story?</p> <p>How does a writer create mood?</p>	<p>This Introduction to Fiction unit is intended to expose students to accessible, short works of fiction that allow them to develop the skills necessary (see "Skills" section) to read longer, more complex texts.</p> <p>O. Henry Best Short Stories of 2013</p> <p>Raymond Carver's "Cathedral" "Chef's House" "Tiny Things" "Are These Actual Miles" "Why Don't You Dance?"</p> <p>John Updike's "A&P"</p> <p>Flannery O'Connor's "A Good Man is Hard to Find"</p> <p>Cheever's "The Swimmer"</p>	<p>Identify, analyze, and synthesize an argument concerning:</p> <p>Plot</p> <p>Character</p> <p>Setting</p> <p>Point of View</p> <p>Symbol</p> <p>Theme</p> <p>Diction</p> <p>Syntax</p> <p>Tone</p> <p>Mood</p> <p>Rhetoric</p> <p>Structure</p>	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12-Reading Standards for Literature (11, 12)[State:New Jersey CCSS]</p> <p>Key Ideas and Details (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare</p>

				<p>as well as other authors.) (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS] RL.11–12.8-(Not applicable to literature) (11, 12)[State:New Jersey CCSS] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of</p>
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				<p>American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RI.11–12-Reading Standards for Informational Text (11, 12) [State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS] RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS] RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS] RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in</p>
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				<p>Federalist No. 10). (11, 12) [State:New Jersey CCSS] RI.11–12.5-Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS] RI.11–12.6-Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS] RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and</p>
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				<p>rhetorical features. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] W.11–12-Writing Standards (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS] W.11–12.1.b-Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while</p>
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				<p>pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2-Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts,</p>
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				<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.a-Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p>
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				<p>create a smooth progression of experiences or events. (11, 12) [State:New Jersey CCSS] W.11–12.3.b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11, 12) [State:New Jersey CCSS] W.11–12.3.d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11, 12)[State:New Jersey CCSS] W.11–12.3.e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11, 12) [State:New Jersey CCSS] Production and Distribution of Writing (11, 12)[State:New Jersey CCSS] W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS] W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose</p>
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				<p>and audience. (11, 12) [State:New Jersey CCSS] W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</p>
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				<p>W.11–12.9.b-Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11, 12)[State:New Jersey CCSS] Range of Writing (11, 12) [State:New Jersey CCSS]</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, and audiences. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12-Speaking and Listening Standards (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1.a-Come to discussions prepared, having read and researched material</p>
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				<p>under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.1.b-Work with peers to promote civil, democratic discussions and dec (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11,</p>
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				<p>12)[State:New Jersey CCSS] Presentation of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS] SL.11–12.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS] SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS] L.11–12-Language Standards (11, 12)[State:New Jersey CCSS] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS]</p>
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				<p>L.11–12.1.a-Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11, 12) [State:New Jersey CCSS]</p> <p>L.11–12.1.b-Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2.a-Observe hyphenation conventions. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS]</p> <p>Knowledge of Language (11, 12) [State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New</p>
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				<p>Jersey CCSS] L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS] L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11, 12)[State:New Jersey CCSS] L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New Jersey CCSS] L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:New Jersey CCSS] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p>
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Title : AP Literature & Composition
Type : Individual

				important to comprehension or expression. (11, 12)[State:New Jersey CCSS]
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Plans:

Duration: November/Week 9 - November/Week 12				
UNIT NAME: The Nineteenth Century Novel				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Gothic literature expanded the boundaries of theme, content, and genre.</p> <p>The idea of nature heavily influenced the writers of the Romantic period.</p> <p>Stories about regular people can be as compelling as stories about the fantastic.</p> <p>Nature can serve as an analogy for understanding human life.</p> <p>World historical events caused a shift in content,</p> <p>In realism, conflict shifts from the external to the internal.</p>	<p>What are the characteristics of the Romantic?</p> <p>What causes Romantics to reject the ideas of the Enlightenment?</p> <p>What are the characteristics of Gothic Literature?</p> <p>What is an individual's responsibility to himself, his family, and his community?</p> <p>How can literature challenge society's constraints?</p> <p>Can everyday people become heroic?</p>	<p>PICK TWO NOVELS!</p> <p>Mary Shelley's Frankenstein</p> <p>Charles Dickens' Great Expectations</p> <p>NEED TO KNOW: Victorian culture</p> <p>*Emily Bronte's Wuthering Heights</p> <p>Charlotte Bronte's Jane Eyre</p> <p>Mark Twain's Adventures of Huckleberry Finn</p>	<p>Identify, analyze, and synthesize an argument concerning the following literary devices, in a longer, more complex work:</p> <p>Plot</p> <p>Character</p> <p>Setting</p> <p>Point of View</p> <p>Symbol</p> <p>Theme</p>	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</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. (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word</p>

				<p>choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS]</p> <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. (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.8-(Not applicable to literature) (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-,</p>
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				<p>nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS] RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] RI.11–12-Reading Standards for Informational Text (11, 12) [State:New Jersey CCSS] RI.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS] RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an</p>
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				<p>objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.5-Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.6-Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.7-Integrate and evaluate multiple sources of information presented in</p>
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				<p>different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.8-Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity</p>
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				<p>band independently and proficiently. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12-Writing Standards (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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</p>
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				<p>claim(s) and counterclaims. (11, 12)[State:New Jersey CCSS] W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS] W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:New Jersey CCSS] W.11–12.2-Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS] W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS] W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11, 12)</p>
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				<p>[State:New Jersey CCSS] W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS] W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS] W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS] W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS] W.11–12.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11, 12) [State:New Jersey CCSS] W.11–12.3.a-Engage and orient the reader by setting out a problem, situation, or observation and its significance,</p>
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				<p>establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11, 12) [State:New Jersey CCSS] W.11–12.3.b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11, 12) [State:New Jersey CCSS] W.11–12.3.c-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11, 12)[State:New Jersey CCSS] W.11–12.3.d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11, 12)[State:New Jersey CCSS] W.11–12.3.e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11, 12) [State:New Jersey CCSS] W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>
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				<p>types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</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</p>
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				<p>flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9.a-Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.9.b-Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11, 12)[State:New Jersey CCSS]</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,</p>
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				<p>purposes, and audiences. (11, 12)[State:New Jersey CCSS] SL.11–12-Speaking and Listening Standards (11, 12) [State:New Jersey CCSS] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS] SL.11–12.1.a-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and dec (11, 12) [State:New Jersey CCSS] SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS]</p>
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				<p>SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p>
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				<p>appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS] SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS] L.11–12.1.b-Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS] L.11–12.2.a-Observe hyphenation conventions. (11, 12)[State:New Jersey CCSS] L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS] 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. (11,</p>
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				<p>12)[State:New Jersey CCSS] L.11–12.3.a-Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11, 12)[State:New Jersey CCSS] L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New Jersey CCSS] L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS] L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11, 12)[State:New Jersey CCSS] L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New</p>
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				<p>Jersey CCSS] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:New Jersey CCSS] L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:New Jersey CCSS] L.11–12.5.b-Analyze nuances in the meaning of words with similar denotations. (11, 12) [State:New Jersey CCSS] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]</p>
Plans:				

Duration: December/Week 13 - February/Week 22

UNIT NAME: Drama

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Drama is intended for the stage, not the page; however, a study of the primary text will most closely reveal the intent of the author.</p> <p>Appreciating and understanding drama requires a knowledge of the conventions of the stage: the fourth-wall concept; asides; soliloquies; stage directions; and director's license.</p> <p>In drama characterization is developed through speech and action, not narration.</p> <p>Stage directions are clues to understanding the playwright's intent.</p> <p>Good drama is timeless and addresses the human condition, our choices, and our consequences.</p>	<p>How is drama different from other literary genres?</p> <p>What is drama?</p> <p>What are specific literary elements of the drama?</p> <p>How are characters developed in a work of drama?</p> <p>How does modern drama differ from earlier drama (i.e. Shakespeare)?</p>	<p>Two Shakespeare Plays William Shakespeare's <i>Macbeth</i></p> <p>William Shakespeare's <i>Hamlet</i></p> <p>Two Contemporary Plays Anton Chekhov's <i>The Seagull</i> or <i>Cherry Orchard</i> Eugene O'Neil's <i>A Long Day's Journey into Night</i> Samuel Beckett's <i>Waiting for Godot</i></p> <p>Sophocles's <i>Oedipus Cycle</i></p>	<p>Exposition Exciting Force Rising Action Climax Falling Action Catastrophe/Resolution Denouement</p> <p>Tragedy Comedy Antagonist Protagonist Monologue Soliloquy Aside Pantomime Props Set Stage directions</p>	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12)[State:New Jersey CCSS] RL.11–12-Reading Standards for Literature (11, 12)[State:New Jersey CCSS] RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS] RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS]</p>

				<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. (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS]</p> <p>Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS]</p>
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				<p>RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12-Reading Standards for Informational Text (11, 12) [State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.5-Analyze and evaluate the effectiveness of the</p>
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				<p>structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS] RI.11–12.6-Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS] RI.11–12.8-Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11, 12) [State:New Jersey CCSS] RI.11–12.9-Analyze seventeenth-, eighteenth-, and</p>
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				<p>nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] W.11–12-Writing Standards (11, 12)[State:New Jersey CCSS] Text Types and Purposes (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s)</p>
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				<p>from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS]</p>
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				<p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11, 12) [State:New Jersey CCSS]</p>
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				<p>W.11–12.3.b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.c-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3.e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.7-Conduct short as well as more sustained research</p>
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				<p>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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9.a-Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate</p>
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				<p>knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11, 12) [State:New Jersey CCSS] W.11–12.9.b-Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11, 12)[State:New Jersey CCSS] Range of Writing (11, 12) [State:New Jersey CCSS] W.11–12.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11, 12)[State:New Jersey CCSS] SL.11–12-Speaking and Listening Standards (11, 12) [State:New Jersey CCSS] Comprehension and Collaboration (11, 12) [State:New Jersey CCSS] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions</p>
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				<p>(one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS] SL.11–12.1.a-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and dec (11, 12) [State:New Jersey CCSS] SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS] SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or</p>
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				<p>research is required to deepen the investigation or complete the task. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11, 12)[State:New Jersey CCSS]</p> <p>Presentation of Knowledge and Ideas (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.5-Make strategic use</p>
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				<p>of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS]</p> <p>L.11–12-Language Standards (11, 12)[State:New Jersey CCSS]</p> <p>Conventions of Standard English (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.1.b-Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2.a-Observe hyphenation conventions. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.3-Apply knowledge of language to understand how language functions in different</p>
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				<p>contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.3.a-Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.b-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.6-Acquire and use accurately general academic</p>
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Title : AP Literature & Composition
Type : Individual

				and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]
Plans:				

Duration: February/Week 23 - April/Week 31

UNIT NAME: The Twentieth Century Novel

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Modernism/postmodernism represented an evolution of structure, style, and meaning. Literature, like all arts, was no longer restricted by historical conventions and standards.</p> <p>Understand that the responsibility for finding meaning in a text has shifted from the author to the reader.</p>	<p>What does it mean to be modern? What is the relationship between the reader and the text? How has literature changed in the 20th century to reflect our everchanging morality, values, and ideas? How do we define existence?</p>	<p>PICK THREE NOVELS (esp. underrepresented voices)</p> <p>*William Faulkner's As I Lay Dying</p> <p>*Ralph Ellison's Invisible Man</p> <p>Albert Camus' The Stranger</p> <p>Franz Kafka's The Metamorphosis Peter Kuper's The Metamorphosis Mariowitz and Crumb's Kafka</p> <p>*Toni Morrison's Beloved</p> <p>Aldous Huxley's Brave New World</p>	<p>Identify, analyze, and synthesize an argument concerning the following literary devices, in a longer, more complex work: Plot Character Setting Point of View Symbol Theme</p> <p>Students will also know:</p> <ul style="list-style-type: none"> the characteristics and terms associated with modernism/postmodernism (stream of consciousness, social construct, etc.) how to understand the overall mood or atmosphere of a work by examining tone, setting, plot, etc. the different ways that authors and philosophers define human existence (i.e. objectivism, existentialism, absurdism, etc.) characteristics of objectivism characteristics of existentialism characteristics of theatre of the absurd characteristics of free verse poetry 	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12)[State:New Jersey CCSS] RL.11–12-Reading Standards for Literature (11, 12)[State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS] RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS] 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. (11, 12) [State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple</p>

			<ul style="list-style-type: none">the influence of important social, historical, and literary contexts on the works of the time	<p>meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS] RL.11–12.3-Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] RL.11–12.6-Analyze a case in which grasping a point of view</p>
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				<p>requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS] RL.11–12.8-(Not applicable to literature) (11, 12)[State:New Jersey CCSS] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the</p>
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				<p>high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12-Reading Standards for Informational Text (11, 12) [State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS]</p>
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				<p>RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.5-Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.6-Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS]</p> <p>Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.8-Delineate and</p>
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				<p>evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11, 12) [State:New Jersey CCSS] RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] W.11–12-Writing Standards (11,</p>
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				<p>12)[State:New Jersey CCSS] Text Types and Purposes (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS] W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS] W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:New Jersey CCSS]</p>
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				<p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2-Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.c-Use appropriate</p>
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				<p>and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.a-Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing</p>
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				<p>a narrator and/or characters; create a smooth progression of experiences or events. (11, 12) [State:New Jersey CCSS] W.11–12.3.b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11, 12) [State:New Jersey CCSS] W.11–12.3.c-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11, 12)[State:New Jersey CCSS] W.11–12.3.d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11, 12)[State:New Jersey CCSS] W.11–12.3.e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11, 12) [State:New Jersey CCSS] Production and Distribution of Writing (11, 12)[State:New Jersey CCSS] W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-</p>
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				<p>specific expectations for writing types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</p> <p>Research to Build and Present Knowledge (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</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</p>
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				<p>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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9.a-Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.9.b-Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11, 12)[State:New Jersey CCSS]</p> <p>Range of Writing (11, 12) [State:New Jersey CCSS]</p>
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				<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, and audiences. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12-Speaking and Listening Standards (11, 12) [State:New Jersey CCSS]</p> <p>Comprehension and Collaboration (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1.a-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.1.b-Work with peers to promote civil, democratic discussions and dec (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1.c-Propel conversations by posing and</p>
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				<p>responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS] SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11, 12)[State:New Jersey CCSS] SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11, 12)[State:New Jersey CCSS] SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11, 12)[State:New Jersey CCSS] Presentation of Knowledge and</p>
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				<p>Ideas (11, 12)[State:New Jersey CCSS] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS] SL.11–12.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS] SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS] L.11–12-Language Standards (11, 12)[State:New Jersey CCSS] Conventions of Standard English (11, 12)[State:New Jersey CCSS] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey</p>
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				<p>CCSS] L.11–12.1.a-Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11, 12) [State:New Jersey CCSS] L.11–12.1.b-Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS] L.11–12.2.a-Observe hyphenation conventions. (11, 12)[State:New Jersey CCSS] L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS] Knowledge of Language (11, 12) [State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] L.11–12.3.a-Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when</p>
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				<p>reading. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.b-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New</p>
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				<p>Jersey CCSS] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:New Jersey CCSS] L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:New Jersey CCSS] L.11–12.5.b-Analyze nuances in the meaning of words with similar denotations. (11, 12) [State:New Jersey CCSS] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]</p>
Plans:				

Title : AP Literature & Composition
Type : Individual

Duration: April/Week 32 - May/Week 33

UNIT NAME: Review

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Test Set Up/Design 1/3 of the AP exam assesses students ability to comprehend and analyze poetry.</p> <p>The multiple choice section of the exam always contains two poems: one modern, one <i>early</i> English.</p> <p>AP Essay Score on scale from 0-9 (3 essays in 2 hours) -poetry essay, prose essay, novel/play essay -may be presented in any order -may be taken in any order -may be written in any order in booklet Multiple Choice = 40% (55 questions in 1 hour) -no points deducted for wrong answers. Guess!!!!!!!!!!!!!! -practice 1 minute per sample question and include passage Final Score on scale from 1-5 (3 is passing)</p>	<p>What must I know to pass the AP exam?</p> <p>How is the AP exam constructed?</p> <p>How should I prepare for the AP exam?</p>	<p>Review the AP Exam expectations: Timing Approach to multiple choice Essay Timing and approach</p> <p>Review prior knowledge of major AP works.</p>	<p>Develop time management skills for reading literature</p> <p>Understand the difference between a failing essay, a passing essay, and an exceptional essay.</p> <p>Understand how the AP exam is constructed.</p> <p>Create a review of major works from 10 and 11th grade. This could be done on a website, like a virtual book shelf. Or in the class and we could have an "in-class bookstore" walk around</p>	

Plans:

Duration: May/Week 34 - June/Week 40

UNIT NAME: Twenty-First Century Literature and Independent Projects

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The reading and writing skills and strategies learned in AP Lit will benefit students in all post-high school pursuits.</p>	<p>How do AP Lit skills transfer to real world careers and college?</p> <p>What projects or pursuits interest me beyond high school?</p>	<p>The 20% Project This is a major project-based-learning assignment that spans the entire school year and encourages students to pursue a creative interest they would otherwise not experience</p> <p>For over 20 years a trend in education has been gaining momentum that suggests the role of the teacher ought to shift away from an industrial model where the teacher stands in the front of the classroom to dispense knowledge through lectures, and the students sit to consume the information. Rather than being the “sage on the stage” as some pedagogical experts maintain, teachers increasingly ought to play the role of the “guide on the side.” In this role, the students play a much more active role in how the content and knowledge is acquired. In this model, teachers provide resources, ask questions, and suggest projects for students to explore their content. Put simply, this is a student-centered project rather than a teacher-centered project.</p>	<p>Develop an independent research project that includes: A Proposal to a "board" A blog to track student progress A mentor to guide students A final presentation on findings/ study</p>	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12)[State:New Jersey CCSS] RL.11–12-Reading Standards for Literature (11, 12)[State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS] RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS] 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. (11, 12) [State:New Jersey CCSS] RL.11–12.3-Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:New Jersey CCSS] Craft and Structure (11, 12)</p>

				<p>[State:New Jersey CCSS] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version</p>
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				<p>interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:New Jersey CCSS] RL.11–12.8-(Not applicable to literature) (11, 12)[State:New Jersey CCSS] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] RI.11–12-Reading Standards for Informational Text (11, 12) [State:New Jersey CCSS] Key Ideas and Details (11, 12) [State:New Jersey CCSS] RI.11–12.1-Cite strong and</p>
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				<p>thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:New Jersey CCSS]</p> <p>RI.11–12.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11, 12) [State:New Jersey CCSS] Craft and Structure (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.5-Analyze and evaluate the effectiveness of the structure an author uses in his</p>
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				<p>or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11, 12) [State:New Jersey CCSS] RI.11–12.6-Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (11, 12)[State:New Jersey CCSS] Integration of Knowledge and Ideas (11, 12)[State:New Jersey CCSS] RI.11–12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11, 12)[State:New Jersey CCSS] RI.11–12.8-Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11, 12) [State:New Jersey CCSS] RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational</p>
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				<p>U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:New Jersey CCSS] Range of Reading and Level of Text Complexity (11, 12) [State:New Jersey CCSS] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:New Jersey CCSS] W.11–12-Writing Standards (11, 12)[State:New Jersey CCSS] Text Types and Purposes (11, 12)[State:New Jersey CCSS] 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. (11, 12)[State:New Jersey CCSS] W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing</p>
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				<p>claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2-Write informative/explanatory texts to examine and convey complex ideas,</p>
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				<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.2.e-Establish and</p>
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				<p>maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.a-Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.b-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.3.c-Use a variety of techniques to sequence events so that they build on one another to create a coherent</p>
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				<p>whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3.d-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.3.e-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11, 12) [State:New Jersey CCSS]</p> <p>Production and Distribution of Writing (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to</p>
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				<p>produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</p> <p>Research to Build and Present Knowledge (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</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. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.9.a-Apply grades 11–</p>
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				<p>12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11, 12) [State:New Jersey CCSS] W.11–12.9.b-Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11, 12)[State:New Jersey CCSS] Range of Writing (11, 12) [State:New Jersey CCSS] W.11–12.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11, 12)[State:New Jersey CCSS] SL.11–12-Speaking and Listening Standards (11, 12) [State:New Jersey CCSS] Comprehension and Collaboration (11, 12) [State:New Jersey CCSS] SL.11–12.1.a-Come to</p>
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				<p>discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.1.c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any</p>
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				<p>discrepancies among the data. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.3-Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11, 12)[State:New Jersey CCSS]</p> <p>Presentation of Knowledge and Ideas (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS]</p> <p>SL.11–12.5-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11, 12)[State:New Jersey CCSS]</p> <p>SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12)</p>
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				<p>[State:New Jersey CCSS] Conventions of Standard English (11, 12)[State:New Jersey CCSS] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:New Jersey CCSS] L.11–12.1.a-Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11, 12) [State:New Jersey CCSS] L.11–12.1.b-Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. (11, 12)[State:New Jersey CCSS] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:New Jersey CCSS] L.11–12.2.a-Observe hyphenation conventions. (11, 12)[State:New Jersey CCSS] L.11–12.2.b-Spell correctly. (11, 12)[State:New Jersey CCSS] Knowledge of Language (11, 12) [State:New Jersey CCSS] L.11–12.3-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</p>
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				<p>and to comprehend more fully when reading or listening. (11, 12)[State:New Jersey CCSS] L.11–12.3.a-Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11, 12)[State:New Jersey CCSS] L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:New Jersey CCSS] L.11–12.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (11, 12)[State:New Jersey CCSS] L.11–12.4.b-Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (11, 12) [State:New Jersey CCSS] L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its</p>
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				<p>etymology, or its standard usage. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:New Jersey CCSS]</p> <p>L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:New Jersey CCSS]</p> <p>L.11–12.5.b-Analyze nuances in the meaning of words with similar denotations. (11, 12) [State:New Jersey CCSS]</p> <p>L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)[State:New Jersey CCSS]</p>
Plans:				