Trinity Area School District
Curriculum Mapping

Course: English 12 AP Grade: 12	Overview of Course: This class is for the highly motivated college-bound student interested in challenging academic materials. The course consists of the close, deliberate reading and thoughtful discussion of a variety of representative novelists, playwrights, and poets. Frequent analytical essays, expository essays, argumentative essays, journal responses, and essay tests will help students better understand, evaluate, analyze, synthesize, and explain works of literature while working to improve their writing's overall style to prepare them for the Advanced Placement Test in English Literature and Composition. Group presentations, individual presentations, class participation, technology projects, and research projects will supplement the class. The selections for reading may include, but are not limited to: *Oedipus Rex*, *Hamlet*, *Death of a Salesman*, *A Tale of Two Cities*, *Slaughterhouse Five*, *Wuthering Heights* and/or *Their Eyes Were Watching God*.

Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Identity	CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.C:Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	**What unites all of humanity may be the search to find oneself and one's place in the world.**	**Who am I?** **How does human behavior convey the complexity of the human experience?**
Duality of man	CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.C: Analyze the interaction and	**Humans deal with adversity in different ways.**	**How do humans deal with the conflicting elements within their personalities?**

	development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.C:Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.		
Good vs. Evil	CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.C:Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	**The forces of good and evil are a universal theme in literature.**	**Is humankind inherently good or evil?**

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT "spiral" throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
June-August	Vocabulary Greek Theater	Written expression and communication Culture Tragedy **Identity** **Duality of Man** **Good vs. Evil**	CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.C: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.2.11-12.H: Analyze seminal texts based upon	Knowledge of vocabulary leads to a greater understanding of a text The Greeks believed a mortal's life was determined by the gods. The Greeks created the archetype of a tragedy and a tragic hero. **What unites all of humanity may be the search to find oneself and one's place in the world.** **Humans deal with adversity in different ways.** **The forces of good and evil are a universal theme in literature.**	How can vocabulary empower an individual? Is a person's life determined by fate or free will? What is tragedy? **Who am I?** **How does human behavior convey the complexity of the human experience?** **How do humans deal with the conflicting elements within their personalities?** **Is humankind inherently good or evil?**	Discussion questions Collins Writing	*Oedipus Rex* by Sophocles Literary terms handout

| | | | reasoning, premises, purposes, and arguments. CC.1.3.11-12.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, | | | | |

			concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a				

			range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.				

September	Vocabulary	Written expression and communication	CC.1.2.11-12.A : Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Knowledge of vocabulary leads to a greater understanding of a text	How can vocabulary empower an individual?	Literary terms test(s)	Literary terms handout
	Greek Theater		CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	The Greeks believed a mortal's life was determined by the gods.	Is a person's life determined by fate or free will?	*Oedipus Rex* exam	*Oedipus Rex* by Sophocles
	Culture					AP multiple choice questions on *Oedipus Rex*	"The Poetics" by Aristotle
	Tragedy			The Greeks created the archetype of a tragedy and a tragic hero.	What is tragedy?		
	Language		CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.			Literary Device checks	"The Oedipus Complex" in *The Interpretation of Dreams* by Sigmund Freud
	Identity			The meaning of a text is limitless, but must be justified though the meaning of the language within the text.	Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?	Reading Log *Oedipus Rex* PowerPoint project	
	Duality of Man		CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.				
	Good vs. Evil		CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.			AP paragraph writing	"Those Winter Sundays" by Robert Hayden
			CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Authors carefully choose the language they use to create effect. **What unites all of humanity may be the search to find oneself and one's place in the world.** **Humans deal with adversity in different ways.**	How do authors use the resources of language to impact an audience? **Who am I?** **How does human behavior convey the complexity of the human experience?** **How do humans deal with the conflicting elements within their personalities?**	Collins Writing	
			CC.1.3.11-12.C: Analyze the impact of the author's choices	**The forces of good and**	**Is humankind**		

			regarding how to develop and relate elements of a story or drama. CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.3.11-12.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	**evil are a universal theme in literature.**	**inherently good or evil?**		

			level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic				

			aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.			

| October | Poetry | Language

Identity

Duality of man

Good vs. Evil | CC.1.2.11-12.A : Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit | The meaning of a text is limitless, but must be justified though the meaning of the language within the text.

Authors carefully choose the language they use to create effect.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?

How do authors use the resources of language to impact an audience?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP multiple choice questions on poetry

Poetry teaching presentations

AP poetry paragraphs

Collins Writing | "Ballad of Birmingham" by Dudley Randall

"Do Not Go Gentle Into that Good Night" by Dylan Thomas

"On First Looking into Chapman's Homer" by John Keats

"The World is Too Much With Us" by William Wordsworth |

			assumptions and beliefs. CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				

| November | Poetry

Elizabethan Theater | Language

Ambition

Tragedy

Identity

Duality of man

Good vs. Evil | CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create | The meaning of a text is limitless, but must be justified though the meaning of the language within the text.

Authors carefully choose the language they use to create effect.

Revenge, power, and ambition can be driving forces in a person's life.

The tragic hero and tragedy changed from Greek theater to Elizabethan theater.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?

How do authors use the resources of language to impact an audience?

Can wanting something too much lead us to do things against our nature?

How has tragedy changed?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP poetry paragraphs

AP multiple choice questions on poetry

Poetry teaching presentations

Digital Poetry AP Essay

AP poetry essay

AP multiple choice questions *Hamlet*

Literary Device checks

Reading Log

"To be or not to be" writing assignment

Collins Writing | "Let America Be America Again" by Langston Hughes

Hamlet by William Shakespeare

Contemporary film clips influenced by *Hamlet* |

			whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.F				

			Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.				

| December | Elizabethan Theater | Ambition

Tragedy

Identity

Duality of man

Good vs. Evil | CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.G: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, | Revenge, power, and ambition can be driving forces in a person's life.

The tragic hero and tragedy changed from Greek theater to Elizabethan theater.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | Can wanting something too much lead us to do things against our nature?

How has tragedy changed?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP multiple choice questions *Hamlet*

Literary Device checks

Reading Log

Contemporize and perform a scene from *Hamlet*

AP essay: tone in *Hamlet* or Hamlet's state of mind

Collins Writing | *Hamlet* by William Shakespeare

"On Shakespeare's Characters" by Samuel Johnson

"On Repression in *Hamlet*" by Sigmund Freud |

| | | | or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.M: Write narratives to develop real or imagined experiences or events. CC.1.4.11-12.N: Engage and orient the reader by setting out a problem, situation, or | | | |

			observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11-12.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11-12.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. C.C.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions of standard English grammar,				

			usage, capitalization, punctuation, and spelling. CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

January	American Theater Post WWI	American Dream Tragedy Culture **Identity** **Duality of Man** **Good vs. Evil**	CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the	The American dream is an undercurrent of American society, but is not attainable by all in our society. Popularity and being well-liked do not necessarily equal success. Miller redefined the concept of tragedy and the tragic hero. Miller believed capitalism resulted in the downfall of the individual. **What unites all of humanity may be the search to find oneself and one's place in the world.** **Humans deal with adversity in different ways.** **The forces of good and evil are a universal theme in literature.**	What is the American Dream? What is the importance of being "well liked" and popular? How has tragedy and the tragic hero changed since Greek and Elizabethan theater? How are a person's beliefs, ethics, and morals influenced by society? **Who am I?** **How does human behavior convey the complexity of the human experience?** **How do humans deal with the conflicting elements within their personalities?** **Is humankind inherently good or evil?**	AP multiple choice questions *Death of a Salesman* Literary Device checks Reading Log AP essay on *Death of a Salesman* *Death of a Salesman* survey/video project Research paper: society and the novel Collins Writing	*Death of a Salesman* by Arthur Miller "Tragedy and the Common Man" by Arthur Miller "The Good Wife" by Charles Isherwood Excerpt from "Point of View in Arthur Miller's *Death of a Salesman*" by Brian Parker Excerpt from *Myth and the Modern American Drama* on Linda Loman by Thomas E. Porter

			topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information CC.1.4.11-12.V: Conduct short as well as more sustained				

			research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

February	Victorian Literature	Social Justice Love and Sacrifice Chaos and Order **Identity** **Duality of Man** **Good vs. Evil**	CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of	Authors can use literature in an effort to achieve social justice. Love and sacrifice have no boundaries. War can negatively and positively affect individuals and society for either the better or the good. **What unites all of humanity may be the search to find oneself and one's place in the world.** **Humans deal with adversity in different ways.** **The forces of good and evil are a universal theme in literature.**	Can literature serve as a vehicle for social change? If any, what are the boundaries of love and sacrifice? What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective? **How does human behavior convey the complexity of the human experience?** **How do humans deal with the conflicting elements within their personalities?** **Is humankind inherently good or evil?**	Research paper: society and the novel *Death of a Salesman* survey/video project AP paragraph on *A Tale of Two Cities* AP multiple choice questions on *A Tale of Two Cities* Literary Device checks Reading Log Collins Writing	*A Tale of Two Cities* by Charles Dickens "Capital Punishment: Usually Cruel before the Guillotine" from *Understanding A Tale of Two Cities* Dickens's letters on capital punishment

| | | | each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11-12.B: Integrate multiple sources of | | | | |

			information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11-12E: Adapt speech to a variety of contexts and tasks. CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.				

| March | Victorian Literature

Poetry | Language

Identity

Duality of Man

Good vs. Evil | CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit | The meaning of a text is limitless, but must be justified though the meaning of the language within the text.

Authors carefully choose the language they use to create effect.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?

How do authors use the resources of language to impact an audience?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP essay/prompt on *A Tale of Two Cities*

AP multiple choice questions on poetry

Collins Writing | *A Tale of Two Cities* by Charles Dickens

"I Know Why The Caged Bird Sings" by Maya Angelou and "Sympathy" by Paul Laurence Dunbar

"The world is too much with us" by William Wordsworth and "God's Grandeur" by Gerard Manley Hopkins |
|---|---|---|---|---|---|---|

| | | | assumptions and beliefs. CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of | | | | |

			the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.G: Write arguments to support claims in an analysis of substantive topics. CC.1.4.11-12.H: Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim. CC.1.4.11-12.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level,			

			concerns, values, and possible biases. CC.1.4.11-12.J: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

| April | Twentieth-Century American Literature | Social Justice

Chaos and Order

Identity

Duality of Man

Good vs. Evil | CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.G: Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.H: Write with a sharp distinct focus identifying topic, task, and audience.
• Introduce the precise, knowledgeable claim.
CC.1.4.11-12.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11-12.J: Create organization that logically sequences claim(s), | Authors can use literature in an effort to achieve political and social justice.

War can negatively and positively affect individuals and society for either the better or the good.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | Can literature serve as a vehicle for political and social change?

What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP multiple choice questions on *Slaughterhouse Five*

Slaughterhouse Five exam

AP essay on *Slaughterhouse Five*

Literary Device checks

Reading Log

Collins Writing | *Slaughterhouse Five* by Kurt Vonnegut |

			counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				

| May | Twentieth-Century American Literature | Love and Sacrifice

Change

Language

Identity

Duality of Man

Good vs. Evil | CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.G: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.C: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. | Love and sacrifice have no boundaries.

Through relationships, people can gain independence and their own sense of self.

The study of language and dialect gives insight into a character and a culture.

What unites all of humanity may be the search to find oneself and one's place in the world.

Humans deal with adversity in different ways.

The forces of good and evil are a universal theme in literature. | If any, what are the boundaries of love and sacrifice?

How are people transformed through their relationships with others?

How is our understanding of culture and society constructed through and by language?

Who am I?

How does human behavior convey the complexity of the human experience?

How do humans deal with the conflicting elements within their personalities?

Is humankind inherently good or evil? | AP multiple choice questions on *Their Eyes Were Watching God*

Their Eyes Were Watching God exam

Reading Log

Collins Writing | *Their Eyes Were Watching God* by Zora Neal Hurston

Film version of *Their Eyes Were Watching God* |

Monthly	Vocabulary	Written expression and communication	CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11-12.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Knowledge of vocabulary leads to a greater understanding of a text	How can vocabulary empower an individual?	Bi-weekly vocabulary tests	*Vocabulary for the New SAT*