High School AP English Literature and Composition Curriculum

Course Description: AP English Literature is designed for the college-bound student who has demonstrated a willingness and ability to handle difficult material with independence and precision. The course of study focuses on developing sophisticated skills of literary analysis through the study of world literature with a major emphasis on novels, poetry and drama. The student is assigned a variety of compositions, including a literature based research paper, and is expected to do daily reading outside of class. Independent reading of several major works is required. The critical thinking, research and writing skills developed in this course will prepare the student for a rigorous college program.

Scope and Sequence:

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<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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| 13-14 Weeks   | Literary Analysis | Topic 1: Comprehensive*  
|               |                 | Topic 2: Poetry                                           |
|               |                 | Topic 3: Short Stories, Novels and Plays                  |
| 3-4 Weeks     | Research Paper  | Topic 1: Formatting                                       |
|               |                 | Topic 2: Analysis                                         |
|               |                 | Topic 3: Criticisms                                       |
|               |                 | Topic 4: Peer Editing                                     |

*The comprehensive topic experiences are meant to be incorporated throughout the course and are easily editable to support the poetry and short stories, novels and plays experiences.*
Unit 1: Literary Analysis

Subject: Advanced Placement English Literature and Composition
Grade: 11-12
Name of Unit: Literary Analysis
Length of Unit: 13-14 Weeks

Overview of Unit: In this unit, students read Short Stories, Novels/Plays, and Poetry in an effort to prepare students for the rigors of the Advanced Placement English Literature and Composition Exam. Students are encouraged to read, write, analyze, and discuss works critically and with energy and imagination. AP College Board stresses the importance of teaching a rich, varied, and interesting curriculum which requires writing that demands interpretation and evaluation. Furthermore, students are expected to make complex connections between various texts, modes, and genres.

These Literary Analysis experiences are designed to be repeated using different texts which include short stories, novels/plays, and poetry a number of times during the course of the semester/year. The works which are chosen at the teacher’s discretion are designed to be taught concurrently (For example, teachers may choose a work like *A Tale of Two Cities* and teach it while having students explore the elements of Romantic Poetry and/or a short story which addresses similar themes to those found in the novel). This approach provides students with a comprehensive and enriching experience which allows them to experience a variety of genres, authors, and themes while preparing them for the challenges presented on the AP Literature and Composition Exam.

Teachers may choose to approach this curriculum in a manner that makes the most sense to them and fits with their individual teaching style. For instance, if an instructor is more comfortable teaching the course thematically, chronologically, or by genre, such an approach is educationally sound, provided students are being prepared for the rigors of college coursework and the AP Exam including focusing on the critical reading and thinking skills necessary to adequately analyze any given piece of literature. Such skills should include but not be limited to identifying literary elements such as setting, tone, point of view, theme, characterization, syntax, diction, symbolism, archetypes, motifs, etc.

Priority Standards for unit:

- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
- Apply effective rhetorical strategies and techniques when composing.
• Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

Supporting Standards for unit:
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

• ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
<tr>
<td>arguments based on information</td>
<td>Create</td>
<td>Create</td>
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<tr>
<td>arguments based on information</td>
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<td>and Control of Standard Written English</td>
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<td>multimodal texts for rhetorical features</td>
<td>Analyze</td>
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<tr>
<td>Literary Terms and Key Concepts</td>
<td>Analyze</td>
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**Essential Questions:**
1. How does the author’s use of literary devices and techniques impact the overall meaning of the short story?
2. How does the author’s use of poetic devices impact the overall meaning and aesthetic nature of the poem?
3. How does the author’s use of literary techniques such as setting, point of view, characterization, symbols, and mood impact the overall meaning of a novel or play?

**Enduring Understanding/Big Ideas:**

1. Students will use textual evidence and a well-reasoned argument to support their interpretation of the significance and impact of an author’s use of literary devices and techniques on the meaning of the work as a whole.

2. Students will demonstrate a deep and appreciative reading of poetic works while analyzing poetic and figurative language both literally and figuratively in writing, in activities, and in class discussions, including small group discussions, close reading, highlighting/annotating the text and analyzing the poetry prompts from sample AP Poetry Essays.

3. In a novel or play, students will demonstrate a sophisticated and critical reading of the text while analyzing the various techniques employed by the author/playwright.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>• Literary Devices</td>
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<td>• Poetic Devices</td>
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<td>• Figurative Language</td>
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<td>• Rhetorical Techniques</td>
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**Resources for Vocabulary Development:** AP College Board Website; Literary and figurative language in context from source poems and texts.
Engaging Experience 1
Title: Reader’s Log/Blog

Suggested Length of Time: Ongoing--for individual works of literature

Standards Addressed

Priority:
• Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
• Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
• Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

Supporting:
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students create a Reader’s Log in which they identify specific passages from the text (short story, novel/play or poem) and explain the significance this passage holds in relationship to the work as a whole. Students answer such questions as: Why is this passage important? Why did the author use the specific technique identified? What connections can be made between this passage and other passages from this work, passages from other works, and connections to the student’s daily life and times? Teachers can consider using a variety of methods to verify student engagement including Socratic Seminar, online discussions, Bright Space Dropbox, etc.

Bloom’s Levels: Create, Understand, Analyze, Apply

Webb’s DOK: 3, 4
Engaging Experience 2
Title: Reader Response Journal/Online Blog
Suggested Length of Time: Ongoing through the grading period
Standards Addressed

Priority:
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

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Detailed Description/Instructions: Students keep a reader response journal (in a notebook or via GoogleDocs or other online programs) in which they respond to the daily reading assigned throughout the unit. Students respond to the literature in a variety of ways including: responding honestly to what they liked or did not like about the reading, asking questions concerning aspects of the reading they found difficult or ambiguous, connections they see between the reading assigned and other works they have read, connections between the assigned reading and their own experiences or the world around them. Students are encouraged to share these responses in class settings such as Socratic Seminars or class discussions. Teachers can also have students share responses electronically at home to extend the learning via online journal, blog, message board, etc.

Bloom’s Levels: Create, Analyze
Webb’s DOK: 4

Engaging Experience 3
Title: Close Reading or Single Page Analysis
Suggested Length of Time: Ongoing and applied to individual works of literature.
Standards Addressed
Priority:

- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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Detailed Description/Instructions: Students work in small groups and are given a short piece of literature (poem or single page from a short story or novel) and read it closely looking for any aspects of the writing that they deem significant. Students annotate, highlight, analyze and discuss all the aspects of the page they feel are important. Upon completion, the large group meets and the passages are shared and analyzed together so that students have the ability to see their individual passage as it relates to the longer work as a whole.

Bloom’s Levels: Create, Apply, Understand, Analyze
Webb’s DOK: 3, 4

Engaging Experience 4
Title: Style Imitation
Suggested Length of Time: Ongoing and applied to individual works of literature.

Standards Addressed

Priority:

- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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**Detailed Description/Instructions:** Students select a paragraph/stanza from a short story/novel/play and write their own text while maintaining the author’s original syntax, structure and format. Students can be given a lot of freedom concerning their subject matter or the teacher can be selective and choose the passages to imitate or the subject of the newly created text. Students can also be called upon to complete this activity individually or working in small groups. Upon completion of this exercise, students share their writing with each other in small groups and work to discover/identify the original text. This activity results in students gaining an improved appreciation for an author’s use of style, tone, syntax, and diction.

**Bloom’s Levels:** Analyze, Create, Apply

**Webb’s DOK:** 4

**Engaging Experience 5**

**Title:** Question Writing Exercises (Test Preparation)

**Suggested Length of Time:** 2-3 Days

**Standards Addressed**

**Priority:**

• Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.

• Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

**Supporting:**

• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
**Detailed Description/Instructions:** Students select passages from selected short stories, novels/plays and poems and work in small groups to annotate and analyze the passages before writing AP level multiple choice questions for each. This activity is designed to help students gain familiarity with both the format of the AP test as well as gain a better understanding of how to identify the important and literarily significant aspects of various works of literature. In order to write quality questions, students must first have a superior understanding of the text with which they are working.

**Bloom’s Levels:** Create, Analyze, Apply

**Webb’s DOK:** 4

**Engaging Experience 6**

**Title:** Novel or Play (Test Preparation)

**Suggested Length of Time:** 4-6 Weeks

**Standards Addressed**

**Priority:**
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Apply effective rhetorical strategies and techniques when composing.

**Supporting:**
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students are given sample essay prompts from the AP College Board Website -- particularly those for question #3 where students are given the option of using a novel from a selected list or a similar work of similar literary merit. Students then use the novel/play read and discuss in class the response to the prompt demonstrating both and understanding of the prompt as well as detailed knowledge of the text to support their responses. Students may be asked to write the formal essay, or create an outline, or discuss verbally or via online resources concerning the prompt and how to respond to it using the text covered in class. These activities can be done individually or completed with a partner or in small groups.

**Bloom’s Levels:** Create, Analyze, Apply

**Webb’s DOK:** 4

**Rubric:** AP College Board Scoring Guide for selected essay prompt.
Topic: Poetry

Engaging Experience 1
Title: Poetry -- TPCASTT or SOAPSTone
Suggested Length of Time: 1-2 Days
Standards Addressed

Priority:
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

Detailed Description/Instructions: Students will use the TPCASTT or SOAPSTone method to analyze a poem or poems to find deeper meaning in a poem dealing with various techniques including: paraphrase, connotation, attitude, shifts, symbols, and theme.

Bloom’s Levels: Understand, Analyze, Apply, Create
Webb’s DOK: 3, 4

Engaging Experience 2
Title: Poetry Presentation
Suggested Length of Time: 3-4 Days
Standards Addressed

Priority:
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**Detailed Description/Instructions:** Students create a Multimedia Presentation which identifies a number of poetic terms/devices to define and identify in source poems of the student’s choosing. Students are required to identify the term/device in the context of the poem and explain the significance of the usage to the overall meaning of the poem.

**Bloom’s Levels:** Create, Apply, Understand, Analyze

**Webb’s DOK:** 3, 4
Engaging Experience 1
Title: Interpretive Lenses
Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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Detailed Description/Instructions: The teacher will give students copies of the Interpretive Lenses to be used and questions for each lens (question suggestions: theme, symbolism, pov, characterization, style, etc.). Then put the students into small groups. Each group is assigned one interpretive lens (and its set of questions) with which to analyze the novel. Students will work independently while reading the novel to extract evidence (direct quotes) from the piece that support analysis through the lens and support answers to the questions. Once the class has finished reading the novel, the interpretive lens groups will meet to discuss analysis, answers, support, and decide how to present this information to the class. Each group will present its information (including quotes) to the class. Groups of different lenses should notice parallels and add to the overall class discussion. This assignment can also be extended to include online responses in the form of a journal, blog, message board, etc. as deemed appropriate by the instructor.

Bloom’s Levels: Analysis, Create, Sustain, Apply
Webb’s DOK: 4
Engaging Experience 2
Title: Acting out a scene
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Analyze images and other multimodal texts for rhetorical features, including speaker, audience, tone, situation, setting and theme.
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
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Detailed Description/Instructions:
- Choose 4-6 important scenes from the work for the students to act out.
- Assign 1 scene to each small group of students. Small groups of 3 - 4 work best.
- Each group must decide what the important aspects of their scene are (characterization, theme, setting, tone, irony, content, etc.) and imitate them using modern day contexts (setting, language/diction, etc.).
- These re-enactments must be performed live.
- The class will discuss each group’s re-enactment for authenticity, correct interpretation, and etc. This discussion may be live, in a blog, tweet, popplet, etc.

Bloom’s Levels: Create, Apply, Analyze, Demonstrate
Webb’s DOK: 3, 4

Engaging Experience 3
Title: Write Missing Scene
Suggested Length of Time: 3-4 Days
Standards Addressed
Priority:

• Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
• Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
• Apply effective rhetorical strategies and techniques when composing.
• Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.
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Supporting:

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Detailed Description/Instructions:

• Choose a specific spot in the plot to have students individually insert a scene that will add to the audience’s understanding or interpretation of the work.
• Students need to imitate the author’s style, diction, etc. (rhetorical style).
• The scene needs to fit flawlessly and logically into the plot.
• Students must be able to validate their scene’s appropriateness for the style and plot.
• Students will read these out loud in class.
• Students will evaluate each other’s scene for appropriateness for the style and plot either in a live discussion, blog, tweet, popplet, etc. This can take a number of forms with students completing a teacher/class created scoring guide or taking part in peer editing/close reading and feedback of each other’s work.

Bloom’s Levels: Create; Webb’s DOK: 4

Engaging Experience 4
Title: Digital Characterization
Suggested Length of Time: 4-6 Days
Standards Addressed

Priority:
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Apply effective rhetorical strategies and techniques when composing.
- Approach a poem, a prose work, or a play and analyze it analytically and critically both orally and in writing using literary terms and key concepts to illuminate insights.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience

Supporting:
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Detailed Description/Instructions:
- Students will choose a character from the assigned work to analyze for this activity.
- After analyzing that character in-depth, the student will create a digital footprint for that character using digital media (Facebook, Twitter, SnapChat, online dating, etc.).
- Examples of that character’s digital footprint must be shared with the class. (Ex. Portia’s emails to/from Nerissa, her profile with an online dating service, SnapChat communications concerning the wedding or trial, etc.).

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Multiple times during the course of the semester (or full year for a split block class), students complete sample Multiple Choice AP exams. Students are given one hour (just as they will be given when they take the AP Literature and Composition Exam) to complete a sample test which asks them to read and analyze prose and poetry passages. Students are expected to apply the various techniques discussed in the class to demonstrate their critical reading/thinking abilities. Students are also given sample AP Literature and Composition essay prompts including prose, poetry and open-ended questions requiring them to use a major work (novel/play) covered in class.

Using the provided keys and scoring guide (College Board released materials) instructors are encouraged to go over the answers and essay responses with students (individually, small group or whole class) to check for understanding and aid students in improving their performance on future engaging scenarios as well as the AP Literature and Composition exam.
Sample Essay Prompt #1:

**Question 1**

(Suggested time — 40 minutes. This question counts as one-third of the total essay section score.)

The following poem is by the contemporary poet Li-Young Lee. Read the poem carefully. Then write a well-developed essay in which you analyze how the poet conveys the complex relationship of the father and the son through the use of literary devices such as point of view and structure.

*A Story*

Sad is the man who is asked for a story
and can't come up with one.

His five-year-old son waits in his lap.

*Line 4*

The man rubs his chin, scratches his ear.

In a room full of books in a world
of stories, he can recall
not one, and soon, he thinks, the boy
will give up on his father.

*Line 10*

Already the man lives far ahead, he sees
the day this boy will go. Don't go!

*Hear the alligator story? The angel story once more?
You love the spider story. You laugh at the spider.
Let me tell it!*

*Line 15*

But the boy is packing his shirts,
he is looking for his keys. *Are you a god,*
the man screams, *that I sit mute before you?*

*Am I a god that I should never disappoint?*

But the boy is here. *Please, Baba, a story?*

*Line 20*

It is an emotional rather than logical equation,
an earthly rather than heavenly one,
which posits that a boy's supplications
and a father's love add up to silence.

Li-Young Lee. "A Story" from *The City in Which I Love You.*
Sample Essay Prompt #2:

(Suggested time — 40 minutes. This question counts as one-third of the total essay section score.)

Jane Austen’s novel *Northanger Abbey* (1818) opens with the following passage. Read the passage carefully, then, in a well-organized essay, analyze the literary techniques Austen uses to characterize Catherine Morland.

No one who had ever seen Catherine Morland in her infancy would have supposed her born to be an heroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected or poor, and a very respectable man, though his name was Richard, and he had never been handsome. He had a considerable independence besides two good livings, and he was not in the least addicted to looking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and, instead of dying in bringing the latter into the world, as anybody might expect, she still lived on—lived to have six children more—to see them growing up around her, and to enjoy excellent health herself. A family of ten children will be always called a fine family, where there are heads, and arms, and legs enough for the number; but the Morlands had little other right to the word, for they were in general very plain, and Catherine, for many years of her life, as plain as any. She had a thin awkward figure, a sallow skin without colour, dark lank hair, and strong features; so much for her person, and not less unprepossessing for heroism seemed her mind. She was fond of all boys’ play and greatly preferred cricket, not merely to dolls, but to the more heroic enjoyments of infancy, nursing a dormouse, feeding a canary-bird, or watering a rose-bush. Indeed she had no taste for a garden, and if she gathered flowers at all, it was chiefly for the pleasure of mischief; at least so it was conjectured from her always preferring those which she was forbidden to take. Such were her propensities; her abilities were quite extraordinary. She never could learn or understand anything before she was taught, and sometimes not even then, for she was often inattentive, and occasionally stupid. Her mother was three months in teaching her only to repeat the “Beggar’s Petition,” and, after all, her next sister Sally could say it better than she did. Not that Catherine was always stupid, by no means; she learnt the fable of “The Hare and many Friends,” as quickly as any girl in England. Her mother wished her to learn music; and Catherine was sure she should like it, for she was very fond of tinkling the keys of the old forlorn spinner, so at eight years old she began. She learnt a year and could not bear it; and Mrs. Morland, who did not insist on her daughters being accomplished in spite of incapacity or distaste, allowed her to leave off. The day which dismissed the music-master was one of the happiest of Catherine’s life. Her taste for drawing was not superior; though whenever she could obtain the outside of a letter from her mother, or seize upon any other odd piece of paper, she did what she could in that way by drawing houses and trees, hens and chickens, all very much like one another. Writing and accounts she was taught by her father; French by her mother. Her proficiency in either was not remarkable, and she shirked her lessons in both whenever she could. What a strange unaccountable character! for with all these symptoms of profligacy at ten years old, she had neither a bad heart nor a bad temper, was seldom stubborn, scarcely ever quarrelsome, and very kind to the little ones, with few interruptions of tyranny. She was, moreover, noisy and wild, hated confinement and cleanliness, and loved nothing so well in the world as rolling down the green slope at the back of the house.

1. Incomes or endowments
2. Piano

Sample Essay Prompt #3:

Many works of literature not readily identified with the mystery or detective story genre nonetheless involve the investigation of a mystery. In these works, the solution to the mystery may be less important than the knowledge gained in the process of its investigation. From *Frankenstein*, identify such a mystery and explain how the investigation illuminates the overall meaning of the work.

Rubric for Engaging Scenario: Test key for the sample AP Multiple Choice Test from the AP College Board Website (released materials). Scoring guide for the sample essay prompts from the AP College Board Website (released materials).
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>Reader’s Log/Blog</td>
<td>Students create a Reader’s Log in which they identify specific passages from the text (short story, novel/play or poem) and explain the significance this passage holds in relationship to the work as a whole. Students answer such questions as: Why is this passage important? Why did the author use the specific technique identified? What connections can be made between this passage and other passages from this work, passages from other works, and connections to the student’s daily life and times? Teachers can consider using a variety of methods to verify student engagement including Socratic Seminar, online discussions, Bright Space Dropbox, etc.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>Reader Response Journal/Online Blog</td>
<td>Students keep a reader response journal (in a notebook or via GoogleDocs or other online programs) in which they respond to the daily reading assigned throughout the unit. Students respond to the literature in a variety of ways including: responding honestly to what they liked or did not like about the reading, asking questions concerning aspects of the reading they found difficult or ambiguous, connections they see between the reading assigned and other works they have read, connections between the assigned reading and their own experiences or the world around them. Students are encouraged to share these responses in class settings such as Socratic Seminars or class discussions. Teachers can also have students share responses</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Students work in small groups and are given a short piece of literature (poem or single page from a short story or novel) and read it closely looking for any aspects of the writing that they deem significant. Students annotate, highlight, analyze and discuss all the aspects of the page they feel are important. Upon completion, the large group meets and the passages are shared and analyzed together so that students have the ability to see their individual passage as it relates to the longer work as a whole.

Students select a paragraph/stanza from a short story/novel/play and write their own text while maintaining the author’s original syntax, structure and format. Students can be given a lot of freedom concerning their subject matter or the teacher can be selective and choose the passages to imitate or the subject of the newly created text. Students can also be called upon to complete this activity individually or working in small groups. Upon completion of this exercise, students share their writing with each other in small groups and work to discover/identify the original text. This activity results in students gaining an improved appreciation for an author’s use of style, tone, syntax, and diction.

Students select passages from selected short stories, novels/plays and poems and work in small groups to annotate and analyze the passages before writing AP level multiple choice questions for each. This activity is designed to help students gain familiarity with both the format of the AP test as well as gain a better understanding of how to identify the important and literarily significant aspects of
| Comprehensive | Novel or Play (Test Preparation) | Students are given sample essay prompts from the AP College Board Website -- particularly those for question #3 where students are given the option of using a novel from a selected list or a similar work of similar literary merit. Students then use the novel/play read and discuss in class the response to the prompt demonstrating both and understanding of the prompt as well as detailed knowledge of the text to support their responses. Students may be asked to write the formal essay, or create an outline, or discuss verbally or via online resources concerning the prompt and how to respond to it using the text covered in class. These activities can be done individually or completed with a partner or in small groups. | 4 - 6 Weeks |
| Poetry | TPCASTT or SOAPSTone | Students will use the TPCASTT or SOAPSTone method to analyze a poem or poems to find deeper meaning in a poem dealing with various techniques including: paraphrase, connotation, attitude, shifts, symbols, and theme. | 1-2 Days |
| Poetry | Poetry Presentation | Students create a Multimedia Presentation which identifies a number of poetic terms/devices to define and identify in source poems of the student’s choosing. Students are required to identify the term/device in the context of the poem and explain the significance of the usage to the overall meaning of the poem. | 3-4 Days |
| Short Stories/Novels and Plays | Interpretive Lenses | The teacher will give students copies of the Interpretive Lenses to be used and questions for each lens (question suggestions: theme, symbolism, pov, characterization, style, etc.). Then put the students into small groups. Each | 3-4 Days |
group is assigned one interpretive lens (and its set of questions) with which to analyze the novel. Students will work independently while reading the novel to extract evidence (direct quotes) from the piece that support analysis through the lens and support answers to the questions. Once the class has finished reading the novel, the interpretive lens groups will meet to discuss analysis, answers, support, and decide how to present this information to the class.

Each group will present its information (including quotes) to the class. Groups of different lenses should notice parallels and add to the overall class discussion. This assignment can also be extended to include online responses in the form of a journal, blog, message board, etc. as deemed appropriate by the instructor.

<table>
<thead>
<tr>
<th>Short Stories/Novels and Plays</th>
<th>Acting out a scene</th>
<th>Complete the following items:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>● Choose 4-6 important scenes from the work for the students to act out.</td>
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<td></td>
<td>● Assign 1 scene to each small group of students. Small groups of 3 - 4 work best.</td>
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<td></td>
<td></td>
<td>● Each group must decide what the important aspects of their scene are (characterization, theme, setting, tone, irony, content, etc.) and imitate them using modern day contexts (setting, language/diction, etc.).</td>
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<td></td>
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<td>● These re-enactments must be performed live.</td>
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<td></td>
<td>● The class will discuss each group’s re-enactment for authenticity, correct interpretation, and etc. This discussion may be live, in a blog, tweet, popplet, etc.</td>
</tr>
</tbody>
</table>

2-3 Days
<table>
<thead>
<tr>
<th>Short Stories/Novels and Plays</th>
<th>Write Missing Scene</th>
<th>3-4 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Choose a specific spot in the plot to have students individually insert a scene that will add to the audience’s understanding or interpretation of the work.</td>
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<td></td>
<td>● Students need to imitate the author’s style, diction, etc. (rhetorical style).</td>
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<td></td>
<td>● The scene needs to fit flawlessly and logically into the plot.</td>
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<td></td>
<td>● Students must be able to validate their scene’s appropriateness for the style and plot.</td>
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<td></td>
<td>● Students will read these out loud in class.</td>
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<tr>
<td></td>
<td>● Students will evaluate each other’s scene for appropriateness for the style and plot either in a live discussion, blog, tweet, popplet, etc. This can take a number of forms with students completing a teacher/class created scoring guide or taking part in peer editing/close reading and feedback of each other’s work.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Short Stories/Novels and Plays</th>
<th>Digital Characterization</th>
<th>4-6 Days</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>● Students will choose a character from the assigned work to analyze for this activity.</td>
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<td></td>
<td>● After analyzing that character in-depth, the student will create a digital footprint for that character using digital media (Facebook, Twitter, SnapChat, online dating, etc.).</td>
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<tr>
<td></td>
<td>● Examples of that character’s digital footprint must be shared with the class. (Ex. Portia’s emails to/from Nerissa, her profile with an online dating service, SnapChat communications concerning the wedding or trial, etc.).</td>
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</tbody>
</table>
Unit 2: Research Paper

Subject: AP English Literature and Composition
Grade: 11 and 12
Name of Unit: Research Paper
Length of Unit: 3-4 Weeks

Overview of Unit: Students will produce a well-written research paper 5-10 pages in length based on a major novel or play that incorporates both primary and secondary sources (This number is up to teacher discretion) using proper MLA format. Students should choose a significant topic that allows them to form their own arguments that can be supported with direct quotations, paraphrases, and summaries. This unit is designed to run concurrently with a topic from Unit 1: Literary Analysis or to run independently.

Priority Standards for unit:
- Evaluate and incorporate sources into researched arguments.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Create and evaluate original arguments based on information synthesized from readings, research and/or personal observation and experience.

Supporting Standards for unit:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources into researched arguments.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Sources into researched arguments.</td>
<td>Incorporate</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>Understanding of the conventions of citing primary and secondary sources.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.</td>
<td>Apply</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Original arguments based on information synthesized from readings, research and/or personal observation and experience.</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Original arguments based on information synthesized from readings, research, and/or personal observation and experience</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How can students use original and/or researched arguments to demonstrate a deeper understanding of the work?
2. How can students support their interpretation of the text using critical/secondary sources?
3. How can students support their interpretation of the work using the text as a primary source?

**Enduring Understanding/Big Ideas:**
1. Students will be able to create an original thesis statement and line of reasoning that shows deeper meaning of the work.
2. Students will be able to find and analyze variety of critical sources for support of an original thesis statement for a literary topic.
3. Students will be able to find and apply quotations, paraphrases, and/or summaries from the work to support an original thesis statement and line of reasoning.
## Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Citation</td>
<td></td>
</tr>
<tr>
<td>● Primary Source</td>
<td></td>
</tr>
<tr>
<td>● Secondary Source</td>
<td></td>
</tr>
<tr>
<td>● Internal/Parenthetical Citations</td>
<td></td>
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<tr>
<td>● Block Quotation</td>
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<tr>
<td>● Direct Quote</td>
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<tr>
<td>● Paraphrase</td>
<td></td>
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<tr>
<td>● Summary</td>
<td></td>
</tr>
<tr>
<td>● MLA Format</td>
<td></td>
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<tr>
<td>● Bibliography/Annotated Bibliography</td>
<td></td>
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<tr>
<td>● Works Cited</td>
<td></td>
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<tr>
<td>● Appendix</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** MLA Handbook
Engaging Experience 1
Title: MLA format
Suggested Length of Time: 1 Day
Standards Addressed
Priority:

- Demonstrate understanding of the conventions of citing primary and secondary sources and correct conventions for essay formatting using the MLA format.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Give all students a copy of the same novel. Have them go to the Purdue OWL website (www.purdueowl.edu) and choose MLA citations. Then, walk the students through how to cite a novel with one author using the Purdue OWL tools. Once that is completed, have the students go to Easybib (easybib.com) and walk them through the same process. Students can then determine which online citation tool work best for them individually. The teacher may repeat this process with a critical source that is from an electronic site.

Bloom’s Levels: Apply, Evaluate, Create
Webb’s DOK: 3, 4

Engaging Experience 2
Title: MLA Format for Bibliography/Works Cited page.
Suggested Length of Time: 1 Day
Standards Addressed
Priority:

- Demonstrate understanding of the conventions of citing primary and secondary sources and correct conventions for essay formatting using the MLA format.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions:
1. Using MLA format for the Bibliography page, all sources must be listed in alphabetical order by the first word in the citation. For the Works Cited page, delete any sources that you did not actually use in the final copy of your paper.
2. This will be the last page of your final paper. Make sure it is numbered consecutively.
3. Double space the entire page using size 12 Times New Roman font. (Do NOT add extra spaces between citations.)
4. All citations will use hanging indentations. You can provide a sample of works cited page to students to use as a reference.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: Since the annotated bibs should be assigned and graded before this document is assigned, this activity may only be assigned 10-15 pts. All points are for formatting--spacing, hanging indentations, double-spacing, etc.
Engaging Experience 1
Title: Annotated Bibliographies

Suggested Length of Time: 4-7 Days

Standards Addressed

Priority:

- Evaluate and incorporate sources into researched arguments.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Create and evaluate original arguments based on information synthesized from readings, research and/or personal observation and experience.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: In order to critique and analyze sources, have students do the following:

1. Type the bibliographic information following correct MLA format. (Go to easybib.com to type in your source information. It will format the information for you in correct bibliographic form.)
2. Once you’ve made the citation on one of the citation websites, copy & paste it to a Word document. Make sure to single space it and use hanging indentation format.
3. Next type a summary of the article, essay, or book information you plan to use in 2-3 sentences.
4. Type a critique of the information:
   a. Tell why you believe the source is credible or not. Research the author(s) if there is one (or more). If there isn’t an author(s), then research the source itself.
   b. How/where will you use this information in your paper?

5. Provide an example of an annotated bibliography for students to use.

Bloom’s Levels: Apply, Evaluate, Create
Webb’s DOK: 3, 4
Rubric: Each annotated bib is worth 10 pts.
• 4 pts.--correct MLA citation (formatting, spacing, capitalization, etc.)
• 3 pts.--validating source/author
• 3 pts.--describing where or how this information will be used in the paper

Engaging Experience 2
Title: Outline
Suggested Length of Time: 1-3 Days
Standards Addressed

Priority:
• Evaluate and incorporate sources into researched arguments.
• Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
• Create and evaluate original arguments based on information synthesized from readings, research and/or personal observation and experience.

Supporting:
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
• ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions:
1. Students need to read through their sources and use some method of annotating or note-taking that works for them.
2. The teacher needs to show the students a finished outline. (This could be teacher generated or a student’s sample.) Discuss both content and format so students understand how the two are linked. (For ex: The most important items go against the left margin--thesis statement. Then the next item in importance is moved to the right--main arguments, Roman numerals)
3. Have the student go to a site like Lucid Charts (lucidcharts.com) that gives the students a variety of visual graphics to use for organizations.
4. Assign students to either electronically or in print make their own chart plugging in the information from their sources.
5. The teacher may walk around the classroom making suggestions as needed.
6. The teacher has graded the students’ graphics organizers after they have been completed with their research information.
7. Now show the students the finished outline again reminding them of spacing and capitalization requirements.
8. Assign students to take their research information from their graphic organizer and plug it into an MLA formatted outline.

**Bloom’s Levels:** Apply, Evaluate, Create

**Webb’s DOK:** 3, 4

**Rubric:** Outlines are scored 30 points
1. Spacing is given 20%
2. Capitalization is given 20%
3. Content is given 60% (more specific and “correct” the information gets a higher score)
Topic 3: Criticisms

**Engaging Experience 1**

**Title:** Sample Criticisms/Validating Sources

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*
- Evaluate and incorporate sources into researched arguments.

*Supporting:*
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students can be given a sample topic such as: alienation in Kafka’s *The Metamorphosis*, to type into the search bar. This should pull up a variety of sources such as: Smoop, SparkNotes, Enotes, etc. Ask students to choose one of those sources and to find additional information about the author. Students should realize quickly that virtually none of these authors can be validated as actual literary critics. College students’ research papers also do not count as valid sources. Then take students to a valid site or source and have them research an author (such as the Mid-continent Library databases). Have students note the differences in sources in a class discussion, blog, popplet, etc.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4

**Rubric:** The teacher can look over the blog, popplet, etc., checking for understanding from each student. This is actually evaluated when they are assigned and graded on the annotated bibliographies.
Topic 4: Peer Editing

Engaging Experience 1
Title: Peer-editing Groups
Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:
- Demonstrate understanding of the conventions of citing primary and secondary sources and correct conventions for essay formatting using the MLA format.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The students need to be in small groups (3-5 students per group). Each student will be given an editing sheet which asks questions that target important aspects of the research paper (This will be teacher generated--correct citations, organization of arguments, word choice, etc.). Each student will use a different color to edit with, so the writers can follow each editor’s marks with discussions, questions, etc. Students will pass around their research papers with the editing sheets attached. Student editors will sign the back of the editing sheet in the color they are using to edit with. As the student editors finish editing a research paper, the editor and writer may be allowed to discuss it. This process should be continued until each paper has been edited by the editors in his/her group.

Bloom’s Levels: Apply, Evaluate, Create
Webb’s DOK: 3, 4
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will produce a well written research paper based on a major novel or play that incorporates both primary and secondary sources using proper MLA format. Students should choose a significant topic that allows them to form their own arguments that can be supported with direct quotations, paraphrases, and summaries.

Rubric for Engaging Scenario: Research Paper Scoring Guide

CONTENT

The “A” Paper: (90-100 pts.) address assignment in innovative, creative, perceptive ways. Writing is exceptional.

- Idea Development: Distinguished by some depth and breadth of insight; support is interesting, relevant, and thought-provoking
- Organization: Organization & transitions show sophistication and originality, not just coherency
- Style and Voice: Finesse in style and voice show creativity, innovation and/or perception
- Sentence Fluency and Diction: Finesse in both show perception in language skills
- Conventions: Few if any errors

The “B” Paper: (80-89 pts.) Some depth & breadth of insight

- Idea Development: Original and interesting; support is specific, substantive, and relevant
- Organization: Shows high degree of sophistication; transitions work well
- Style and Voice: Reflect attention to audience’s needs
- Sentence Fluency and Diction: Show strong ability to use language effectively
- Conventions: Free of distracting errors

The “C” Paper: (70-79 pts.) Meets assignment in competent way

- Idea Development: Recognizable claim with some evidence of audience awareness; support is adequate
- Organization: Logical but at times formulaic or not appropriate; coherence compromised by weak areas
- Style and Voice: Appropriate but little evidence of sophisticated writing to advance argument
- Sentence Fluency and Diction: Readable but not engaging to audience in either sentence structure or diction
- Conventions: Errors occur often enough or are severe enough to distract audience

The “D” Paper: (60-69 pts.) Only begins to meet the requirements & is flawed in many ways.

- Idea Development: Confused and general; support not specific, accurate, relevant, or sufficient
● Organization: Lacks coherence; very weak or no paragraph transitions
● Style and Voice: Style is awkward, making reading difficult; tone may be inconsistent or inappropriate
● Sentence Fluency and Diction: Sentence structure may be awkward; diction is vague
● Conventions: Number and seriousness of errors distract and confuse audience

The “F” Paper: (59-0 pts.) Does not meet requirements of assignment & is seriously flawed in many ways.

● Idea Development: Lacks purpose or claim not clear, suitably limited, or on assigned topic; support is lacking
● Organization: Lacks any apparent organization or development
● Style and Voice: Style is awkward or deviates significantly from appropriate for topic or audience; tone alienates audience
● Sentence Fluency and Diction: Sentence structure and diction are awkward, vague, and/or inappropriate
● Conventions: Unreadable or deviates from conventions of standard English
DOCUMENTATION AND FORMAT

The “A” Paper: (90-100 PTS) Sources: Variety and number (5+ sources) show detailed research
  - Reliability: Valid sources and authorities extensively used
  - Support: Variety and number of citations support and enhance topic; primary source often used
  - MLA Format: Precisely followed
  - Citation Format: Precisely followed
  - Works Cited Format: Precisely followed

The “B” Paper: (80-89 PTS)
  - Sources: Variety and number (4 sources) show detailed research
  - Reliability: Valid sources and authorities often used
  - Support: Variety and number of citations support topic satisfactorily; primary source often used
  - MLA Format: Minor & few errors
  - Citation Format: Minor & few errors
  - Works Cited Format: Minor & few errors

The “C” Paper: (70-79 PTS)
  - Sources: Adequate number (3 sources) but needed development
  - Reliability: Satisfactory sources and authorities often used
  - Support: Variety and number of citations usually support topic; primary source used
  - MLA Format: Satisfactory but needed editing in areas
  - Citation Format: Satisfactory but needed editing in areas
  - Works Cited Format: Satisfactory but needed editing in areas

The “D” Paper: (60-69 PTS)
  - Sources: Lack of sources (2 sources) shows topic needed more research
  - Reliability: Minimum amount of valid sources and authorities used
  - Support: Minimum amount of citations; primary source used minimally; needed significant development
  - MLA Format: Significant errors
  - Citation Format: Significant errors
  - Works Cited Format: Significant errors

The “F” Paper: (59-0 PTS)
  - Sources: Lack of sources (1-) shows topic needed more research
  - Reliability: Lacking valid sources
  - Support: Lacking support; primary source used rarely; needed significant development
  - MLA Format: Lacking, incomplete, or major errors
  - Citation Format: Lacking, incomplete, or major errors
  - Works Cited Format: Lacking, incomplete, or major errors
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>MLA format</td>
<td>Give all students a copy of the same novel. Have them go to the Purdue OWL website (<a href="http://www.purdueowl.edu">www.purdueowl.edu</a>) and choose MLA citations. Then, walk the students through how to cite a novel with one author using the Purdue OWL tools. Once that is completed, have the students go to Easybib (easybib.com) and walk them through the same process. Students can then determine which online citation tool work best for them individually. The teacher may repeat this process with a critical source that is from an electronic site.</td>
<td>1 Day</td>
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</tbody>
</table>
| Formatting  | MLA Format for Bibliography/Works Cited page     | 1. Using MLA format for the Bibliography page, all sources must be listed in alphabetical order by the first word in the citation. For the Works Cited page, delete any sources that you did not actually use in the final copy of your paper.  
2. This will be the last page of your final paper. Make sure it is numbered consecutively.  
3. Double space the entire page using size 12 Times New Roman font. (Do NOT add extra spaces between citations.)  
4. All citations will use hanging indentations. You can provide a sample of works cited page to students to use as a reference. | 1 Day                    |
<table>
<thead>
<tr>
<th>Analysis</th>
<th>Annotated Bibliographies</th>
<th>In order to critique and analyze sources, have students do the following:</th>
<th>4-7 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Type the bibliographic information following correct MLA format. (Go to easybib.com to type in your source information. It will format the information for you in correct bibliographic form.)</td>
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<td></td>
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<td>2. Once you’ve made the citation on one of the citation websites, copy &amp; paste it to a Word document. Make sure to single space it and use hanging indentation format.</td>
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<td>3. Next type a summary of the article, essay, or book information you plan to use in 2-3 sentences.</td>
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<td>4. Type a critique of the information:</td>
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<td></td>
<td></td>
<td>5. Tell why you believe the source is credible or not. Research the author(s) if there is one (or more). If there isn’t an author(s), then research the source itself.</td>
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<td>6. How/where will you use this information in your paper?</td>
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<td></td>
<td></td>
<td>7. Provide an example of an annotated bibliography for students to use.</td>
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</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Outline</th>
<th>1. Students need to read through their sources and use some method of annotating or note-taking that works for them.</th>
<th>1-3 Days</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>2. The teacher needs to show the students a finished outline. (This could be teacher generated or a student’s sample.) Discuss both content and format so students understand how the two are linked. (For ex: The most important items go against the left margin--thesis statement. Then the next item in</td>
<td></td>
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<tr>
<td>Criticisms</td>
<td>Sample Criticisms/Validating Sources</td>
<td>1 Day</td>
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<td></td>
<td>Students can be given a sample topic such as: alienation in Kafka’s <em>The Metamorphosis</em>, to type into the search bar. This should pull up a variety of sources such as: Smoop, SparkNotes, Enotes, etc. Ask students to choose one of those sources and to find additional information about the author. Students should realize quickly that virtually none of these authors can be validated as actual literary critics. College students’ research papers also do not count as valid sources. Then take students to a valid site or source and have them research an author (such as the Mid-continent</td>
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<tr>
<td>Peer Editing</td>
<td>Peer-editing Groups</td>
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<tr>
<td>The students need to be in small groups (3-5 students per group). Each student will be given an editing sheet which asks questions that target important aspects of the research paper (This will be teacher generated--correct citations, organization of arguments, word choice, etc.). Each student will use a different color to edit with, so the writers can follow each editor’s marks with discussions, questions, etc. Students will pass around their research papers with the editing sheets attached. Student editors will sign the back of the editing sheet in the color they are using to edit with. As the student editors finish editing a research paper, the editor and writer may be allowed to discuss it. This process should be continued until each paper has been edited by the editors in his/her group.</td>
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<td>1-2 Days</td>
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Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.