



## Manhattan Center for Science and Math High School

### English Department Curriculum

A.P. Literature & Composition

<http://mcsportal.net>

#### Marking Period 1

#### Topic and Essential Questions: Individual vs. Society

- How does an individual's belief system impact his or her behavior?
- How does an individual's belief system impact the way they are perceived in society?
- How much does society dictate the development of our belief systems?
- What factors might contribute to an individual's need to rebel against a society's established belief system?

**Unit/Topics:** Short writing assignments, Paragraph reflections, A.P. Literature and Composition Open Ended Essay, College Essay/Personal Statement.

**(Writing Components)**

**SWBAT/Objectives:**

Students will be able to:

- Identify components of philosophical movements i.e., realism, romanticism, symbolism and aestheticism.
- Explain how a writer's literary style affects how the work is perceived by readers.
- Write a well-developed literary analysis explaining how writer's explored and developed the ideas in the essential questions using genre, style, and literary elements (A.P. Literary Analysis Essay).
- Analyze and identify the components of an effective personal statement/college essay
- Write a well-developed personal statement/college essay

**Vocabulary/Key**

Character Analysis, Figurative Language, Theme, Symbolism, Irony, Allusion, Epigram, Climax, Juxtaposition, Narration, Ethos, Logos, Pathos, Motif, Voice, Point of View, Conflict, Man vs. Man, Man vs. Society, Man vs. Self, Man vs. Nature, Man vs. Unknown

**Terms:**

**(Literary**

**Terms/Devices)**

**Assessments:**

Unit Exams, Quizzes, Vocabulary use, Group work, Small group discussion, Partner discussions, Questioning, Essays, Short writing assignments, Paragraph reflections, Exit Slips, A.P. Literature and Composition Essays (literary analysis).

**Common Core**

**Standards:**

**Reading Literature:** CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RL.11-12.9 CCSS.ELA-LITERACY.RL.11-12.10 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RI.11-12.10  
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**Writing Standards:** CCSS.ELA-LITERACY.W.11-12.1.D CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.2.A CCSS.ELA-LITERACY.W.11-12.2.B CCSS.ELA-LITERACY.W.11-12.2.C CCSS.ELA-LITERACY.W.11-12.2.D CCSS.ELA-LITERACY.W.11-12.2.E CCSS.ELA-LITERACY.W.11-12.2.F CCSS.ELA-LITERACY.W.11-12.3.A CCSS.ELA-LITERACY.W.11-12.3.B CCSS.ELA-LITERACY.W.11-12.3.C CCSS.ELA-LITERACY.W.11-12.3.D CCSS.ELA-LITERACY.W.11-12.3.E CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6 CCSS.ELA-LITERACY.W.11-12.7

CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9.A CCSS.ELA-LITERACY.W.1

Assignment choice, flexible deadlines, varying rubrics, scaffolding for specific students as required

**Differentiated Instruction:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud Adjust your speech, Speak slowly, enunciate, use longer natural pauses, repeat words or phrases, include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**ELLs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings) AP does not have students with disabilities on roster; however, these methods are available to students that may require intervention with the course material.

**SWDs:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion Socratic Seminar

**High-Achievers:**

**Resources/Books:**

*The Picture of Dorian Gray*

**Non-fiction:**

Author Biographies, *Introduction to Victorian Morality* by Lora Cenicola, Sample College Essays/Personal Statements

**Short Stories:**

Markheim by Robert Louis Stevenson, An Occurrence at Owl Creek Bridge by Ambrose Bierce, Details by China Mieville, The BirthMark by Nathaniel Hawthorne

**Poetry:**

Ravenna by Oscar Wilde, The Prisoner of Chillon by Lord Byron

Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary

**English Department Curriculum**

A.P. Literature & Composition

**Marking Period 2**

- **Is humankind inherently good or evil?**
- **Have the forces of good and evil changed over time and if so, how?**
- **How do different cultures shape the definitions of good and evil?**
- **Is there a universal understanding of good and evil?**
- **Does every individual have a dual nature containing facets of both good and evil?**

**Unit/Topics:** Short writing assignments, Paragraph reflections, A.P. Literature and Composition Open Ended Essay, A.P.

**(Writing Components)**

**SWBAT/Objectives:** Students will:  
-Identify the components of gothic literature  
-Examine literature in order to analyze and explain how a writer uses literary elements and techniques to develop his or her ideas on the concept of good and evil. (A.P. Literary Response Prompt)

**Vocabulary/Key Terms:** Theme, Characterization, Paradox, Flashback, MLA Format, Satire, Tone, Irony, Mood, Setting, Analysis, Symbolism, Allegory, Gothic literature, Dualism, Narration

**(Literary Terms/Devices)**

**Assessments:** Unit Exams, Quizzes, Vocabulary use, Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

**Common Core Standards:**  
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Assignment choice, flexible deadlines, varying rubrics

**Differentiated Instruction:** Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud Adjust your speech, Speak slowly, enunciate, use longer natural pauses, repeat words or phrases, include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**ELLs:**

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Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings) AP does not have students with disabilities on roster; however, these methods are available to students that may require intervention with the course material.

**SWDs:**

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**High-Achievers:**

**Resources/Books:**

*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, excerpt from *Frankenstein* by Mary Shelley

**Non-fiction:**

*The Real Meaning of Good and Evil* by Steven Taylor Ph.D., *Science and Religion Cannot Be Reconciled* by Victor Stenger Ph.D., *Perception of Conflict Between Science and Religion* by Carol Funk

**Short Stories:**

Author Biographies, *The Fall of the House of Usher* by Edgar Allan Poe, *The Tell Tale Heart* by Edgar Allan Poe

**Poetry:**

*Good vs. Evil* by David Wagner

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Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary

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**Marking Period 3**

- **How do writer's use characterization to present their views of human nature?**
- **Can an individual reach perfection?**
- **How might a society's class structure affect an individual's nature?**
- **How can emotions such as love and compassion transform an individual?**

**Unit/Topics:** Short writing assignments, Paragraph reflections, A.P. Literature and Composition Open Ended Essay

**(Writing Components)**

**SWBAT/Objectives:**

Students will be able to:

-Define romanticism and research its literary origins and history.

- Analyze multiple texts in order to explain how the writer's choice of literary style impacts the readers' perception of the overall story.

-Write a well-developed essay explaining how the writer uses literary elements and devices to develop his or ideas as it relates to the unit's essential questions (A.P. Prompt)

**Vocabulary/Key**

Theme, Characterization, Paradox, Flashback, MLA Format, Satire, Tone, Irony, Mood, Setting, Analysis, Symbolism, Allegory,

**Terms:**

Individual v. Society, Individual vs. Self, Plot Structure, Setting

**(Literary**

**Terms/Devices)**

**Assessments:**

Unit Exams, Quizzes, Vocabulary use, Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

**Common Core**

**Standards:**

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Assignment choice, flexible deadlines, varying rubrics

**Differentiated**

**Instruction:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud Adjust your speech, Speak slowly, enunciate, use longer natural pauses, repeat words or phrases, include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in

<b>ELLs:</b>	context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)
	Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings) AP does not have students with disabilities on roster; however, these methods are available to students that may require intervention with the course material.
<b>SWDs:</b>	Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion Socratic Seminar
<b>High-Achievers:</b>	
<b>Resources/Books:</b>	<i>Les Miserables</i> by Victor Hugo, excerpt of <i>Great Expectations</i> by Charles Dickens

**Non-fiction:** Biography of Victor Hugo, Biography of Charles Dickens,

**Short Stories:**

**Poetry:** *The Portrait of a Child* by Victor Hugo, *The Giant in Glee* by Victor Hugo

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Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary

A.P. Literature & Composition

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Marking Period 4

- Poetry
  - How do authors use poetic devices in poetry?

<b>Unit/Topics: (Writing Components)</b>	Short writing assignments, Paragraph reflections, A.P. Literature and Composition Open Ended Essay, A.P. Literature Open Ended Response to Poetry
<b>SWBAT/Objectives:</b>	-Identify the structure and characteristics of the eight major styles of poems found on the AP Literature and Composition exam. -Write a well-developed essay explaining how a poet uses structure and poetic devices to develop his or her ideas (A.P. poetic response essay).
<b>Vocabulary/Key Terms: (Literary Terms/Devices)</b>	Free Verse, Blank Verse, Meter, Feet, Caesura, Couplet, Metaphor, Imagery, Simile, Cacaphony, Lyric, Ballad, Elegy, Sonnet, Ode, Villanelle, Narrative Poem, Satire, Monologue, Structure, Octave, Parallelism, Iambic Pentameter
<b>Assessments:</b>	Unit Exams, Quizzes on poetic devices, Vocabulary use, Group work, Small group discussion, Questioning, Essays, Short writing assignments, Paragraph reflections, Exit Slips, Essays on Poetry Analysis (A.P. Essays)
<b>Common Core Standards:</b>	<b>Reading Literature:</b> CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RL.11-12.9 CCSS.ELA-LITERACY.RL.11-12.10 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RI.11-12.10 <b>Reading Informational Texts:</b> CCSS.ELA-LITERACY.SL.11-12.1 CCSS.ELA-LITERACY.SL.11-12.1.A CCSS.ELA-LITERACY.SL.11-12.1.B CCSS.ELA-LITERACY.SL.11-12.1.D CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.SL.11-12.3 CCSS.ELA-LITERACY.SL.11-12.4 CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.SL.11-12.6 <b>Writing Standards:</b> CCSS.ELA-LITERACY.W.11-12.1.D CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.2.A CCSS.ELA-LITERACY.W.11-12.2.B CCSS.ELA-LITERACY.W.11-12.2.C CCSS.ELA-LITERACY.W.11-12.2.D CCSS.ELA-LITERACY.W.11-12.2.E CCSS.ELA-LITERACY.W.11-12.2.F CCSS.ELA-LITERACY.W.11-12.3.A CCSS.ELA-LITERACY.W.11-12.3.B CCSS.ELA-LITERACY.W.11-12.3.C CCSS.ELA-LITERACY.W.11-12.3.D CCSS.ELA-LITERACY.W.11-12.3.E CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9.A CCSS.ELA-LITERACY.W.11-12.9
	Assignment choice, flexible deadlines, varying rubrics
<b>Differentiated Instruction:</b>	Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud Adjust your speech, Speak slowly, enunciate, use longer natural pauses, repeat words or phrases, include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)
<b>ELLs:</b>	Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings). AP does not have students with disabilities on roster; however, these methods are

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<b>Resources/Books:</b>	<i>The Canterbury Tales</i> by Geoffrey Chaucer
<b>Non-fiction:</b>	<i>Poetic Designs: An Introduction to Meters, Verse Forms, and Figures of \Speech</i> by Stephen Adams excerpt
<b>Short Stories:</b>	
<b>Poetry:</b>	La Belle Dame Sans Merci by John Keats, Maude Clare by Christina Rossetti, The Ballad of East and West by Rudyard Kipling. Shakespeare’s Sonnet 18, Shakespeare’s Sonnet 29, Shakespeare’s Sonnet 73, Ode to Autumn by John Keats, O Captain My Captain by Walt Whitman, On Being Human by C.S. Lewis, Apology by Joyce Kilmer, Do Not Stand at My Grave and Weep by Mary Elizabeth Frye and other readings.

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Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary



A.P. Literature & Composition

- <http://mcsportal.net>

Marking Period 5

Beauty and Gender

- How has society dictated beauty and acceptance?
- How has the standard of beauty evolved in our society?
- In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for herself/himself?
- What role does social constructs play in our understanding of what it means to be beautiful?
- What role does social constructs about beauty play in society’s treatment of women?

**Unit/Topics:** Short writing assignments, Paragraph reflections, A.P. Literature and Composition Open Ended Essay, A.P. Poetry Analysis Essay, A.P. (Writing Components) [Prompt] literary analysis essay connected to the theme of beauty and gender.

**SWBAT/Objectives:** - Analyze multiple texts in order to explain how the writer’s choice of literary style impacts the readers’ perception of the overall story.  
-Write a well-developed essay explaining how the writer uses literary elements and devices to develop his or ideas as it relates to the unit’s essential questions (A.P. Prompt)  
-Write a well-developed essay explaining how a poet uses structure and poetic devices to develop his or her ideas (A.P. poetic response essay).

**Vocabulary/Key Terms:** Theme, tone, symbolism, point of view, narration, mood, individual vs. self, Individual vs. society, Syntax, Diction, Imagery, structure, blank verse, MLA  
**(Literary Terms/Devices)**

**Assessments:** Unit Exams, Quizzes, Vocabulary use, Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Essays on Poetry Analysis (A.P. Essays), Essay on Prose Analysis, Literary Analysis Essay based on prior reading.

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**Writing Standards:** CCSS.ELA-LITERACY.W.11-12.1.D CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.2.A CCSS.ELA-LITERACY.W.11-12.2.B CCSS.ELA-LITERACY.W.11-12.2.C CCSS.ELA-LITERACY.W.11-12.2.D CCSS.ELA-LITERACY.W.11-12.2.E CCSS.ELA-LITERACY.W.11-12.2.F CCSS.ELA-LITERACY.W.11-12.3.A CCSS.ELA-LITERACY.W.11-12.3.B CCSS.ELA-LITERACY.W.11-12.3.C CCSS.ELA-LITERACY.W.11-12.3.D CCSS.ELA-LITERACY.W.11-12.3.E CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9.A CCSS.ELA-LITERACY.W.1

Assignment choice, flexible deadlines, varying rubrics

**Differentiated Instruction:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud Adjust your speech, Speak slowly, enunciate, use longer natural pauses, repeat words or phrases, include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**ELLs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings). AP does not have students with disabilities on roster; however, these methods are available to students that may require intervention with the course material.

**SWDs:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion Socratic Seminar

**High-Achievers:**

**Resources/Books:**

*The Bluest Eye* by Toni Morrison

**Non-fiction:**

Biography of Toni Morrison, “Gender Roles Sow The Seeds Of Violence, Researchers Say,” by Etelka Lehoczky, Chicago Tribune, “On Covers of Many Magazines, a Full Racial Palette is Still Rare,” David Carr, NY Times

**Short Stories:**

“Mirror,” Sylvia Plath “The Mother,” Gwendolyn Brooks “Girl,” Jamaica Kincaid

**Poetry:**

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Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary

A.P. Literature & Composition

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**Marking Period 6**

- **What is the meaning of life and does that shape our beliefs regarding death?**
- **What is the meaning of life?**
- **Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?**

**Unit/Topics:** Short writing assignments, Paragraph reflection, A.P. [Prompt] literary analysis essay connected to the themes of death and existentialism.

**SWBAT/Objectives:**

- Compare and contrast how writers of fiction develop ideas about our beliefs regarding death
- Identify and explain how author's use literary elements and devices to develop a theme
- Write a well-developed essay explaining how a poet uses structure and poetic devices to develop his or her ideas (as it relates to this unit's essential questions)
- Write a well-developed essay explaining how an author uses structure as well as literary elements and devices to develop messages on adversity in life, the meaning of life and ideas regarding death.

**Vocabulary/Key Terms:** Theme, Characterization, Paradox, Making Inferences, Existentialism, absurdist literature, Allegory, Symbolism, Imagery

**(Literary Terms/Devices)**

**Assessments:** Unit Exams, Quizzes on literary and poetic devices, Vocabulary use, Group work, Small group discussion, Questioning, Essays, Short writing assignments, Paragraph reflections, Exit Slips, Essays on Poetry Analysis (A.P. Essays), Essays on Literary Analysis focused on provided excerpts and full length novels previously read.

**Common Core Standards:**

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<b>ELLs:</b>	context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)
	Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies), Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings). AP does not have students with disabilities on roster; however, these methods are available to students that may require intervention with the course material.
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<b>High-Achievers:</b>	
<b>Resources/Books:</b>	<i>Waiting for Godot</i> by Samuel Becket, <i>The Stranger</i> by Albert Camus
<b>Non-fiction:</b>	Biographies on Albert Camus, Samuel Becket, Franz Kafka and Emily Dickinson, <i>Absurdism: The Second Truth of Philosophy</i> by K. Baltzer Jaray
<b>Short Stories:</b>	<i>Metamorphosis</i> by Franz Kafka, <i>Sisyphus</i> Greek Myth
<b>Poetry:</b>	<i>Because I Could Not Stop for Death</i> by Emily Dickinson, <i>I Heard A Fly Buzz When I Died</i> by Emily Dickinson

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Homework: Reading and annotations, teacher and student generated questions, short responses, essay creation, essay editing, vocabulary