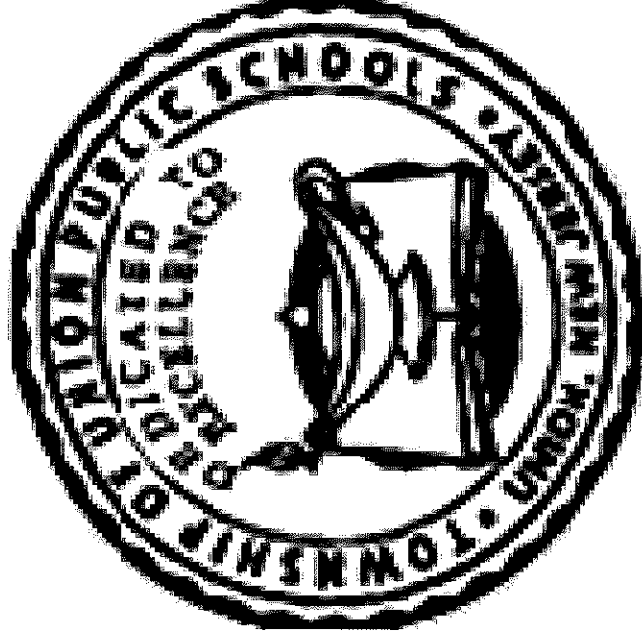
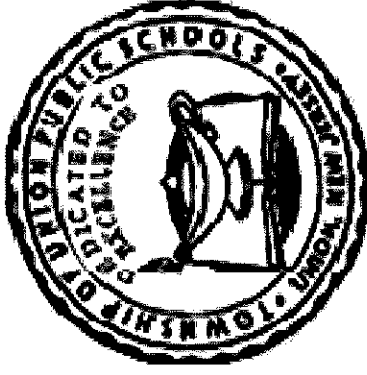


TOWNSHIP OF UNION PUBLIC SCHOOLS



**EN 360 Ap Literature and Composition
Curriculum Guide
2014**

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Lois Jackson

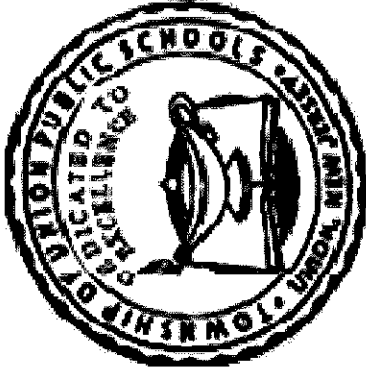
Richard Galante

Thomas Layden

Rom McDowell

Angel Saucedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District SuperintendentMr. Gregory Tatum
Assistant SuperintendentDr. Noreen Lishak
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5.....	Mr. Robert Ghiretti
Mathematics/Science 3-5.....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

**Curriculum Committee
English
Grade 11: AP Literature and Composition
Sandra Joy Mangarella**

Table of Contents

Title Page.....	1
Board Members.....	2
Administration.....	3
Department Supervisors.....	4
Curriculum Committee.....	4
Table of Contents.....	6
District Mission/Philosophy Statement.....	7
District Goals.....	8
Course Description.....	9
Recommended Texts.....	10
Course Proficiencies.....	10
Curriculum Units.....	12
Appendix: New Jersey Core Curriculum Content Standards & Rubric.....	39

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

AP Literature is a year-long course designed for the highly-motivated high school junior who is planning on taking the AP Exam in English Literature and Composition. It covers the equivalent of a college freshmen literature class in that it will enable the students to have a critical understanding of genre, theme and style, focusing on British, including Post-Colonial, American and world literature. In addition, students will be instructed in the process of writing expository and analytical essays, as well as proper MLA documentation. Composition skills emphasize the refinement of personal expression and critical analysis.

The focus of this course is to train students how to read and analyze quality literature from a wide gamut of genres and historical periods. Students will be able to explain various writing styles, themes, literary elements and literary merit. This understanding will be demonstrated through class discussions, student developed presentations, practice tests and three types of literary writing: writing to understand (discovering their own reader's response), writing to explain (interpreting the literature), and writing to evaluate (examining the literary merit of a work). These writing exercises will include formal extended analyses, timed in-class responses and informal reading logs.

The students in this course must read actively and deliberately, making careful observation of details, drawing conclusions from inferences leading to interpretive conclusions, establishing the value and merit of a literary piece and most importantly, establishing connections between pieces of literature among their observations.

The required writing for the course is more than just a mere reinforcement to the study of pieces of literature. The elements include essay questions, some timed, as required of college-level writers. There are at least two extended essays requiring research and documentation. Emphasis is placed on helping students develop their own stylistic maturity through thoughtful revision and is characterized by containing the following:

- A wide-ranging vocabulary used with denotative accuracy and connotative inventiveness.
- A variety of sentence structures, including the appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis.

Recommended Textbooks

Aristophanes, *Lysistrata*
Austen, Jane, *Pride and Prejudice*
Ehrenhaft, George, *Barron's How to Prepare for the AP English Literature and Composition* (5th edition or higher)
Fielding, Henry, *The History of Tom Jones, a Foundling*
Shakespeare, William, *Hamlet*

Curriculum Units

Unit 1: To Represent by Words Written or Spoken: Description

Introductory Essay Project: Students will describe themselves with as many vivid descriptive details as possible. Student presentations of such will include a piece of music, an art work, and a poem that describes them.

Junior Memory Book: All Year Project (due at the end of second semester). Students will write a variety of essays evaluating their high school experience thus far, making predictions about their future. It shall include photos and other representations.

Unit 2: An Identifiable Rule of Thumb, Convention or Structure: Literary Device

Using mnemonic devices, students will devise their own memory aids, such as creating a song, rap or poem to remember literary devices and be able to give concrete and specific examples. Students will cooperatively teach each other the literary terms.

Unit 3: To Make a Long Story Short: Short Story Unit

Students will study short stories of various lengths with emphasis on characterization, point of view, author's purpose and tone. They will review and perform deep analysis of literary devices. Students will complete interpretative essays on the selections as well as private journal writing and reading logs. Students will be required to write their own short story (15-25 pages) imitating the style of one of the authors they read. This can be an individual or paired project.

Unit 4: Create Living Characters: Novel Units

Students will be reading and comparing and contrasting two novels, *Pride and Prejudice* and *Tom Jones*. Students will be meeting the original lovable "bad boy," and considering the first open-minded liberated woman.

Students will be thoughtfully discussing character analysis, style, historical and social contexts, themes and motifs. A suggested assignment will be a comparison/contrast essay as well as extended response with documentation.

Unit 5: Figuratively Speaking: Poetry Unit

Students will be introduced to what poetry entails. They will master poetry through practice, literary terms having to do with poetic forms and devices, such as: symbol, tone, meter, stress, foot, free verse, blank verse, couplet, dramatic monologue, elegy, epic, iamb, trochee, stanza, villanelle, caesura, enjambment, couplet, iambic pentameter, metaphor, simile, personification, euphony, cacophony, imagery, tone, mood, syntax, allusion, apostrophe, hyperbole, synecdoche, understatement, onomatopoeia, etc. Students will complete a research project involving poetry as well as group and individual multi-media presentations.

Renaissance Poetry: Students will study the works of such poets as Shakespeare, Milton, Donne, Dryden, Jonson, Herrick, Marlowe, Herbert and Pope through class reading as well as private journal writing. They will discuss the historical and social context of the writing. Students will write their own sonnet.

Romantic Poetry: Students will study the works of such Romantic poets as Wordsworth, Coleridge, Keats, Shelley and Byron through class readings and discussion as well as private journal writings. They will discuss the historical and social context of the writing.

Modern Poetry: Students will study the works of poets such as Eliot, Yeats, Auden, Hughes, Dickinson through class reading and discussion, as well as private journal writing. They will discuss the historical and social context of the writing.

Unit 6: All the World's a Stage: Intro to Plays

Students will read and discuss William Shakespeare's Hamlet while completing formal comprehension assignments and informal journal assignments. They will discuss the historical and social context of the writing.

Literary terms introduced in this unit include aside, catastrophe, tragedy, tragic flaw, catharsis, soliloquy, crisis, denouement, *dues ex-machina*, comedy, farce, foil, *hamartia*, hubris, monologue, prologue and epilogue.

Unit 7: Seriously Funny: A Study of Comedy

Students will read and discuss the comedy, *Lysistrata*, while completing formal comprehension assignments and informal journal assignments, such as the idea if anyone can ever truly be “in control” from the daily reading. They will discuss the historical and social context as well as the comedic and modern interpretation of such. There will be a discussion of feminist literary criticism. There will also be a study of the forms of humor, such as the five registers of language (Joos) and why we laugh at certain things.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	RL.12.1
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	RL.12.2
3.	Communicate ideas and experiences to an intellectually sophisticated audience.	RL.12.2
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.12.3
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	RL.12.4
6.	Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RL.12.4
7.	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	RL.12.5

	aesthetic impact.	
8.	Deepen understanding and appreciation of literature.	RL.12.6
9.	When writing narratives, use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	W.12.3c.
10.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	W.12.3d.
11.	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.12.3d.
12.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
13.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.12.5

14.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.	W.12.6
15.	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply grade 12 <i>Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	W.12.9a.
16.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10
17.	Come to discussions well prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.	SL.12.1a.
18.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	SL.12.1b.
19.	Propel conversations by posing and responding to questions that probe reasoning and evidence.	SL.12.1c.

20.	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.	SL.12.1c.
21.	Promote divergent and creative perspectives when speaking.	SL.12.1c.
22.	Resolve contradictions when possible when speaking.	SL.12.1d.
23.	Determine what additional information or research is required to deepen the investigation or complete the task.	SL.12.1d.
24.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.12.6
25.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.12.1a.
26.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	L.12.1b.
27.	Demonstrate command of the conventions of standard English capitalization and punctuation; observe hyphenation conventions.	L.12.2a.
28.	Demonstrate command of the conventions of standard English	L.12.2b.

	and spell correctly when writing.	
29.	Apply an understanding of syntax to the study of complex texts when reading.	L.12.3a.
30.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	L.12.4a.b.
31.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	L.12.4c.
32.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	L.12.4d.
33.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,	L.12.6

	speaking, and listening at the college and career readiness level.	
34.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.12.6

35	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.12.1
36	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RI.12.6
37	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	W.12.2b.
38	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	W.12.2f.
39	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
40	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and	W.12.5

	audience.	
41	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible.	SL.12.1d.

Objectives achieved through the following elements

A. Literary Terms	H. Selected poetry
B. Journal Writing	I. Selected Short Stories
C. Independent Literary Analysis – each 4 weeks	J. Research and Writing
D. AP Practice Tests	K. Speeches/Presentations
E. Developing their own writing Voice	L. Small and large group speaking and discussions
F. Practicing Sentence Fluency	M. Other Literature as listed
G. Examining Correct Conventions of English	N. Rhetorical Question Stems

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

GRADES 6 -11

CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading</p> <p>Comprehension of Key Ideas and Details</p> <p>*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide.</p>	<p>The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s).</p>	<p>The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).</p>	<p>The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s).</p>	<p>The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s).</p>	<p>The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).</p>
<p>Writing</p> <p>Written Expression</p>	<p>--The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>--The student demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of</p>	<p>--The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.</p> <p>--The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped</p>	<p>--The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited to the task, purpose, and/or audience.</p> <p>--The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear.</p> <p>--The student response has a style</p>	<p>--The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.</p> <p>--The student response demonstrates a lack of coherence, clarity and cohesion.</p> <p>--The student response has an inappropriate style.</p> <p>The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.</p>	<p>--The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.</p> <p>--The student response demonstrates a lack of coherence, clarity and cohesion.</p> <p>--The student response has an inappropriate style.</p> <p>The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.</p>

introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

--The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.

ideas, making it fairly easy to follow the writer's progression of ideas.

--The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.

ideas, making the writer's progression of ideas usually discernible but not obvious.

--The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary.

that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.