

AP LITERATURE AND COMPOSITION Curriculum Map
Nicholson

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
UNIT .5 Who am I? How do I express to others the singularity of myself?	First 10 days	Resume Writing Definition of Self NEW VISIONS: Resume Writing	<u>Getting to Know You</u> Resume Writing Videos	Completed Getting to Know You Resume	Connect in-school learning with the world outside the classroom.	11-12W2 11-12WHST2d RCHS FOCUS SKILLS
UNIT 1 What does the future hold in store for me? (What research do I need to complete for my post-secondary plans?)	4 weeks	Students will engage in research for either colleges or careers depending on their personal post-secondary plans.	<u>“Post-Secondary Flow Chart”</u> Internet Access for Research Various College Tours Various Trade School Tours <u>Career Research Assignment</u> <u>College Essay Guy</u> <u>Edgenuity</u> <u>Edpuzzle</u> <u>ScreenCast O Matic</u> <u>Jamboard</u>	FORMATIVE Exit Tickets Post-Secondary Flow Chart class Check-ins SUMMATIVE Students will have the option of completing a college essay for a school that they will be applying to OR complete a career research paper in which they provide information regarding job outlook, salary, necessary schooling, etc. Essay will be provided feedback and	Connect in-school learning with the world outside the classroom. Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.	11-12W7 Draw evidence from informational texts to support analysis, reflection, and research. RCHS FOCUS SKILLS

				returned for the chance to revise.		
UNIT 2 How does a piece of literature become a piece of the cultural zeitgeist?	3 weeks	Students will analyze the classic Greek play for elements of universal themes that are still applicable today.	<u>"Oedipus Rex" by Sophocles</u> <u>HRW Level Up Types of Drama</u> <u>EDGENUITY</u> <u>Edpuzzle</u> <u>ScreenCast O Matic</u> <u>Jamboard</u>	FORMATIVE Exit Tickets Class Check-ins Class Discussion <u>Job Roles All in One</u> AP Style Essay SUMMATIVE Students will record their performance of an updated version of a monologue from the play, demonstrating their knowledge of the universal themes at play.	Work cooperatively toward goals and hold each other accountable in supportive ways. Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. RCHS FOCUS SKILLS
UNIT 3 Is war ever justified?	~3 weeks	Students will read excerpts from <u>The Things They Carried</u> and view various Vietnam War films to determine how authors and directors use point of	Excerpts from <u>The Things They Carried</u> <u>"The Man He Killed" by Thomas Hardy</u> Excerpts from various Vietnam war films	FORMATIVE Exit Tickets Class Check-ins Class Discussion <u>Job Roles All in One</u> AP Style Essay	Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences,

		view to enhance the narrative structure of their works.	<u>HRW Level Up Prose Forms</u> <u>EDGENUITY</u> <u>Edpuzzle</u> <u>ScreenCast O Matic</u> <u>Jamboard</u> <u>NEW VISIONS: The Reawakening of the American</u>	SUMMATIVE Students will complete an essay in which they debate and analyze the justifications for the Vietnam war specifically and for war in general.		including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12R3 In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. RCHS FOCUS SKILLS
UNIT 4 Who gets to define a culture?	~1 week	Students will read and annotate the article and write about their perceptions of the Nacirema.	<u>“Body Ritual Among the Nacirema”</u> <u>HRW Level Up Myths</u>	FORMATIVE <u>Job Roles All in One</u> Class Discussion	Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and

		After the big reveal, students will reexamine the article to find the clues that they have missed and identify the specific rituals that Miner was addressing.	<u>EDGENUITY</u> <u>Edpuzzle</u> <u>ScreenCast O Matic</u> <u>Jamboard</u> New Visions: Society and Its' Structure	SUMMATIVE Students will create their own update to the article in which they discuss a modern ritual while trying to mimic the writing style of Horace Miner.	concepts and apply learning on an ongoing basis. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.	make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12R3 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. RCHS FOCUS SKILLS
UNIT 5 Why do the themes of Shakespeare still resonate with audiences over a hundred years later?	~6 weeks	Students will read <u>Hamlet</u> and examine various productions of the play throughout the years. Through an in depth character analysis	<u>Hamlet</u> by Shakespeare Various productions of the play including Kenneth Brannagh and Mel Gibson <i>The Lion King</i>	SUMMATIVE Students will have the option to perform a portion of a scene from the original play OR to create a new take/modernized	Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Take risks and view mistakes as opportunities to grow	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop

			<p><u>HRW Shakespeare Bio</u></p> <p><u>HRW Level Up Types of Drama</u></p> <p><u>EDGENUITY</u></p> <p><u>Edpuzzle</u></p> <p><u>ScreenCast O Matic</u></p> <p><u>Jamboard</u></p> <p>NEW VISIONS: The Tragic Hero</p>	version of the original text.	academically and emotionally.	<p>questions for deeper understanding and for further exploration.</p> <p>11-12R7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p>RCHS FOCUS SKILLS</p>
UNIT 6 What would the world look like today without certain events? (How do authors use the style of 'alternate history')	5 weeks	Students will read and analyze the anchor text which illustrates a world in which some states still allow slavery under their laws.	<p><u>Underground Airlines</u> by Ben Winters</p> <p><u>EDGENUITY</u></p>	<p>FORMATIVE</p> <p>Exit Tickets</p> <p>Class Check-ins</p> <p>Class Discussion</p> <p><u>Job Roles All in One</u></p> <p>AP Style Essay</p>	Experience multiple perspectives on a topic and be afforded the opportunity to draw	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and

<p>to demonstrate issues and contradictions of our current time?)</p>		<p>Students will identify issues presented in the novel that currently exist in our world as well.</p>	<p><u>Edpuzzle</u> <u>ScreenCast O Matic</u> <u>Jamboard</u></p>	<p>SUMMATIVE Students will write an 'alternate history' of their own that uses the narrative structure as a way of identifying and criticizing hypocrisies or issues of our own time.</p>	<p>your own conclusions on that topic. Connect in-school learning with the world outside the classroom.</p>	<p>make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12R3 In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. RCHS FOCUS SKILLS</p>
<p>UNIT 7 What would you miss? What parts of society are worth saving?</p>	<p>5 weeks</p>	<p>Students will use the anchor text to examine a representation of life in a post-apocalyptic world. This analysis of the text and specifically the Traveling Symphony</p>	<p><u>Station Eleven</u> Emily St. John Mandel Star Trek Voyager Season 6 Ep. 2 Excerpts from various post-apocalyptic films and television series</p>	<p>FORMATIVE <u>Job Roles All in One</u> Character Tracker Class discussion Class Check-ins AP Style Essay SUMMATIVE</p>	<p>Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences,</p>

		will lead back to the essential questions that guide the unit.	<p>Station Eleven Mini-Series</p> <p><u>HMH Growth Measure Reading</u></p> <p><u>EDGENUITY</u></p> <p><u>Edpuzzle</u></p> <p><u>ScreenCast O Matic</u></p> <p><u>Jamboard</u></p>	Students will be given a Tic-Tac-Toe style option sheet in which they must complete 3 of the various project options.	long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.	including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. RCHS FOCUS SKILLS
<p>UNIT 8 What would you March for?</p> <p>“Injustice anywhere is a threat to justice everywhere.”</p>	~5 weeks	Students will read and analyze the graphic novel <u>March</u> and explore the activism of John Lewis. They will also consider what modern day issues represent injustice and come up with an action plan.	<p><u>Introduction to the Civil Rights Era</u></p> <p><u>March-graphic novel</u></p> <p>John Lewis Autobiography “Walking in the Wind”</p> <p>“Selma” (film)</p> <p><u>HRW Level Up Biographies</u></p> <p><u>EDGENUITY</u></p>	<p>FORMATIVE</p> <p><u>Job Roles All in One</u></p> <p><u>Introduction to the Civil Rights Era</u></p> <p>Class Discussions</p> <p>SUMMATIVE</p> <p>PBL: Students will develop an action plan for a social justice issue for which they would like to “March”. This will include a</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12SL1 Initiate and participate effectively in a range of</p>

			<p><u>Edpuzzle</u></p> <p><u>ScreenCast O Matic</u></p> <p><u>Jamboard</u></p> <p>NEW VISIONS: The American and the Changing Landscape</p>	<p>description of the issue, an explanation as to its importance, and a list of actions that people of their age can engage in to promote change for this particular issue. Students will then create a presentation to inform others about the importance of their chosen topic</p>	<p>teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p>collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p>RCHS FOCUS SKILLS</p>
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