



*Unit: Identity COMMON CORE STATE STANDARDS*

**Reading: Literature**

**Key Ideas and Details**

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- **RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **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.
- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

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- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **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.

**Integration of Knowledge and Ideas**

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- **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

## Range of Reading and Level of Text Complexity

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- **RL.11-12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

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- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 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.
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

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- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Research to Build and Present Knowledge

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- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

## Grade 12 AP Literature

- Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Range of Writing

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- **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

## Speaking & Listening

### Comprehension and Collaboration

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- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Presentation of Knowledge and Ideas

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- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Language

### Conventions of Standard English

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- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references as needed.
- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Spell correctly.

### Knowledge of Language

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- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
  - Verify the preliminary determination of the meaning of a word or phrase
- **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 12 AP Literature

Unit	Time	Essential Questions	Assessments
<p>Loss, Grief and Resilience  <i>Long Fiction</i>                      * Joyce, The Dead                      * Grealy, Autobiography of a Face                      * Hemingway, The Sun Also Rises                      * Faulkner, As I Lay Dying</p> <p><i>Short Fiction</i>                      * Faulkner, “A Rose for Emily”</p> <p><i>Poetry</i>                      * Heaney, “Mid-Term Break”                      * Houseman, “To an Athlete, Dying Young”                      * Stafford, “Traveling through the Dark”</p> <p><i>Film Study</i>                      * Life is Beautiful</p>	<p>6 weeks</p> <p>2 days</p> <p>3 days</p> <p>3 days</p>	<p>* How does death change the way people live?</p> <p>* How do people who know they are going to die affect others?</p> <p>* What happens when a person delays grief and mourning?</p> <p>* What constitutes a loss?</p> <p>* Can there be such a thing as death in life?</p> <p>* In what ways do people recover from grief?</p> <p>* What is the effect of a dream dying?</p>	<p><b>Open Analytical Writing Prompts:</b></p> <ol style="list-style-type: none"> <li>1. The use of the opening scene or chapter to introduce significant themes of the play or novel.</li> <li>2. The cause of feelings of both pleasure and disquietude in a literary work.</li> <li>3. The contribution to the meaning of a work of a scene of a social occasion such as a wedding, funeral or party.</li> </ol> <p><b>Prose Passage:</b>                      Read Dylan Thomas’ “Do Not Go Gentle Into That Good Night”. Then write an essay in which you discuss the speaker’s attitude. Be sure to develop clearly how Thomas controls language in the poem as a means of promoting meaning.</p> <p><b>Poetry Passage:</b>                      Read “Up-Hill” by Christina Rossetti and “The Long Hill” by Sara Teasdale. Then write an essay in which you compare style and meaning. Consider such topics as the use of detail, imagery, point of view, and symbolism.</p> <p><b>Creative Writing:</b>                      Interview a senior citizen whom you know well enough to ask personal questions. Ask him/her to tell you about a time in life when he/she experienced a significant loss. This interview is a sensitive but extremely fruitful process, so take your time. Compile your notes/tapes and put them aside for a few days. Allow yourself time to think about this person’s story and ask yourself if you know everything you want to know. If not, go back again. Write this person’s story in 2 ways: 1) as a prose piece and 2) as a poem.</p>

*Unit: Loss, Grief, and Resilience COMMON CORE STATE STANDARDS*

**Reading: Literature**

**Key Ideas and Details**

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- **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.
- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

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- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **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.

**Integration of Knowledge and Ideas**

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- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

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## Grade 12 AP Literature

- **RL.11-12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

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- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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### Production and Distribution of Writing

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## Speaking & Listening

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## Grade 12 AP Literature

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### Knowledge of Language

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## Grade 12 AP Literature

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Grade 12 AP Literature

Unit	Time	Essential Questions	Assessments
<p>Telling the Stories of Life: Family Legacies <i>Long Fiction</i></p> <ul style="list-style-type: none"> <li>* Clair, Rattlebone</li> <li>* Ozrick, The Shawl</li> <li>* Tyler, Dinner at the Homesick Restaurant</li> </ul> <p><i>Short Fiction</i></p> <ul style="list-style-type: none"> <li>* Wolff, "Coming Attractions"</li> <li>* Olsen, "I Stand Here Ironing"</li> </ul> <p><i>Poetry</i></p> <ul style="list-style-type: none"> <li>* Creeley, "Fathers"</li> <li>* Frost, "Home Burial"</li> <li>* Hayden, "Those Winter Sundays"</li> <li>* Larkin, "Home is So Sad"</li> <li>* Plath, "Daddy"</li> <li>* Rich, "Living in Sin"</li> <li>* Roethke, "My Papa's Waltz"</li> <li>* Rossetti, "Goblin Market"</li> </ul> <p><i>Film Study</i></p> <ul style="list-style-type: none"> <li>* The Joy Luck Club</li> </ul>	<p>3-4 weeks</p> <p>5 days</p> <p>10 days</p> <p>3 days</p>	<ul style="list-style-type: none"> <li>* What makes a "family"?</li> <li>* Under what circumstances do relationships deteriorate?</li> <li>* Why do people need to escape from their families?</li> <li>* How do conflicts within a family get resolved?</li> <li>* How does geographical distance affect the family dynamic?</li> <li>* Why do some marriages end in divorce?</li> </ul>	<p><b>Open Analytical Writing Prompts:</b></p> <ol style="list-style-type: none"> <li>1. The effect of an author's manipulation of time in a novel.</li> <li>2. An author's techniques used to change a reader's attitudes.</li> <li>3. The significance in a work of a parent/change conflict.</li> </ol> <p><b>Prose Passage:</b></p> <p>Read "Reunion" by John Cheever. Then write a careful analysis of how Cheever reveals the character of both father and son. You may emphasize whichever devices (e.g.: tone, selection of detail, syntax, point of view) you find most significant.</p> <p><b>Poetry Passage:</b></p> <p>Read "The Author to Her Book" by Anne Bradstreet. Then write an essay in which you discuss how the poem's controlling metaphor expresses the complex attitude of the speaker.</p>

*Unit: Telling the Stories of Life: Family Legacies COMMON CORE STATE STANDARDS*

**Reading: Literature**

**Key Ideas and Details**

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- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

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- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **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.

**Integration of Knowledge and Ideas**

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- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

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## Grade 12 AP Literature

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## Grade 12 AP Literature

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## Grade 12 AP Literature

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Grade 12 AP Literature

Unit	Time	Essential Questions	Assessments
<p>Social Convention and Duty  <i>Long Fiction</i>                      * Miller, <i>Death of a Salesman</i>                      * O'Brien, <i>The Things They Carried</i>                      * Orwell, <i>1984</i>                      * Conrad, <i>Heart of Darkness</i></p> <p><i>Short Fiction</i>                      * Chopin, "The Story of an Hour"                      * Joyce, "Eveline"                      * Mishima, "Patriotism"</p> <p><i>Poetry</i>                      * Auden, "The Unknown Citizen"                      * Owen, "Dulce Et Decorum Est"                      * Thomas, "The Hand that Signed the Paper"</p> <p><i>Film Study</i>                      * <i>Platoon</i></p>	<p>5 weeks</p> <p>5 days</p> <p>3 days</p> <p>3 days</p>	<p>* What makes people feel "obliged"?</p> <p>* Why do people choose certain professions?</p> <p>* What life patterns do people blindly follow?</p> <p>* How are people who appear to be fulfilled actually miserable?</p>	<p><b>Open Analytical Writing Prompts:</b></p> <ol style="list-style-type: none"> <li>1. The use of a stereotyped character.</li> <li>2. A character whose private passion is in conflict with his/her moral obligations.</li> <li>3. The function in a work of a scene of violence.</li> </ol> <p><b>Poetry Passage:</b>                      Read "Channel Firing". Then write an essay in which you discuss the devices the poet uses to reveal his attitudes toward men and war.</p> <p><b>Creative Writing:</b>                      * Throughout the course of the unit, we have studied the effects of social convention on the individual. Social convention, in brief, is the "unwritten" law that often binds us. For example, in "The Story of an Hour", marriage is the social convention that binds Mrs. Mallard. We see the freedom she gets when she thinks that those ties are loosed – and, all the more revealing, how she responds when she realizes she is bound again. Many have argued that marriage itself is simply a social convention – everyone does it because....everyone does it. Choose a social convention that exists today. Then write an essay explaining the following: 1) Why does the unwritten rule exist? 2) What prompts people to observe it? 3) What does it reveal about society?</p>

*Unit: Social Convention and Duty COMMON CORE STATE STANDARDS*

**Reading: Literature**

**Key Ideas and Details**

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- **RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **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.
- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

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- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **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.

**Integration of Knowledge and Ideas**

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- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

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## Grade 12 AP Literature

- **RL.11-12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

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- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 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.
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

## Grade 12 AP Literature

- **W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

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- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Research to Build and Present Knowledge

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- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Range of Writing

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- **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

## Speaking & Listening

### Comprehension and Collaboration

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- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Presentation of Knowledge and Ideas

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- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Language

### Conventions of Standard English

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- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references as needed.

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- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Spell correctly.

### Knowledge of Language

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- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- Verify the preliminary determination of the meaning of a word or phrase
- **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 12 AP Literature

Unit	Time	Essential Questions	Assessments
<p>The Craft of Poetry</p> <ul style="list-style-type: none"> <li>* Arnold, "Dover Beach"</li> <li>* Atwood, "Death by Landscape"</li> <li>* Bishop, "Sestina"</li> <li>* Bishop, "The Fish"</li> <li>* Brooks, "The Bean Eaters"</li> <li>* Cummings, "anyone lived in a pretty how town"</li> <li>* Cummings, "in Just—"</li> <li>* Dickinson, selected poems and Collins, "Undressing Emily Dickinson"</li> <li>* Donne, "Song"</li> <li>* Fainlight, "Flower Feet"</li> <li>* Frost, "After Apple Picking"</li> <li>* Ginsberg, "A Supermarket in California"</li> <li>* Giovanni, "Kidnap Poem"</li> <li>* Gluck, "The School of Children"</li> <li>* Halliday, "Graded Paper"</li> <li>* Hecht, "Dover Bitch"</li> <li>* Jarman, "Unholy Sonnets"</li> </ul>	<p>* This unit differences from the others, not only in its exclusive study of poetry, but also because it will be covered over the course of the year. Because some longer pieces will be assigned for homework, time in class can be dedicated to the study of poetry, particularly style and the poet's craft.</p>	<p>* ETS and the College Board have both recognized that student performance is poorest on the poetry essay of the Advanced Placement Exam. Therefore, disciplined exercise of identifying style, tone, diction, point of view, literary devices – most importantly their relationship to meaning in the poem – is a necessity.</p>	<p><b>Performance Assessments</b></p> <p><b>Group Presentations</b></p> <p><b>Essays on poetic devices, such as, style, tone, diction, point of view, etc.</b></p> <p><b>Creation of student poetry.</b></p>

*Unit: The Craft of Poetry*      **COMMON CORE STATE STANDARDS**

**Reading: Literature**

**Key Ideas and Details**

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- **RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

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- **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **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.
- **RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas**

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- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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## Range of Reading and Level of Text Complexity

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**RL.11-12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

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- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 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.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Production and Distribution of Writing

---

- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge.

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- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Speaking & Listening

#### Comprehension and Collaboration

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- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### Presentation of Knowledge and Ideas

---

- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Grade 12 AP Literature

- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

### Conventions of Standard English

---

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

### Knowledge of Language

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- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
  - 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.
  - 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.
  - 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.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.

## Grade 12 AP Literature

- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# English Literature & Composition, Advanced Placement

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