

Course Name : AP Literature

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Course Materials/Resources/Technology

-Many Short Stories, Poetry and Novels listed below in each unit.

-Chromebook

-AP Central Classroom Account (provided)

UNIT 1: Short Story Fiction I

Duration of Unit: 15 Days

Description of Unit: Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

Essential Questions and/or Enduring Understandings:

1. **Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**
2. **Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.**
3. **The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.**
4. **A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.**
5. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

Academic Vocabulary:

[-AP Literature Terminology List](#)

Materials/Resources/Technology:
-*A Rose for Emily* by William Faulkner
-*The Story of an Hour* by Kate Chopin
-*The Lottery* by Shirley Jackson

ESSENTIAL Standards	Learning Targets
I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.	1. Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Identify and describe specific textual details that convey or reveal a setting.
I can read and comprehend complex literary and informational texts independently and proficiently	3. Identify and describe how plot orders events in a narrative.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	4. Explain the function of a particular sequence of events in a plot.
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	5. A Identify and describe the narrator or speaker of a text.

<p>I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	<p>6. Identify and explain the function of point of view in a narrative.</p>	
<p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>7. Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p>	
<p>I can assess how point of view or purpose shapes the content and style of content.</p>		
<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>		
<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
<p>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.</p>		
<p>I can produce clear and coherent writing in which the development, organization, and</p>		

style are appropriate to task, purpose, and audience.		
I can draw evidence from literary or informational texts to support analysis, reflection, and research		

UNIT 2: Poetry I

Duration of Unit: 15 Days

Description of Unit: Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations.

Essential Questions and/or Enduring Understandings:

1. **Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**
2. **The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.**
3. **Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**
4. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

Materials/Resources/Technology:

1. I Am Offering This Poem-Jimmy Santiago Baca
2. Theme For English B-Langston Hughes
3. The Sun Rising-John Donne
4. A Valedictorian: Forbidding Mourning-John Donne

ESSENTIAL Standards

Learning Targets

I can demonstrate command of

Identify and describe what specific textual details reveal about a character, that character's

the conventions of standard English grammar and usage when writing, speaking, or listening.	perspective, and that character's motives.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Explain the function of structure in a text.
I can read and comprehend complex literary and informational texts independently and proficiently	Explain the function of contrasts within a text.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	Explain the function of specific words and phrases in a text
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	Identify and explain the function of a simile.
I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	Identify and explain the function of a metaphor.
I can analyze the structure of texts, including how specific	Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

sentences, paragraphs, and larger portions of the text relate to each other and the whole.		
I can assess how point of view or purpose shapes the content and style of content.		
I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take		
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		
I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.		
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task,		

purpose, and audience.		
I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation		
I can draw evidence from literary or informational texts to support analysis, reflection, and research		

Unit 3: Longer Fiction I

Duration of Unit: 20 Days

Description of Unit: Unit 3 focuses on one or more extended narratives of the teacher’s selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values.

Essential Questions and/or Enduring Understandings:

1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
2. Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
3. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.

4. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Materials/Resources/Technology:
-*Frankenstein*, by Mary Shelley

ESSENTIAL Standards	Learning Targets
I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.	Identify and describe specific textual details that convey or reveal a setting.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Explain the function of a significant event or related set of significant events in a plot.
I can read and comprehend complex literary and informational texts independently and proficiently	Explain the function of conflict in a text.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

<p>I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	<p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>
<p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>
<p>I can assess how point of view or purpose shapes the content and style of content.</p>	<p>Demonstrate control over the elements of composition to communicate clearly.</p>
<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>	
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	

<p>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.</p>		
<p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>		
<p>I can draw evidence from literary or informational texts to support analysis, reflection, and research</p>		

Unit 4: Short Fiction II

Duration of Unit: 15 Days

Description of Unit: Characters, plots, and dramatic situations—like people and events in the real world— are complex and nuanced. While previous units have established and examined the fundamentals of fiction,

Essential Questions and/or Enduring Understandings:

- 1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**
- 2. Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.**
- 3. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.**
- 4. A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.**
- 5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**
- 6. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

Materials/Resources/Technology:

1. The Pit and the Pendulum-Edgar Allan Poe
2. Hills for White Elephants-Ernest Hemingway
3. Ponies-Kij Johnson

ESSENTIAL Standards

Learning Targets

I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.

Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

I can read closely to determine what the text says and to make logical inferences from it; cite

Explain the function of contrasting characters.

specific textual evidence when writing or speaking to support conclusions drawn from the text.	
I can read and comprehend complex literary and informational texts independently and proficiently	Describe how textual details reveal nuances and complexities in characters' relationships with one another.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	Explain the function of setting in a narrative.
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	Describe the relationship between a character and a setting.
I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	Identify and describe how plot orders events in a narrative.
I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Explain the function of contrasts within a text.
I can assess how point of view or purpose shapes the content and style of content.	Identify and describe the narrator or speaker of a text.

<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>	<p>Identify and explain the function of point of view in a narrative.</p>
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</p>
<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p>
<p>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.</p>	<p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis</p>
<p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>
<p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each</p>	<p>Demonstrate control over the elements of composition to communicate clearly.</p>

source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

I can draw evidence from literary or informational texts to support analysis, reflection, and research

Unit 5: Poetry II

Duration of Unit: 15 Days

Description of Unit: In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text

Essential Questions and/or Enduring Understandings:

1. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
2. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
3. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
4. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Materials/Resources/Technology:

1. War Poems-Variou

2. Shakespearean Love Sonnets

ESSENTIAL Standards	Learning Targets
I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.	Explain the function of structure in a text.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Distinguish between the literal and figurative meanings of words and phrases.
I can read and comprehend complex literary and informational texts independently and proficiently	Explain the function of specific words and phrases in a text.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	Identify and explain the function of an image or imagery
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	Identify and explain the function of a metaphor.
I can interpret words and phrases as they are used in a text, including determining technical, connotative, and	Identify and explain the function of personification.

<p>figurative meanings, and analyze how specific word choices shape meaning or tone</p>	
<p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Identify and explain the function of an allusion.</p>
<p>I can assess how point of view or purpose shapes the content and style of content.</p>	<p>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p>
<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>	<p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>
<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Demonstrate control over the elements of composition to communicate clearly</p>
<p>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and</p>	

audience.	
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	
I can draw evidence from literary or informational texts to support analysis, reflection, and research	

Unit 6: Longer Fiction II

Duration of Unit: 20 Days

Description of Unit: Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation.

Essential Questions and/or Enduring Understandings:

1. **Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**
2. **The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.**
3. **A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.**
4. **Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**
5. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**
6. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

**Materials/Resources/Technology:
-1984, by George Orwell**

ESSENTIAL Standards	Learning Targets
I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.	Identify and explain the function of a symbol.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
I can read and comprehend complex literary and informational texts independently and proficiently	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
I can determine a theme or central idea of a text and analyze	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

<p>in detail its development over the course of the text; summarize the key supporting details and ideas.</p>	
<p>I can analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>Demonstrate control over the elements of composition to communicate clearly.</p>
<p>I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	
<p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	
<p>I can assess how point of view or purpose shapes the content and style of content.</p>	
<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>	
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization,</p>	

development, substance, and style are appropriate to purpose, audience, and task.		
I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.		
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation		
I can draw evidence from literary or informational texts to support analysis, reflection, and research		

Unit 7: Short Fiction III

Duration of Unit: 15 Units

Description of Unit: Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations.

Essential Questions and/or Enduring Understandings:

- 1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**
- 2. Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.**
- 3. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.**
- 4. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.**
- 5. Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**
- 6. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**
- 7. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

Materials/Resources/Technology:

- 1. At The Mouth of the River of Bees-Kij Johnson**
- 2. Harrison Bergeron-Kurt Vonnegut**
- 3. Rime of the Ancient Mariner-Samuel Taylor Coleridge**

ESSENTIAL Standards

Learning Targets

<p>I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.</p>	<p>Explain the function of a character changing or remaining unchanged.</p>
<p>I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Describe how textual details reveal nuances and complexities in characters' relationships with one another</p>
<p>I can read and comprehend complex literary and informational texts independently and proficiently</p>	<p>Explain the function of setting in a narrative.</p>
<p>I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.</p>	<p>Describe the relationship between a character and a setting.</p>
<p>I can analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>Identify and describe how plot orders events in a narrative.</p>
<p>I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	<p>Explain the function of a particular sequence of events in a plot.</p>
<p>I can analyze the structure of</p>	<p>Explain how a narrator's reliability affects a narrative.</p>

texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	
I can assess how point of view or purpose shapes the content and style of content.	Identify and explain the function of a symbol.
I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take	Identify and explain the function of an image or imagery
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Identify and explain the function of a simile.
I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Identify and explain the function of personification.
I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
I can produce clear and coherent writing in which the development, organization, and	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

style are appropriate to task, purpose, and audience.	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	
I can draw evidence from literary or informational texts to support analysis, reflection, and research	

Unit 8: Poetry III

Duration of Unit: 15 Days

Description of Unit: Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem’s parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

Essential Questions and/or Enduring Understandings:

1. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.

2. **Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**
3. **Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**
4. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**
5. **Readers establish and communicate their interpretations of literature through arguments supported by textual evidence**

Materials/Resources/Technology:

1. The Fish-Elizabeth Bishop
2. Let America Be America Again-Langston Hughes
3. Dover Beach-Matthew Arnold
4. My Last Duchess-Robert Browning
5. The Love Song of J. Alfred Prufrock-T.S. Eliot
6. Ode on a Grecian Urn-John Keats

ESSENTIAL Standards	Learning Targets
I can demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.	Explain the function of structure in a text.
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Explain the function of contrasts within a text
I can read and comprehend complex literary and informational texts independently and proficiently	Explain the function of specific words and phrases in a text.

<p>I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.</p>	<p>Identify and explain the function of a symbol.</p>
<p>I can analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>Identify and explain the function of a metaphor.</p>
<p>I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p>	<p>Identify and explain the function of an allusion.</p>
<p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p>
<p>I can assess how point of view or purpose shapes the content and style of content.</p>	<p>Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis</p>
<p>I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take</p>	<p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that</p>	<p>Demonstrate control over the elements of composition to communicate clearly</p>

<p>listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		
<p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
<p>I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.</p>		
<p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>		
<p>I can draw evidence from literary</p>		

or informational texts to support analysis, reflection, and research

Unit 9: Longer Fiction III

Duration of Unit: 20 Days

Description of Unit: Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole.

Essential Questions and/or Enduring Understandings:

1. Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
2. The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
3. A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
4. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
5. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Materials/Resources/Technology:

-Their Eyes Were Watching God, by Zora Neale Thurston

ESSENTIAL Standards

Learning Targets

I can demonstrate command of the conventions of standard English grammar and usage

Explain the function of a character changing or remaining unchanged.

when writing, speaking, or listening.	
I can read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
I can read and comprehend complex literary and informational texts independently and proficiently	Explain the function of a significant event or related set of significant events in a plot.
I can determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.	Explain the function of conflict in a text.
I can analyze how and why individuals, events, and ideas develop and interact over the course of a text	C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

to each other and the whole.	
I can assess how point of view or purpose shapes the content and style of content.	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
I can analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches authors take	
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audience.	
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

<p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>		
<p>I can draw evidence from literary or informational texts to support analysis, reflection, and research</p>		