

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name:</b> AP Literature and Composition	<b>Grade Level(s):</b> 12
<b>Department:</b> English	<b>Credits:</b> 5
<b>BOE Adoption Date:</b> October 2017	<b>Revision Date(s):</b> October 2019

## **ABSTRACT**

The Advanced Placement course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works taught in the course require careful, deliberative reading. The approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing. Student writing is an integral part of the course. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title:**

**Prerequisite(s):**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b>  <b>Introduction to Literary Theory and Novel Analysis</b>  <b>(Summer Follow-Up)</b></p>	<p>2 weeks                       September</p>	<p><b>Power Standards</b>                      NJLSA.R2</p> <p><b>Supporting Standards</b>                      NJSLS.RI.11-12.2                      NJSLS.RL.11-12.4                      NJSLS.RL.11-12.5                      NJSLS.W11-12.5</p> <p><b>Interdisciplinary:</b>  <b>Technology</b>                      NJSLS.TECH.8.1.12.A.2                      NJSLS.TECH.8.1.12.E.1</p> <p><b>Career Ready Practices</b>                      CRP4                      CRP6                      CRP9                      CRP11</p>	<ol style="list-style-type: none"> <li>Students will research an assigned literary theory and apply it to a well-known British novel.  <b>(1 week)</b></li> <li>Students will present their theoretical analysis to the full class.  <b>(1 week)</b></li> </ol>	<ol style="list-style-type: none"> <li>Read for comprehension, analysis, and meaning.</li> <li>Research a major literary theory and apply those elements to interpretation of summer novel.</li> <li>Create a PowerPoint presentation introducing the theory to classmates and apply it to an interpretation of the novel.</li> </ol>
<p><b>Unit 2:</b>  <b>Short Story Boot Camp/Introduction to Style Analysis</b></p>	<p>5 weeks                       October/November</p>	<p><b>Power Standards</b>                      NJSLS.L.11-12.5                      NJSLS.RL.11-12.2</p> <p><b>Supporting Standards</b>                      NJSLS.RL.11-12.1                      NJLSA.W4                      NJLSA.W5</p> <p><b>Interdisciplinary:</b>  <b>Technology</b>                      NJSLS.TECH.8.1.12.A.2                      NJSLS.TECH.8.1.12.A.3</p>	<ol style="list-style-type: none"> <li>Students will analyze the structure of texts, including how specific diction, syntax, details, tone, and imagery relate to each other and the text’s meaning in order to produce a stylistic analysis.  <b>(4 weeks)</b></li> <li>Students will produce a major analytical paper discussing an author’s style and his/her impact on meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Read for comprehension, analysis, and meaning.</li> <li>Review and apply literary elements to each story.</li> <li>Define the five primary elements of an author’s style: diction, detail, tone, imagery, and syntax and their predominant use in the story/connection to meaning.</li> <li>Lead a class discussion on designated story, assisting classmates in reaching a</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<b>Career Ready Practices</b> CRP4 CRP6 CRP9 CRP11	<b>(1 week)</b>	deeper understanding of literary analysis and its benefits. 5. Annotate a passage for stylistic elements and literary approaches.
<b>Unit 3: Introduction to Metaphorical Thinking – The Metamorphosis and Metaphysical and Contemporary Poetry Selections</b>	3 weeks  December	<b>Power Standards</b> NJSLS.RL.11-12.10 NJSLSA.W4 NJSLSA.R.2  <b>Supporting Standards</b> NJSLS.RL.11-12.1 NJSLSA.R4 NJSLS.L.11-12.5 NJSLS.W.11-12.5  <b>Interdisciplinary: Technology</b> NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.A.3  <b>Career Ready Practices</b> CRP4 CRP6 CRP9 CRP11	1. Students will be able to analyze the use of language and imagery and their influence on meaning and develop a thesis regarding the author’s meaning in order to complete a literary argumentative essay. <b>(2 weeks)</b> 1. Students will be able to determine the meaning of diction and syntax as they are used in the text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is fresh, engaging or beautiful. <b>(1 week)</b>	1. Read for comprehension, analysis, and meaning. 2. Develop an understanding of Franz Kafka’s unique place in the literary canon. 3. Consider the metaphorical implications of a supernatural occurrence in a realistic piece of literature. 1. Annotate a poem for stylistic elements and literary approaches. 2. Apply metaphorical thinking to poetry (e.g., “Convergence of the Twain” and “Crossing the Swamp”). 3. Produce two in-class essays: one discussing <i>The Metamorphosis</i> and one a selected poem.
<b>Unit 4: An Exploration of Romantic and Gothic Literature</b>	2 weeks  January	<b>Power Standards</b> NJSLSA.R1 NJSLSA.R3 NJSLSA.R10	1. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details	1. Read for comprehension, analysis, and meaning. 2. Develop an understanding of Mary Shelley’s unique place in the literary canon.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p><b>Supportive (Secondary):</b>            NJSLS RL.11-12.1.            NJSLS RL.11-12.2            NJSLS RL.11-12.4            NJSLS RL.11-12.5            NJSLS RL.11-12.6            NJSLS W.11-12.5            NJSLS SL.11-12.1            NJSLSL.11-12.3            NJSLS L.11-12.4            NJSLS L.11-12.5</p> <p><b>Interdisciplinary: Technology</b>            NJSLS.TECH.8.1.12.A.2            NJSLS.TECH.8.1.12.A.3</p> <p><b>Career Ready Practices</b>            CRP4            CRP6            CRP9            CRP11</p>	<p>and ideas in order to discuss them in a literary argumentative essay.  <b>(2 weeks)</b></p> <p>2. Students will be able to analyze the use of language and imagery and their influence on meaning and develop a thesis regarding the author’s meaning in order to complete a literary argumentative essay.  <b>(1 week)</b></p>	<p>3. Define the elements of the British Romantic period and apply those to <i>Frankenstein</i> and selected poems of key writers of the period (Wordsworth, Shelley, Byron, Coleridge).</p> <p>4. Produce two in-class essays: one discussing <i>Frankenstein</i> and one a selected poem.</p>
<p><b>Unit 5: Introduction to Dystopian Literature – 1984 and dystopian literature circle selections</b></p>	<p>4 weeks  February</p>	<p><b>Power (Primary):</b>            NJSLS.RL.11-12.10            NJSLS.W11-12.4            NJSLS.RI.11-12.2.</p> <p><b>Supportive (Secondary):</b>            NJSLS.RL.11-12.1            NJSLSA.R4.            NJSLSA.R5            NJSLSA.W5</p>	<p>1. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  <b>(2 weeks)</b></p> <p>2. Students will be able to produce a major compare/contrast paper analyzing Orwell’s approach</p>	<p>1. Read for comprehension, analysis, and meaning.</p> <p>2. Develop an understanding of why an author would envision a bleak future for humanity.</p> <p>3. Recognize and analyze the elements that one dystopian author uses in relation to the choices another author makes.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p><b>Interdisciplinary:</b>  <b>Technology</b>            NJSLS.TECH.8.1.12.A.2            NJSLS.TECH.8.1.12.A.3</p> <p><b>Career Ready Practices</b>            CRP4            CRP6            CRP9            CRP11</p> <p><b>Social Studies</b>            NJSLS.6.1.12.B.10.a</p>	<p>in contrast to another well-known dystopian author.  <b>(2 weeks)</b></p>	<p>4. Produce a sustained compare/contrast writing assignment.</p>
<p><b>Unit 6:</b>  <b>Shakespearean Language and Literature – Sonnets and Hamlet</b></p>	<p>6 weeks            March/April</p>	<p><b>Power Standards</b>  <b>Reading:</b>            NJSLS.RL.11-12.1            NJSLS.RL.11-12.2            NJSLS.RL.11-12.3            NJSLS.RL.11-12.10  <b>Writing:</b>            NJSLS.W11-12.1 NJSLS.W11-12.4 NJSLS.W11-12.5            NJSLS.W11-12.7  <b>Speaking/Listening:</b>            NJSLS.SL.11-12.1            NJSLS.SL.11-12.3            NJSLS.SL.11-12.4            NJSLS.SL.11-12.6  <b>Language:</b>            NJSLS.L.11-12.1            NJSLS.L.11-12.2            NJSLS.L.11-12.3            NJSLS.L.11-12.4            NJSLS.L.11-12.5</p>	<ol style="list-style-type: none"> <li>Students will be able to 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.)  <b>(3 weeks)</b></li> <li>Students will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on others’ ideas and</li> </ol>	<ol style="list-style-type: none"> <li>Read for comprehension, analysis, and meaning.</li> <li>Develop an appreciation for Shakespeare’s position in the literary canon.</li> <li>Define the elements of sonnet structure and apply them to a variety of sonnets (Shakespearean and Petrarchan).</li> <li>Identify the primary aspects of dramatic literature.</li> <li>Understand the nuances of Shakespearean language.</li> <li>Respond to essential questions and guiding ideas about this iconic character.</li> <li>Read orally for dramatic effect.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.L.11-12.6  <b>Interdisciplinary: Technology</b> NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.A.3  <b>Career Ready Practices</b> CRP4 CRP6 CRP9 CRP11	expressing their own clearly and persuasively. <b>(3 weeks)</b>	
<b>Unit 7: Research Writing</b>	5 weeks  May/June	<b>Power Standards</b> NJSLSA.W4 NJSLS.W11-12.5 NJSLSA.L.R9  <b>Supportive (Secondary):</b> NJSLS.RI.11-12.2. NJSLS.RL.11-12.1 NJSLS.RL.11-12.5  <b>Interdisciplinary: Technology</b> NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.A.3	<ol style="list-style-type: none"> <li>1. Students will be able to determine two or more themes of a text and analyze in detail their development over the course of the text, while citing strong and thorough textual evidence. <b>(2 weeks)</b></li> <li>2. Students will be able to produce clear and coherent writing and develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>(3 weeks)</b></li> <li>3. Students will be able to conduct a sustained research project based on a focused question, gather relevant information from multiple sources and draw evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose an essential question related to an author or literary genre and develop a strategy to respond.</li> <li>2. Produce a major literary research paper employing a variety of expert sources.</li> <li>3. Create an annotated bibliography of consulted sources.</li> <li>4. Understand the nuances of and use MLA format.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>from literary or informational texts to support research clearly and persuasively. <b>(3 weeks)</b></p>	

<b>Unit: 1 Introduction to Literary Theory and Novel Analysis</b>	<b>Recommended Duration: Two weeks--September</b>
<p><b>Unit Description:</b> Using an iconic novel as the exemplar text, students will develop an understanding of literary theory, its purpose, and explore a variety of theories. Through different “lenses”, students will recognize that classic literature offers multiple interpretations based on each individual reader’s perspective. Encountering an unfamiliar text equipped with critical approaches/strategies will enable students to read, view, analyze and evaluate literary works in broader and deeper ways.</p>	
<ol style="list-style-type: none"> <li>1. What is literary theory?</li> <li>2. How does a “lens” of experience “change” a reader’s evaluation of a literary work?</li> <li>3. How do social, historical, critical, psychological, feminist or personal perspectives impact the meaning of a piece of literature?</li> </ol>	<ol style="list-style-type: none"> <li>1. Theories of literature enable readers to discern a system of values and beliefs that create expectations for individual behavior and social norms. These behaviors and norms help to establish the writer’s purpose and the reader’s perspective.</li> <li>2. Readers view life through different “lenses” based on their background, socioeconomic status, ethnic group, and life events. They bring these attributes to their reading experience. Understanding that they bring these “biases” to their interpretation and evaluation of literary works enriches and deepens the meaning(s).</li> <li>3. Meaning is partially derived through the reader’s preconceptions and prejudices. Understanding that these concepts are a “part” of the reading experience is essential to developing a work’s meaning.</li> </ol>

<b>Relevant Standards</b>	<b>Learning Goals</b>	<b>Learning Objectives</b>
<p><b>Content Standards:</b> <b>Power (Primary):</b> NJLSA.R2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Supportive (Secondary):</b> NJSL.S.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to understand and apply a literary theory to an iconic literary work.</li> <li>2. Students will research and explain a literary theory and develop an understanding of divergent theories and how that impacts the meaning of a literary work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the major theories of literary ideology.</li> <li>2. Read closely and find evidence that supports a theoretical interpretation.</li> <li>3. Create a presentation that links the elements of the theory to aspects of the novel.</li> <li>4. Produce an academic essay analyzing the novel through a specified “lens”.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>NJSLS.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.</p> <p>NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>NJSLS.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most</p>		

Relevant Standards	Learning Goals	Learning Objectives
significant for a specific purpose and audience.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Novel Notes, Quickwrites, First Draft Timed Essay	Final Draft Timed Essay	Group Presentation, Timed Essay	Group Presentation, Timed Essay

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Guided pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Highlight key directions/concepts</li> <li>• Shortened assessment: Limit required material</li> <li>• Enhanced directions</li> <li>• Choice of writing prompts</li> <li>• Assign peer tutor</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• One-on-one conferencing</li> <li>• Visual/graphic representation of material</li> </ul>	<ul style="list-style-type: none"> <li>• Shortening assessment tasks</li> <li>• Heterogeneous grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Homogeneous grouping</li> <li>• Peer review</li> <li>• Independent study</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Mini-lecture on critical theory with student note-taking
- Mini-lecture and recall activity on the seven requirements of a theme statement
- Socratic Seminars to help students arrive at meaning collaboratively
- Explication of AP essay rubric
- SMART lunch session viewing Discovery Films documentary on *Lord of the Flies* (voluntary)

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Graphic organizer that shows the relationship of elements and meaning</li> <li>• Preferential seating on a needed basis</li> <li>• One-on-one instruction</li> <li>• Flexible grouping (Heterogeneously to pair a special ed student with a general ed student. Homogeneously to encourage collaboration and extensive remediation to special ed students.)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual charts and representations of concepts</li> <li>• Preferential seating on a needed basis</li> <li>• Small group instruction</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Visual charts and representations of concepts</li> <li>• Preferential seating on a needed basis</li> <li>• Small group instruction</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Learning stations</li> <li>• Choice menu options</li> </ul>

**Unit Vocabulary:**

**Essential:** Theory, Lens, Marxist, Reader Response, New Critical, Psychological, Social Class, Historical, Gender, Formalist, Postcolonial, Structuralist, Perspective, Deconstructionist, Marxist, Characterization, Setting, Microcosm, Freudian, Id, Ego, Superego  
**Non-Essential:** Cultural, Ethnic, Socioeconomic, Religious, Archetypal

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
Technology: <ul style="list-style-type: none"> <li>• NJSLS.TECH.8.1.12.A.2</li> <li>• NJSLS.TECH.8.1.12.E.1</li> </ul> Career Ready Practices: <ul style="list-style-type: none"> <li>• CRP4</li> </ul>	<b>Substitution:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see	<u> X </u> Global Awareness: Students will read literature that reflects an uncertain time period in human history (World War I/II)	<u> X </u> Critical Thinking and Problem Solving: Students will analyze and synthesize information from multiple texts to answer questions and to identify common

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 <sup>st</sup> Century Themes: <i>(Check and explain how the connection is made.)</i>	21 <sup>st</sup> Century Skills: <i>(Check and explain how the connection is made.)</i>
<ul style="list-style-type: none"> <li>• CRP6</li> <li>• CRP9</li> <li>• CRP11</li> </ul>	<p>students editing process.</p> <p><b>Augmentation:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Modification:</b> Students share with another class and peer edit using a Google Form to provide feedback. The students can then view the Google Spreadsheet created by the form to inform their editing.</p> <p><b>Redefinition:</b> Students use the library databases to find examples of persuasive writings that fit the topics being discussed in their small groups. Students post the writing samples for the class and participate in a whole-class discussion of the samples on Google Classroom.</p>		<p>themes.</p> <p><u>  X  </u> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><u>  X  </u> Collaboration: Students will be grouped flexible and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u>  X  </u> Collaboration: Students will use technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u>  X  </u> Initiative &amp; Self-Direction: Students will demonstrate a commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><u>  X  </u> Social &amp; Cross-Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
			<input checked="" type="checkbox"/> Productivity & Accountability: Students will demonstrate diligence and a positive work ethic by tracking their own progress.

<b>Resources:</b>
<b>Texts/Materials:</b> <i>Lord of the Flies, Critical Encounters in High School English, Journals, Novel Notes template</i>

<b>Unit 2: Introduction to Style Analysis (Short Story Boot Camp)</b>	<b>Recommended Duration: 4 weeks (October)</b>
<p><b>Unit Description:</b> The students will become familiar with the five major characteristics of a writer’s style: diction, syntax, detail, imagery, and tone. Through short fictional pieces, students will explore a variety of authors’ styles and their employment of these devices. After becoming proficient at identifying the elements for each writer/piece, they will connect those devices to their impact on meaning/theme. The students will choose an excerpt from one of the fictional pieces, employ a close and thorough reading, and apply an analysis of the style in an academic literary essay. This unit will serve as the basis of stylistic analysis through the remainder of the course and will support their success on the prose analysis portion of the AP English Literature and Composition Test.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. What are the five primary elements that a writer uses to create a unique style?</li> <li>2. What is denotative vs. connotative diction and how does it affect the meaning of a piece of literature?</li> <li>3. How does detail or lack of detail enrich a reader’s understanding of a piece of fiction?</li> <li>4. What are the seven types of imagery a writer can create in his/her writing?</li> <li>5. In what ways can a writer vary syntactical structure to catch a reader’s attention and shift tone or meaning?</li> <li>6. What is the tone of a piece of writing and what elements influence the manner in which a reader arrives at the narrator’s attitude?</li> <li>7. How does a writer’s style connect to meaning?</li> </ol>	<ol style="list-style-type: none"> <li>1. Whether fiction or non-fiction, understanding the impact of diction, detail, imagery, syntax and tone help an individual to read more closely, carefully and accurately.</li> <li>2. Denotation and connotation assist readers in arriving at different conclusions. Understanding a word’s connotative meaning is critical in arriving at the meaning of a written piece.</li> <li>3. Some readings are rich in detail, creating a realistic and detailed image in the reader’s mind. Other writers are known for their minimalist approach, requiring the reader to infer from his/her imagination. Becoming an attentive and astute reader helps one to detect the writer’s intent.</li> <li>4. Figurative language assists writers in producing beauty and depth through the sensory experience of reading. Reading and understanding figurative language while also determining its use in one’s own writing will serve an individual for a lifetime.</li> <li>5. A unique writer’s voice is developed through a variety of syntactical structures. These structures direct and guide the reader’s attention through a piece of literature.</li> <li>6. Meaning and theme are developed through the narrator’s attitude toward the subject and characters. Arriving at that attitude requires an “ear” for recognizing and identifying that tone.</li> <li>7. Authors write for a variety of purposes but with one intent: meaning. The writer’s style serves as a “roadmap” to that intent, assisting readers in arriving at the meaning.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Content Standards:</b></p> <p><b>Power (Primary):</b>            NJSLS.L.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.            NJSLS.RL.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>Supportive (Secondary):</b></p> <p>NJSLS.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections 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.            NJSLSAL.R4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.            NJSLSA.W4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ol style="list-style-type: none"> <li>1. The students will be able to identify the unique characteristics of an author’s style and determine how that style impacts the meaning/theme of a piece of literature.</li> <li>2. Students will produce an extended essay analyzing an author’s stylistic choices in a selected excerpt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define and recall the five primary elements of a writer’s style.</li> <li>2. Read closely multiple examples of a range of authorial styles.</li> <li>3. Identify examples of stylistic elements across a variety of short stories.</li> <li>4. Lead your classmates in an exploratory discussion of an assigned short story, identifying stylistic techniques and their connection to meaning.</li> <li>5. Explain how the author’s unique style assists/supports the reader in arriving at the meaning/theme of the piece.</li> <li>6. Produce an academic essay analyzing the connection between style and meaning in a selected piece of text.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLS.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning, Group Presentations, Discussion, Student-created Quizzes, Essay introduction writing	In-class Timed Essays, Journals	Group Presentation, Style Paper	Style Paper

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Guided pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Highlight key directions/concepts: Provide sample of annotated short story</li> <li>• Shortened assessment: Limit required material for short story presentation</li> <li>• Enhanced directions</li> <li>• Leveled texts</li> <li>• Assign peer tutor</li> <li>• Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified instructions</li> <li>• Highlight and discuss key words; allow dictionary use</li> <li>• Limit required material for class presentation</li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• Allow re-take of short story writing checks</li> <li>• Allow for choice in student grouping</li> <li>• Provide more detailed instructions and modeling for journal analysis tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Independent study that allows for researching additional works of assigned author</li> <li>• Homogeneous grouping</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Direct Instruction through mini-lectures introducing style elements (tone, imagery, diction, detail, syntax)
- Modeling through introductory lecture using Story of an Hour
- Scaffolding by starting with less difficult stories (A&P, Hills Like White Elephants) and increasing level of difficulty (Rocking-Horse Winner, Araby)
- Students identify and share “golden lines” from stories
- Independent journaling for each story using journal prompt guide
- Student groups present author, administer reading check quizzes, and lead classmates in discussion/analysis of story

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Graphic organizer that shows relationship of elements and meaning</li> <li>• Preferential seating on a needed basis</li> <li>• One-on-one instruction</li> <li>• Flexible grouping (Heterogeneously to pair a special ed student with a general ed student. Homogenously to encourage collaboration and extensive motivation and remediation to special ed students.)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual charts and representations of concepts</li> <li>• Preferential seating on a needed basis</li> <li>• Small group instruction</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Visual charts and representations of concepts</li> <li>• Preferential seating on a needed basis</li> <li>• Small group instruction</li> <li>• One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Assignments</li> <li>• Learning stations</li> <li>• Compare/contrast style essay option</li> </ul>

**Unit Vocabulary:**

**Essential:** figurative language, rhetorical devices, plot structure, diction, tone, imagery (gustatory, auditory, organic, kinesthetic, visual, tactile), synesthesia, connotation, denotation, detail, minimalism, syntax

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• NJSLS.SOC.6.1.12.D.1.a</li> <li>• NJSLS.SOC.6.1.12.D.2.b</li> <li>• NJSLS.SOC.6.1.12.A.2.a</li> <li>• NJSLS.SOC.6.1.12.A.2.b</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• NJSLS.TECH.8.1.12.A.2</li> <li>• NJSLS.TECH.8.1.12.E.1</li> </ul> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP9</li> </ul>	<p><b>Substitution:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Augmentation:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Modification:</b> Students share with another class and peer edit using a Google Form to provide feedback. The students can then view the Google Spreadsheet created by the form to inform their editing.</p> <p><b>Redefinition:</b> Students use the library databases to find examples of persuasive writings that fit the topics being discussed in their small groups. Students post the writing samples for the class, and participate in a whole class discussion of the samples on Google Classroom.</p>	<p><input checked="" type="checkbox"/> Global Awareness: Students will read literature that reflects an uncertain time period in human history (World War I/II)</p>	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving: Students will analyze and synthesize information from multiple texts to answer questions and to identify common themes.</p> <p><input checked="" type="checkbox"/> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><input checked="" type="checkbox"/> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><input checked="" type="checkbox"/> Collaboration: Students will use technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><input checked="" type="checkbox"/> Initiative &amp; Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><input checked="" type="checkbox"/> Social &amp; Cross Cultural Skills:</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
			<p>Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u>  X  </u> Productivity &amp; Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress.</p>

<b>Resources:</b>
<b>Texts/Materials:</b> <i>Seagull Reader STORIES</i> , Journals

<b>Unit 3: Introduction to Metaphorical Thinking</b>	<b>Recommended Duration: 3 weeks (November-December)</b>
<b>Unit Description:</b> Metaphors weave throughout the tapestry of human culture, appearing in every form of media. Yet the ability for metaphorical thinking is not innate—it is a skill that must be introduced, taught and practiced. Students will begin their study of higher-level complex literature through the analysis of a major allegorical novella and selected metaphysical poetry. From this basis, they will continue to explore the use of metaphors in literary works in order to understand the author’s intended purpose.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. What are metaphors and where do we find them?</li> <li>2. Why do fictional and other writers employ metaphors?</li> <li>3. Why would an author construct a work that is essentially based on one central metaphor?</li> </ol>	<ol style="list-style-type: none"> <li>1. Metaphors connect the abstract and the concrete to enable higher level thinking ability. They are used in advertising, journalism, film, television and fictional works.</li> <li>2. Writers employ metaphors throughout their writing, aiding in a reader’s ability to understand a work’s meaning. Searching for metaphors and “unpacking” their meaning allows for a deeper comprehension of the work and the author’s purpose.</li> <li>3. Symbolic works of literature (and other forms of media) are often “known” by the extended metaphor they represent. Understanding this empowers us to make assumptions and draw valid conclusions.</li> </ol>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  NJSL.S.RL.11-12.10 - [Grade Level Standard] - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level or above</p> <p>NJLSA.W4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ol style="list-style-type: none"> <li>1. The students will be able to identify the metaphors, symbols and similes in a variety of literary works through close reading and analysis.</li> <li>2. Students will develop an understanding of the ways in which metaphors enable the reader to arrive at the meaning of a piece of literature.</li> <li>3. Students will be able to read closely, annotate, and produce an in-depth written analysis of an unfamiliar work that exemplifies an extended metaphor.</li> </ol>	<ol style="list-style-type: none"> <li>4. Define the primary types of metaphors, similes and symbols.</li> <li>5. Read for comprehension, analysis and meaning.</li> <li>6. Develop an understanding of Franz Kafka’s unique place in the literary canon.</li> <li>7. Consider the metaphorical implications of a supernatural occurrence in a realistic piece of literature.</li> <li>8. Annotate a poem for stylistic elements and literary approaches.</li> <li>9. Apply metaphorical thinking to poetry (e.g., “Convergence of the Twain” and “The Black Walnut Tree” and “Crossing the Swamp”).</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p><b>Supportive (Secondary):</b></p> <p>NJSLS.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>NJSLSA.R4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLS.L.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning, Small Group Collaboration, Discussion, Modeling, TPCASST poetry analysis, What/How/Why poetry analysis, Journals	In-class Timed Essay, Novel Notes	In-Class Timed Essay, Socratic Seminars	In-Class Timed Essay

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>One-to-one conferencing on poetry analysis (pre-writing)</li> <li>Tiered assessments</li> </ul>	<ul style="list-style-type: none"> <li>Simplified instructions</li> <li>Highlight and discuss key words</li> <li>Limit required material for class presentation</li> <li>Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>Allow for choice in student grouping</li> <li>Provide more detailed instructions for poetry analysis tasks</li> </ul>	<ul style="list-style-type: none"> <li>Tiered assessments</li> <li>Independent poetry choice (from Sound and Sense text)</li> </ul>

**Instructional Strategies:**

\*Direct Instruction  
 \*Scaffolding  
 \*Modeling poetry analysis methods such as TP-CASSTD and What/How/Why  
 \*Mini-lessons  
 \*Cooperative small group work  
 \*Socratic Seminar discussion

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Graphic organizer that displays relationship of elements and meaning</li> <li>Preferential seating on a needed basis</li> </ul>	<ul style="list-style-type: none"> <li>Visual charts and representations of concepts</li> <li>Preferential seating on a needed basis</li> <li>Small group instruction</li> <li>One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>Visual charts and representations of concepts</li> <li>Preferential seating on a needed basis</li> <li>Small group instruction</li> <li>One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Learning stations</li> <li>Tiered homework assignments</li> </ul>

<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Flexible grouping (Heterogeneously to pair a special ed student with a general ed student. Homogeneously to encourage collaboration and extensive motivation and remediation to special ed students.)</li> </ul>			
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**Unit Vocabulary:**  
**Essential:** annotation, metaphor, analogy, allegory, conceit, simile, figurative language, extended metaphor, metonymy, synecdoche, diction, poetic structure, Kafkaesque, absurdism, modernism, realism, novella, metaphysical poetry, metaphysical conceit

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• NJSLS.SOC.6.1.12.D.1.a</li> <li>• NJSLS.SOC.6.1.12.D.2.b</li> <li>• NJSLS.SOC.6.1.12.A.2.a</li> <li>• NJSLS.SOC.6.1.12.A.2.b</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• NJSLS.TECH.8.1.12.A.2</li> <li>• NJSLS.TECH.8.1.12.E.1</li> </ul> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP9</li> </ul>	<p><b>Substitution:</b>  Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Augmentation:</b>  Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Modification:</b>  Students share with another class</p>	<p><u> X </u> Global Awareness:  Students will read literature that reflects an uncertain time period in human history – how the workplace defines the individual and a family’s identity</p>	<p><u> X </u> Critical Thinking and Problem Solving:  Students will analyze and synthesize information from multiple texts to answer questions and to identify common themes.</p> <p><u> X </u> Communication:  Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><u> X </u> Collaboration:  Students will be grouped flexibly and must be willing to assume shared responsibility,</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
	<p>and peer edit using a Google Form to provide feedback. The students can then view the Google Spreadsheet created by the form to inform their editing.</p> <p><b>Redefinition:</b> Students use the library databases to find examples of persuasive writings that fit the topics being discussed in their small groups. Students post the writing samples for the class, and participate in a whole class discussion of the samples on Google Classroom.</p>		<p>work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u>  X  </u> Collaboration: Students will use technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u>  X  </u> Initiative &amp; Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><u>  X  </u> Social &amp; Cross Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u>  X  </u> Productivity &amp; Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress.</p>

<b>Resources:</b>
<b>Texts/Materials:</b> <i>The Metamorphosis</i> by Franz Kafka, <i>Sound and Sense</i> , Selected Metaphysical poems

<b>Unit 4: An Exploration of Romantic and Gothic Literature</b>	<b>Recommended Duration: 3 weeks (November/December)</b>
<b>Unit Description:</b> The British Romantic era was a key departure from the artistic, social and philosophical tenets of the time period. Romantic thinkers and artists were so influential in their departure from the period's "norm" that their works have lasting popularity to this day. By exploring the works of this time period, students will be able to draw connections to current human concerns and issues and understand the prescient nature of the Romantic era.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. What is "Romantic" thinking in art and literature? Why does it matter in today's culture?</li> <li>2. Who were the key writers and artisans of the Romantic period? Why are they memorialized today?</li> </ol>	<ol style="list-style-type: none"> <li>1. The Romantic period is defined by the subject matter of the great works of the time period. This era set a foundation for later works of artistic endeavor.</li> <li>2. The Romantic figures shifted the philosophical thinking that provided a foundation for the arts of the time period—a celebration of individuality, nature, spontaneous thinking and creativity.</li> </ol>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Primary (Power):</b>  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>Supportive (Secondary):</b>  NJSLS RL.11-12.1. Cite strong and thorough</p>	<ol style="list-style-type: none"> <li>1. The students will be able to identify the unique characteristics of an author's style and determine how that style impacts the meaning/theme of a piece of literature.</li> <li>2. Students will produce two extended essays analyzing Romantic literary pieces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read for comprehension, analysis and meaning.</li> <li>2. Develop an understanding of Mary Shelley's unique place in the literary canon.</li> <li>3. Define the elements of the British Romantic period and apply those to Frankenstein and selected poems of key writers of the period (Wordsworth, Shelley, Bryon, Coleridge, Blake).</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>textual evidence and make relevant connections 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.</p> <p>NJSLS RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>NJSLS 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. (e.g., Shakespeare as well as other authors.)</p> <p>NJSLS RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS 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</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSLS W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience</p> <p>NJSLS SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSL.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLS L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>NJSLS L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning, Group Presentations, Discussion, Brief Writing Tasks	In-class Timed Essays, Journals	In-class Timed Essay, Socratic Seminar Discussions	Group Presentation

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>One-to-one conferencing on poetry analysis (pre-writing)</li> <li>Tiered assessments</li> </ul>	<ul style="list-style-type: none"> <li>Simplified instructions</li> <li>Highlight and discuss key words</li> <li>Limit required material for class presentation</li> <li>Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>Allow for choice in student grouping</li> <li>Provide more detailed instructions for analysis tasks</li> </ul>	<ul style="list-style-type: none"> <li>Tiered assessments</li> <li>Independent novel choice</li> </ul>

**Instructional Strategies:** *(List and describe.)*

\*Direct Instruction – Mini-lessons and note-taking on the characteristics of the Romantic time period and its literary works.  
 \*Scaffolding – Begin with a less difficult Romantic poem and gradually work to analyze more difficult pieces.  
 \*Modeling –Teacher models annotation and meaning-mining.  
 \*Cooperative learning – Students work in small groups to research a poet and choose a representative poem to analyze with the full class.

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>*One-to-one conferencing on poetry analysis</li> <li>*Differentiated grouping</li> </ul>	<ul style="list-style-type: none"> <li>Simplified instructions</li> <li>Highlight and discuss key words</li> <li>Limit required material for class presentation</li> <li>Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>Visual charts and representations of concepts</li> <li>Preferential seating on a needed basis</li> <li>Small group instruction</li> <li>One-on-one instruction</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Assignments</li> <li>Learning stations</li> <li>Choice menus</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> denotation, connotation, sonnet, rhyme scheme, rhyme, meter, supernatural, spontaneity, imagination

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Science – medicine, surgeries, genetics</p> <p>Visual and Performing Arts – Oral Interpretations</p> <p>Social Studies – historical context and American and French Revolutions</p> <p>Technology – use in bioengineering</p> <p>Library – research in databases</p>	<p><b>Substitution:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Augmentation:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Modification:</b> Students share with another class and peer edit using a Google Form to provide feedback. The students can then view the Google Spreadsheet created by the form to inform their editing.</p> <p><b>Redefinition:</b> Students use the library databases to find examples of persuasive writings that fit the topics being discussed in their small groups. Students post the writing samples</p>	<p><input checked="" type="checkbox"/> Global Awareness: Students will read literature that reflects an uncertain time period in human history – the Industrial Revolution and its impact on creative thinkers, families, and individuals</p>	<p><input type="checkbox"/> * <input type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> * <input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> * <input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> * <input type="checkbox"/> Communication &amp; Collaboration</p> <p><input type="checkbox"/> * <input type="checkbox"/> Information Literacy</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
	for the class, and participate in a whole class discussion of the samples on Google Classroom.		

<b>Resources:</b>
<b>Texts/Materials:</b> <i>Frankenstein, Wuthering Heights, Sound and Sense</i> , Journals, Novel Notes template

<b>Unit 5: Introduction to Dystopian Literature</b>	<b>Recommended Duration: 4 weeks (December/January)</b>
<b>Unit Description:</b> The students will read and analyze two major dystopian works as well as one minor dystopian work. The students will be able to identify the purpose of dystopian authors and determine the similar and contrasting views that those authors’ commentaries offer about current social and governmental issues and human and/or social behavior. After recognizing the distinctive elements of dystopian works, they will connect the use of those elements to the authors’ intended meanings/themes.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. Why does a writer choose to envision a bleak futuristic world?</li> <li>2. What is utopia in relation to dystopia; in relation to reality?</li> <li>3. How do dystopian works reflect history, science, governmental authority, and social behavior?</li> <li>4. How does one dystopian work influence the elements and meaning of another of the same genre?</li> </ol>	<ol style="list-style-type: none"> <li>1. Human beings are unique in the natural world, for they have the ability to create their own future. But is this future one that will sustain and continually develop human advances? Students can reach an understanding of the impact of human choices on their future; on humanity’s future, and most importantly, their ability to create their own future.</li> <li>2. Individuals can understand the ways in which the human species functions in a perfect society versus an imperfect society.</li> <li>3. “Advances” do not always result in the best options for humans. They are often fraught with dangerous results. By delving into worlds where advances “go wrong”, one learns their dichotomous impact. Meanwhile, governments around the globe vary in their authoritative structures. What is too much control, too much protection, too much intervention? When do governments cross the line into suffocating social control?</li> <li>4. Based on current social or governmental structure, writers will cast a critical eye in an effort to warn future generations of the impact of their choices.</li> </ol>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Power (Primary):</b> NJSL.11-12.10 - [Grade Level Standard] - By the end of grade 12, read and comprehend literature, including stories, dramas, and	<ol style="list-style-type: none"> <li>1. The students will be able to identify the techniques that dystopian authors use to issue warnings and offer criticism of</li> </ol>	<ol style="list-style-type: none"> <li>1. Define and recall the elements of dystopian literature.</li> <li>2. Identify the major authors and works of this genre.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>poems, at grade level or above</p> <p>NJSLS.W11-12.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>Supportive (Secondary):</b></p> <p>NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>NJSLSA.R4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or</p>	<p>social/governmental/human interaction and behavior.</p> <p>2. Students will produce an extended essay comparing and contrasting two major works of the dystopian genre.</p>	<p>3. Compare and contrast the methods dystopian authors use in establishing their criticism of society/government/human behavior and the literary elements they use to issue warnings to current and future readers.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
stanza) relate to each other and the whole.  NJSLSA.W5 - [Grade Level Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Quickwrites, Online Discussion Forum, Silent Discussions, Quescussions	In-class Timed Essays, Journals	Compare-Contrast Major Paper, Socratic Seminar discussions	Compare-Contrast Major Paper

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
*One-to-one conferencing on novel analysis prior to essay draft *Differentiated grouping via literature circles	*Limited novel choice, graphic novels *Pre-writing conferencing	*One-on-one conferencing for novel analysis *Outlining and guided writing	*Additional novel choices beyond class list *Choice of compare/contrast prompt

Instructional Strategies: <i>(List and describe.)</i>
*Scaffolding with “Harrison Bergeron” in full-class discussion *Modeling using “Harrison Bergeron” as the exemplar text *Mini-lessons on the characteristics of dystopian societies and dystopian literature *Cooperative learning via literature circles based on novel choice * Optional SMART Lunch Viewing of <i>Discovery Channel Great Books: 1984</i>

Unit Vocabulary:
<b>Essential:</b> dystopia, utopia, warning, criticism, futuristic, science fiction, bleak, hyperbole, litotes, Orwellian, Aristotelian tragic plot structure, characterization, satire, allegory, humor, sarcasm, understatement, compare, contrast

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Social Studies: NJSLS.SOC.6.1.12.D.8.b</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>NJSLS.TECH.8.1.12.A.2</li> <li>NJSLS.TECH.8.1.12.E.1</li> </ul> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> <li>CRP4</li> <li>CRP6</li> <li>CRP9</li> </ul> <p>CRP11</p>	<p><b>Substitution:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Augmentation:</b> Students will write an essay in Google Docs. Students will self edit the Google Doc. The teacher can use the revision history to see students editing process.</p> <p><b>Modification:</b> Students share with another class and peer edit using a Google Form to provide feedback. The students can then view the Google Spreadsheet created by the form to inform their editing.</p> <p><b>Redefinition:</b> Students use the library databases to find examples of persuasive writings that fit the topics being discussed in their small groups. Students post the writing samples for the class, and participate in a whole class discussion of the samples on Google Classroom.</p>	<p><input checked="" type="checkbox"/> Civic Literacy: Today's students are tomorrow's citizens and leaders. Understanding the potential dangers of the world in which they live will help them to make long-term choices for their individual and collective futures.</p>	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving: Students will be analyzing and synthesizing information from multiple texts to answer questions and to identify common themes.</p> <p><input checked="" type="checkbox"/> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><input checked="" type="checkbox"/> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><input checked="" type="checkbox"/> Collaboration: Students will be using technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><input checked="" type="checkbox"/> Initiative &amp; Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><input checked="" type="checkbox"/> Social &amp; Cross Cultural Skills: Students will be exposed to various</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
			<p>cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><input checked="" type="checkbox"/> Productivity &amp; Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress and becoming reflective learners.</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b> <i>1984</i>, "Harrison Bergeron", <i>Discovery Channel Great Books: 1984 (DVD)</i>, <i>Choice novels: Brave New World, A Clockwork Orange, Oryx and Crake, Handmaid's Tale, Anthem</i></p>

<b>Unit 6: Shakespearean Language and Literature -- Monologues, Sonnets and Hamlet</b>	<b>Recommended Duration: 6 weeks (February/March/April)</b>
<p><b>Unit Description:</b> William Shakespeare delivers the reality of the complex human experience through his poetry and plays. Studying the sonnets, monologues and drama of Shakespeare offers students a frame of reference for an examination of human nature. Meanwhile, the complexity of his later plays, the arguments presented in his sonnets and the human truths revealed in his monologues require an in-depth focus on close reading and figurative language. Students will become accustomed to Shakespeare’s verse and prose through analysis of numerous sonnets and monologues. With this foundation, they will proceed to read and analyze Hamlet, a play relevant to their stage of life in numerous ways.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. How does a piece of imaginative writing enable readers to more deeply grasp the fate and foibles of human nature?</li> <li>2. How do the characters in a piece of literature convey the human experience?</li> <li>3. How do power, ambition, and revenge drive the lives of humans?</li> <li>4. How do the choices humans make affect their destinies?</li> <li>5. How does indecision influence one’s future and relationships with others?</li> <li>6. What constitutes “madness” and how is it connected to reality and truth?</li> <li>7. Why is William Shakespeare the most widely acclaimed and enduring writer in the literary canon?</li> </ol>	<ol style="list-style-type: none"> <li>1. Addressing the human condition through an imaginative work (poetry, drama, prose) reveals the inner nature of what it means to be human.</li> <li>2. Both major and minor characters “guide” readers through the author’s fictional world and in doing so, reveal truths about the human condition. Prince Hamlet, King Claudius, Ophelia and Horatio require readers to delve into issues of indecision, greed, love, and friendship.</li> <li>3. Shakespeare’s characters offer multiple opportunities for comparison with real figures in history and culture.</li> <li>4. Students are at a crossroads in their own lives—facing college and career decisions that will define their identities for a lifetime.</li> <li>5. Life is filled with decisions, large and small, that impact lives permanently. Hamlet is a key example of this human attribute and serves as an example.</li> <li>6. “Madness” permeates literature and is an important inquiry in this literary work. Through Hamlet’s soliloquies, students must determine a central aspect of life: to wear a “mask”, to avoid conflict or to face reality and its consequences?</li> <li>7. Shakespeare’s brilliance has impacted the literary and cultural world for centuries. Understanding his influence helps one to view other pieces of literature (and even films) with an informed eye.</li> </ol>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Power (Primary):</b>  NJSLs.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,</p>	<ol style="list-style-type: none"> <li>1. The students will be able to read closely and detect instances of figurative language and how they impact the</li> </ol>	<ol style="list-style-type: none"> <li>1. Define and recall the elements of drama and the unique characteristics of Shakespearean language.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors)</p> <p>NJSLS.RL.11-12.10 - [Grade Level Standard] - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above</p> <p><b>Supportive (Secondary):</b>            NJSLSA.W4- [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.RL.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>NJSLS.L.11-12.4 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>development of characters and the meaning of an iconic piece of literature.</p> <ol style="list-style-type: none"> <li>2. Students will be able to recognize the distinctions between drama and other forms of literary genres.</li> <li>3. Students will produce an extended essay incorporating research to reach a hypothesis about the enduring nature of a famous Shakespearean drama.</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify examples of figurative language and discuss how they assist the reader in evoking clear images of setting, character, and plot.</li> <li>3. Analyze how rhetorical devices and figurative language impact character development and meaning.</li> <li>4. Identify and research a major inquiry into the enduring nature of this play or its characters or its themes in order to produce an extended analytic paper.</li> <li>5. Make real-life connections to the major ideas of the play.</li> </ol>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning, Group Readings/Drama, Class Discussion, Quickwrites, Journal Responses	In-class Timed Essay, Novel Notes	Dramatic Performances	Final In-Class Essay

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Provide study guides prior to assessment</li> <li>• Preview test procedures</li> <li>• Shortened assessment: Limit required pages for literary criticism</li> <li>• Enhanced directions</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified directions</li> <li>• Multiple-choice format: Eliminate one possible answer</li> <li>• Highlight/underline key words</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Shortened assessment: Limit required pages for literary criticism</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Choice of literary theory</li> <li>• Enhanced directions</li> <li>• Native language text</li> </ul> <p>Audio of text</p>	<ul style="list-style-type: none"> <li>• Allow retake of drama passage-based quickwrites</li> <li>• Chunk play by Act and Scene</li> <li>• Reduced number of required pages for journal prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Independent study: Create a scene that extends the plot or further develops the characters' motivations</li> <li>• Learning Menu/Choice Board</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- \*Direct Instruction through mini-lectures related to Elizabeth history and Shakespeare's life and legacy
- \*Advice letter from parents to connect relationships in play to students' own relationships with parents
- \*"Pacing" through Hamlet's "to be or not to be" soliloquy
- \*Scaffolding
- \*Oral reading/Play-acting
- \*Modeling through performance and voice intonation
- \*Cooperative learning

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student*

<b>Instructional Strategies:</b> <i>(List and describe.)</i>			
<i>groups to ACCESS the content/skills being taught?</i>			
<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
*Graphic organizers *Daily Summarizing through Journaling *One-to-one conferencing (student-teacher or peer-peer) *Graphic version of play	*Graphic and film versions of play	*Audio of texts *Work-in-progress check *Mini-lessons/Small group instruction (specific topics for specific student groups) *One-on-one writing conferences *Flexible grouping	*Multiple texts (leveled and supplemental reading) *One-on-one writing conferences *Tiered assignments *Learning Menu/Choice Board

<b>Unit Vocabulary:</b>
<b>Essential:</b> figurative language, sonnet, monologue, soliloquy, metaphor, simile, elision, meter, rhyme, verse, scansion, meter, iambic pentameter, prose, aside, drama, dramatic irony, inverted syntax, tragedy, tragic hero, tragic flaw, protagonist, foil, Elizabethan

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
Interdisciplinary (Social Studies) NJSLS.SOC.6.2.12.D.2.d (Visual and Performing Arts) NJSLS.VPA.1.3.12.C.2  Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1  Career Ready Practices CRP4 CRP6 CRP9 CRP11	<b>Substitution:</b> Students will use google docs/forms to read a text and respond to questions online about imagery.  <b>Augmentation:</b> Student groups will use a Google Doc to collaborate with other students to identify imagery and figures of speech in a text.  <b>Modification:</b> Students will choose their own theme to research from Hamlet. Students will use print and online sources for research. Students will	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy The themes of this iconic literary work mirror issues that confront 21st century students: issues of family relationships, women’s place in society, success, greed, marriage, motivation, father/son relationships, life decisions and indecisions.	<input checked="" type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
	<p>create a research product. The student chooses the best way to present their research, but they most include elements of a traditional research paper (works cited, bibliography, etc.).</p> <p><b>Redefinition:</b> Students will collaborate in pairs using Google Docs and create their own sonnets--i.e. an original rhyme scheme and meter. Students will record themselves using video software performing their original sonnet, and the class will analyze the rhyme scheme and meter.</p>		

<b>Resources:</b>
<b>Texts/Materials:</b> <i>Hamlet</i> , Journals, Shakespeare on the Silver Screen DVD, selected sonnets and monologues

<b>Unit 7: The Research Process and Writing the Research Paper</b>	<b>Recommended Duration: 5 weeks (May/June)</b>
<b>Unit Description:</b> The students will delve into an essential question related to a pivotal piece of literature or an iconic writer and through a exploration of a variety of sources, will reach a conclusion about that work/writer’s permanence in the literary canon. Students will develop an understanding of the process of research and incorporate others’ findings and opinions into their own in order to write a sustained, scholarly paper.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. What is the process of research and why is it important to academicians?</li> <li>2. What is the value of literature in society, in culture, in history, in our personal lives?</li> <li>3. How is the research process conducted?</li> </ol>	<ol style="list-style-type: none"> <li>1. Professionals and academicians in every discipline conduct research to further the thinking and knowledge in their chosen field. Understanding the process and value of research is a valuable life-long skillNJSLS.L.</li> <li>2. Human beings find great value in the iconic pieces of literature that have become integral to our understanding of the human condition. Understanding the process of conducting research is an essential skill for college and numerous professions beyond college. Recognizing the value of the question and then organizing a process for investigating and crafting a viable response is a high-level synthesis</li> </ol>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Power (Primary):</b> NJSLSA.W4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.L.R9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<ol style="list-style-type: none"> <li>1. The students will be able to pose a question and suggest a hypothesis in response.</li> <li>2. Students will produce an annotated bibliography.</li> <li>3. Students will plan, draft, revise and complete an 8-page research paper with works cited and an annotated bibliography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specify the steps in the research process.</li> <li>2. Research broadly and widely in order to produce an annotated bibliography.</li> <li>3. Form an informed personal opinion about the lasting value of literature in our lives.</li> <li>4. Evaluate the credibility of sources, both online and in print.</li> <li>5. Produce a sustained academic research paper using MLA format, incorporating works cited and supplemented with an annotated bibliography.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Supportive (Secondary):</b></p> <p>NJSLS.RI.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 to produce a complex account; provide an objective summary of the text.</p> <p>NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>NJSLS.RL.11-12.5 - Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Annotated Bibliography, Outline, Thesis, Research Notes	Research Paper	Research Paper	Research Paper

<b>Instructional Strategies:</b> <i>(List and describe.)</i>			
<ul style="list-style-type: none"> <li>*Direct Instruction</li> <li>*Scaffolding</li> <li>*Modeling</li> <li>*Mini-lessons</li> <li>*Cooperative learning</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Highlight key directions/concepts: Provide sample of annotated novel passages</li> <li>• Shortened assessment: Limit required pages for Research Paper</li> <li>• Enhanced directions</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified directions</li> <li>• Highlight/underline key words</li> <li>• Shortened assessment: Limit required pages for Research Paper</li> <li>• Enhanced directions</li> <li>• Native language texts</li> </ul>	<ul style="list-style-type: none"> <li>• Chunk Research Paper</li> <li>• Choice of writing topics</li> <li>• Reduce number of required pages for Research Paper</li> <li>• Provide outline and timeline deadlines for Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of writing topics</li> <li>• Learning Menu/Choice Board</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> Research, works cited, bibliography, annotated bibliography, thesis, outline, peer editing, MLA format

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Social Studies: NJSLS.SOC.6.1.12.D.8.b</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>• NJSLS.TECH.8.1.12.A.2</li> <li>• NJSLS.TECH.8.1.12.E.1</li> </ul> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> <li>• CRP4</li> </ul>	<p><b>Substitution:</b> Students will visit websites that are preapproved by their teacher. Teacher will lead a class discussion about appropriateness and reliability.</p> <p><b>Augmentation:</b> Students create an annotated</p>	<p><u>  x  </u> Global Awareness</p> <p>Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a</p>	<p><u>  x  </u> Critical Thinking &amp; Problem Solving</p> <p>Students will be able to effectively examine and evaluate evidence, synthesizing and making connections between evidence and their arguments as students research and draw conclusions within a literary analysis.</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<ul style="list-style-type: none"> <li>• CRP6</li> <li>• CRP9</li> <li>• CRP11</li> </ul>	<p>bibliography in Google Docs that links to the print and video ads.</p> <p><b>Modification:</b> Students will use the comment and suggesting feature in Google Docs to provide peer feedback and editing of another student's paper.</p> <p><b>Redefinition:</b> Students will be given freedom of choice of their research topic, research sources, and creation and presentation of works cited page. Students will post their research paper and works cited page on Google Classroom for peer review and feedback. Students will use PeerMark to suggest corrections to the paper, including the works cited page.</p>	<p>shared task</p>	

<b>Resources:</b>
<b>Texts/Materials:</b> Selected novels, Internet, Media Center Resources, <i>Novels for Students</i> , <i>MLA Handbook for Writers of Research Papers</i>