

12th GRADE AP ENGLISH LITERATURE AND COMPOSITION - PIONEER

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i>			
CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Unit 1: Compose an out-of-class 5 page analytical essay that responds to a question involving two or poem poems (or a poem integrated with a previously read essay) Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 1: Essay Unit 3: Unit test
CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Unit 1: Compose an out-of-class 5 page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay) Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 1: Essay Unit 3: Unit test
CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T.	Unit 3: Unit test

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<p>another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>		<p>S. Eliot “Hamlet in a Changing World” A. Kettle</p>	
<p>CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>	<p>Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle</p>	<p>Unit 3: Unit test</p>
<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle</p>	<p>Unit 3: Unit test</p>
<p>CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.</p>	<p>Unit 1: Compose an out-of-class 5 page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay) Review sample student writing to review strategies for improving individual compositional practices. Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle</p>	<p>Unit 1: Essay Peer editing activity Unit 3: Unit test</p>
<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Unit 1: Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin Unit 3: Compose an out-of-class extended length essay on a topic</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot</p>	<p>Unit 1: Outside reading essay Unit 3: Unit test</p>

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	of importance in the play.	“Life of Cowley” by S. Johnson Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	
STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas	Unit 3: Individually create a visual representation of a scene from the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Illustration assignment
CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	Unit 1: Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Outside reading essay
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 3: Study the difference between reading the text and visualizing the play on stage. Enact scenes with students in class and view important segments of the full text film version of <i>Hamlet</i> .	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Viewing and discussing film version of the play.
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 1: Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin Unit 3: Individually create a visual representation of a scene from the play.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Outside reading essay Unit 3: Illustration assignment

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		Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	
STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
CE1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).			
CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Unit 1: Compose and in-class AP-style interpretive essay on a poem. Compose an out-of-class 5 page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay) Unit 6: Compose an out-of-class essay wherein students demonstrate their understanding of key thematic or character traits that establish meaning for the novel. Unit 7: Compose an in-class AP style essay prompt on a passage from the novel.	Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 6: Outside reading Unit 7: <i>To the Lighthouse</i> V. Woolf	Unit 1: Essay Unit 6: Essay Unit 7: AP-style in-class essay
CE1.3.3 Compose essays with well-crafted and varied	Unit 1: Compose an out-of-class 5	Unit 1: The Bedford Introduction	Unit 1: Essay

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<p>sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay)</p> <p>Unit 4: Compose an in-class essay (prepared out-of-class) that integrates heroic and anti-heroic elements that connect Hamlet and Crime and Punishment</p> <p>Unit 5: Compose separate out-of-class critical response papers on specific scenes in the plays.</p> <p>Unit 6: Compose an out-of-class essay wherein students demonstrate their understanding of key thematic or character traits that establish meaning for the novel.</p> <p>Unit 7: Compose an in-class AP style essay prompt on a passage from the novel.</p>	<p>to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard Unit 6: Outside reading Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 4: Essay Unit 5: Short essay Unit 6: Essay Unit 7: AP-style in-class essay</p>
<p>CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Unit 1: Compose an out-of-class 5 page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay)</p> <p>Unit 4: Compose an in-class essay (prepared out-of-class) that integrates heroic and anti-heroic elements that connect Hamlet and Crime and Punishment</p> <p>Unit 5: Compose separate out-of-class critical response papers on specific scenes in the plays.</p> <p>Unit 7: Compose an in-class AP style essay prompt on a passage from the novel.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 1: Essay Unit 4: Essay Unit 5: Short essay Unit 7: AP-style in-class essay</p>

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<p>CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Unit 1: Compose and in-class AP-style interpretive essay on a poem. Unit 4: Compose an in-class essay (prepared out-of-class) that integrates heroic and anti-heroic elements that connect Hamlet and Crime and Punishment Unit 5: Compose separate out-of-class critical response papers on specific scenes in the plays. Unit 7: Compose an in-class AP style essay prompt on a passage from the novel.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 1: Essay Unit 4: Essay Unit 5: Short essay Unit 7: AP-style in-class essay</p>
<p>CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Unit 3: Individually create a visual representation of a scene from the play. Unit 7: Explore the role of post-impressionistic art in the novel.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 3: Illustration assignment Unit 7: Discussion</p>
<p>CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>Unit 1: Review sample student writing to review strategies for improving individual compositional practices. Unit 6: Engage in peer editing activities on rough drafts to assist other students with the process of composition.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 6: Outside reading</p>	<p>Unit 1: Peer editing activity Unit 6: Peer edit worksheet</p>
<p>CE1.3.8 Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>	<p>Unit 1: Review sample student writing to review strategies for improving individual compositional practices. Unit 6: Engage in peer editing activities on rough drafts to assist</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T.</p>	<p>Unit 1: Peer editing activity Unit 6: Peer edit worksheet</p>

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	other students with the process of composition.	S. Eliot “Life of Cowley” by S. Johnson Unit 6: Outside reading	
CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Unit 1: Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin Unit 6: Engage in peer editing activities on rough drafts to assist other students with the process of composition. Unit 7: Study the use of syntax in a literature as a stylistic device.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 6: Outside reading Unit 7: <i>To the Lighthouse</i> V. Woolf	Unit 1: Outside reading essay Unit 6: Peer edit worksheet Unit 7: Discussion and in-class AP-style essay
STANDARD 1.4 <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
CE1.4.1 Identify, explore, and refine topics and questions appropriate for research.	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play. Unit 6: Compose an out-of-class essay wherein students demonstrate their understanding of key thematic or character traits	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 6: Outside reading	Unit 3: Unit test Unit 6: Essay

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thesis; exploratory essay that explains differences and similarities and raises additional questions).	that establish meaning for the novel.		
CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 3: Unit test
STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic</i>			

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<i>performances, poetry slams, and digital stories).</i>			
CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Unit 5: Compose an in-class AP essay prompt for practice with the AP Literature test.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: In-class essay
CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	Unit 5: Compose an in-class AP essay prompt for practice with the AP Literature test. View and study filmed productions of scenes from each play in order to understand how the comic elements are balanced with the serious philosophical moments during enactment of the play.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: In-class essay Viewing and discussing film
CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Unit 5: Compose an in-class AP essay prompt for practice with the AP Literature test.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: In-class essay
CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).	Unit 5: Compose an in-class AP essay prompt for practice with the AP Literature test.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: In-class essay
CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Unit 5: Compose an in-class AP essay prompt for practice with the AP Literature test.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: In-class essay
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>			
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a	Unit 2: Study the elements of the gothic novel. Unit 6: Read and study an individually chosen text of high	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 6: Outside reading	Unit 2: Class lecture and discussion Unit 6: Book check and in-class reading

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particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	literary quality.		
CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 6: Read and study an individually chosen text of high literary quality.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 6: Outside reading	Unit 1: Class discussion, quizzes, and unit test. Unit 6: Book check and in-class reading
CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 2: Improve reading comprehension through an examination of the novel’s sophisticated syntax. Unit 6: Read and study an individually chosen text of high literary quality.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 2: <i>The Turn of the Screw</i> by H. James Unit 6: Outside reading	Unit 1: Class discussion, quizzes, and unit test. Unit 2: Class discussion and quizzes Unit 6: Book check and in-class reading
CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Unit 2: Improve reading comprehension through an examination of the novel’s sophisticated syntax. Unit 6: Read and study an individually chosen text of high literary quality.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 6: Outside reading	Unit 2: Class discussion and quizzes Unit 6: Book check and in-class reading
CE2.1.5 Analyze and evaluate the components of	Unit 4: Compose an in-class essay	Unit 4: <i>Crime and Punishment</i> F.	Unit 4: Essay

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multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	(prepared out-of-class) that integrates heroic and anti-heroic elements that connect <i>Hamlet</i> and <i>Crime and Punishment</i> Unit 6: Read and study an individually chosen text of high literary quality.	Dostoevsky Unit 6: Outside reading	Unit 6: Book check and in-class reading
CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Unit 6: Read and study an individually chosen text of high literary quality.	Unit 6: Outside reading	Unit 6: Book check and in-class reading
CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Unit 2: Complete an in-class examination that poses important questions on significant points of interpretation in the novel. Unit 6: Read and study an individually chosen text of high literary quality.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 6: Outside reading	Unit 2: Unit test Unit 6: Book check and in-class reading
CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Unit 2: Study a film adaptation of the novel Unit 5: View and study filmed productions of scenes from each play in order to understand how the comic elements are balanced with the serious philosophical moments during enactment of the play.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 5: <i>Waiting for Godot</i> S. Beckett <i>Rosencrantz and Guildenstern Are Dead</i> T. Stoppard	Unit 2: Film viewing and discussion Unit 5: Viewing and discussing film
CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Unit 3: Study the difference between reading the text and visualizing the play on stage. Enact scenes with students in class and view important segments of the full text film version of <i>Hamlet</i> . Unit 5: View and study filmed productions of scenes from each	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 5: <i>Waiting for Godot</i> S. Beckett <i>Rosencrantz and Guildenstern</i>	Unit 3: Viewing and discussing film version of the play. Unit 5: Viewing and discussing film

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HSCE	Activities	Resources/Materials	Assessment
	play in order to understand how the comic elements are balanced with the serious philosophical moments during enactment of the play.	Are Dead T. Stoppard	
CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Unit 2: Study a film adaptation of the novel Unit 5: View and study filmed productions of scenes from each play in order to understand how the comic elements are balanced with the serious philosophical moments during enactment of the play.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 5: <i>Waiting for Godot</i> S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 2: Film viewing and discussion Unit 5: Viewing and discussing film
CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Unit 2: Study the elements of the gothic novel. Unit 3: Examine the psychological dimensions of a person managing (recovering from) a traumatic situation.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 2: Class lecture and discussion Unit 3: Discussion
CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 2: Study the elements of the gothic novel. Unit 3: Examine the psychological dimensions of a person managing (recovering from) a traumatic situation.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle	Unit 2: Class lecture and discussion Unit 3: Discussion
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers	Unit 1: Learn general and sophisticated poetic concepts	Unit 1: The Bedford Introduction to Literature, ed. M. Meye	Unit 1: Class discussion, quizzes, and unit

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HSCE	Activities	Resources/Materials	Assessment
make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	(rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 2: Study the elements of the gothic novel. Unit 6: Read and study an individually chosen text of high literary quality.	“Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 2: <i>The Turn of the Screw</i> by H. James Unit 6: Outside reading	test. Unit 2: Class lecture and discussion Unit 6: Book check and in-class reading
CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Class discussion, quizzes, and unit test.
CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 2: Consider the historical and cultural context of the novel, especially social hierarchy. Unit 4: Consider the novel’s historical context of 19 th century Russia and character traits that represent attitudes and behaviors of the people during this time. Unit 6: Read and study an individually chosen text of high literary quality.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 6: Outside reading	Unit 2: Class discussion Unit 4: Lecture and discussion Unit 6: Book check and in-class reading
STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.			
CE2.3.2 Read, view, and/or listen independently to a	Unit 1: Learn the various	Unit 1: The Bedford Introduction	Unit 1: Class discussion

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HSCE	Activities	Resources/Materials	Assessment
variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	<p>genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.</p> <p>Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin</p> <p>Unit 5: View and study filmed productions of scenes from each play in order to understand how the comic elements are balanced with the serious philosophical moments during enactment of the play.</p>	<p>to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard</p>	<p>Outside reading essay Unit 5: Viewing and discussing film</p>
CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).	Unit 1: Learn the various genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.	Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Class discussion
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 1: Learn the various genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.	Unit 1: The Bedford Introduction to Literature, ed. M. Meye “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Class discussion
CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Unit 5: Apply the literary elements from #1 above during the reading an analysis of the play.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: Discussion and quizzes
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning	Unit 5: Apply the literary elements from #1 above during the reading	Unit 5: Waiting for Godot S. Beckett	Unit 5: Discussion and quizzes

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HSCE	Activities	Resources/Materials	Assessment
goals; and take responsibility for personal growth.	an analysis of the play.	Rosencrantz and Guildenstern Are Dead T. Stoppard	
CE2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	Unit 5: Apply the literary elements from #1 above during the reading an analysis of the play.	Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 5: Discussion and quizzes
CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Unit 8: Complete an out-of-class essay that allows students to reflect on their experience with the literature, writing assignments, and AP test preparation that comprised the class.	Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	Unit 8: Essay
STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i>			
CE3.1.1 Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Unit 2: Improve reading comprehension through an examination of the novel's sophisticated syntax. Unit 3: Study carefully the complex syntax, diction, and metaphors of Shakespearean language. Unit 4: Read and study closely the structure of the novel's plot and language. Unit 7: Identify the use of literary and rhetorical devices that function in the novel. Unit 8: Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.	Unit 2: <i>The Turn of the Screw</i> by H. James Unit 3: Unit 3: <i>Hamlet</i> by W. Shakespeare "Will Power" A. Gopnik "Hamlet and His Problems" T. S. Eliot "Hamlet in a Changing World" A. Kettle Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 7: <i>To the Lighthouse</i> V. Woolf Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on	Unit 2: Class discussion and quizzes Unit 3: Discussion, AP sample test questions, quizzes, and unit test. Unit 4: Discussion, study guide, and quizzes Unit 7: Discussion and quizzes, Unit 8: Unit test

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HSCE	Activities	Resources/Materials	Assessment
		<i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	
<p>CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>	<p>Unit 2: Improve reading comprehension through an examination of the novel's sophisticated syntax.</p> <p>Unit 3: Examine the psychological dimensions of a person managing (recovering from) a traumatic situation.</p> <p style="padding-left: 20px;">Study carefully the complex syntax, diction, and metaphors of Shakespearean language.</p> <p>Unit 4: Read and study closely the structure of the novel's plot and language.</p> <p style="padding-left: 20px;">Compose an in-class timed essay prompt that analyzes the characterization of an important person in the novel.</p> <p style="padding-left: 20px;">Compare the psychological state of the main character with similar psychological issues within <i>Hamlet</i> in order to provide an intertextual bridge between works in the course.</p> <p>Unit 7: Identify the use of literary and rhetorical devices that function in the novel.</p> <p>Unit 8: Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James</p> <p>Unit 3: <i>Hamlet</i> by W. Shakespeare "Will Power" A. Gopnik "Hamlet and His Problems" T. S. Eliot "Hamlet in a Changing World" A. Kettle</p> <p>Unit 4: <i>Crime and Punishment</i> F. Dostoevsky</p> <p>Unit 7: <i>To the Lighthouse</i> V. Woolf</p> <p>Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	<p>Unit 2: Class discussion and quizzes</p> <p>Unit 3: Discussion Discussion, AP sample test questions, quizzes, and unit test.</p> <p>Unit 4: Discussion, study guide, and quizzes AP-style essay Discussion</p> <p>Unit 7: Discussion and quizzes,</p> <p>Unit 8: Unit test</p>
<p>CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary</p>	<p>Unit 2: Improve reading comprehension through an examination of the novel's sophisticated syntax.</p> <p>Unit 3: Study carefully the complex</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James</p> <p>Unit 3: <i>Hamlet</i> by W. Shakespeare "Will Power" A. Gopnik "Hamlet and His Problems" T.</p>	<p>Unit 2: Class discussion and quizzes</p> <p>Unit 3: Discussion, AP sample test questions, quizzes,</p>

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HSCE	Activities	Resources/Materials	Assessment
works.	<p>syntax, diction, and metaphors of Shakespearean language.</p> <p>Unit 4: Read and study closely the structure of the novel's plot and language.</p> <p>Unit 7: Identify the use of literary and rhetorical devices that function in the novel.</p> <p>Unit 8: Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>S. Eliot "Hamlet in a Changing World" A. Kettle Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 7: <i>To the Lighthouse</i> V. Woolf Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	<p>and unit test.</p> <p>Unit 4: Discussion, study guide, and quizzes</p> <p>Unit 7: Discussion and quizzes,</p> <p>Unit 8: Unit test</p>
CE3.1.4 Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	<p>Unit 2: Improve reading comprehension through an examination of the novel's sophisticated syntax.</p> <p>Unit 3: Study carefully the complex syntax, diction, and metaphors of Shakespearean language.</p> <p>Unit 4: Read and study closely the structure of the novel's plot and language.</p> <p>Unit 7: Identify the use of literary and rhetorical devices that function in the novel.</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James Unit 3: <i>Hamlet</i> by W. Shakespeare "Will Power" A. Gopnik "Hamlet and His Problems" T. S. Eliot "Hamlet in a Changing World" A. Kettle Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 2: Class discussion and quizzes</p> <p>Unit 3: Discussion, AP sample test questions, quizzes, and unit test.</p> <p>Unit 4: Discussion, study guide, and quizzes</p> <p>Unit 7: Discussion and quizzes,</p>
CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	<p>Unit 3: Study carefully the complex syntax, diction, and metaphors of Shakespearean language.</p> <p>Unit 4: Compare the psychological state of the main character with similar psychological issues within Hamlet in order to provide an intertextual bridge between works in the course.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare "Will Power" A. Gopnik "Hamlet and His Problems" T. S. Eliot "Hamlet in a Changing World" A. Kettle Unit 4: <i>Crime and Punishment</i> F. Dostoevsky Unit 6: Outside reading</p>	<p>Unit 3: Discussion, AP sample test questions, quizzes, and unit test.</p> <p>Unit 4: Discussion Essay</p> <p>Unit 6: Book check and in-class reading</p>

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HSCE	Activities	Resources/Materials	Assessment
	<p>Compose an in-class essay (prepared out-of-class) that integrates heroic and anti-heroic elements that connect <i>Hamlet</i> and <i>Crime and Punishment</i></p> <p>Unit 6: Read and study an individually chosen text of high literary quality.</p>		
CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	<p>Unit 3: Examine the psychological dimensions of a person managing (recovering from) a traumatic situation.</p> <p>Study carefully the complex syntax, diction, and metaphors of Shakespearean language.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle</p>	<p>Unit 3: Discussion Discussion, AP sample test questions, quizzes, and unit test.</p>
CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	<p>Unit 3: Study the historical and materialist circumstances of play writing and staging during the Renaissance in England.</p> <p>Unit 7: Study the Modernist style in the novel, emphasizing the point-of-view and stream of consciousness.</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 3: Discussion of articles Unit 7: Discussion, quizzes, and unit test</p>
CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	<p>Unit 3: Study the historical and materialist circumstances of play writing and staging during the Renaissance in England.</p> <p>Unit 7: Study the Modernist style in the novel, emphasizing the point-of-view and stream of consciousness.</p> <p>Explore the role of post-impressionistic art in the novel</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 3: Discussion of articles Unit 7: Discussion, quizzes, and unit test Discussion</p>
CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	<p>Unit 3: Study the historical and materialist circumstances of play writing and staging during the Renaissance in England.</p> <p>Unit 7: Study the Modernist style in the novel, emphasizing the point-</p>	<p>Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle</p>	<p>Unit 3: Discussion of articles Unit 7: Discussion, quizzes, and unit test</p>

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HSCE	Activities	Resources/Materials	Assessment
	of-view and stream of consciousness.	Unit 7: <i>To the Lighthouse</i> V. Woolf	
CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	Unit 3: Study the historical and materialist circumstances of play writing and staging during the Renaissance in England. Unit 7: Study the Modernist style in the novel, emphasizing the point-of-view and stream of consciousness.	Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 7: <i>To the Lighthouse</i> V. Woolf	Unit 3: Discussion of articles Unit 7: Discussion, quizzes, and unit test
STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i>			
CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 2: Complete an in-class examination that poses important questions on significant points of interpretation in the novel. Unit 3: Study the difference between reading the text and visualizing the play on stage. Enact scenes with students in class and view important segments of the full text film version of <i>Hamlet</i> .	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 2: <i>The Turn of the Screw</i> by H. James Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 5: <i>Waiting for Godot</i> S. Beckett Rosencrantz and Guildenstern	Unit 1: Class discussion, quizzes, and unit test. Unit 2: Unit test Unit 3: Viewing and discussing film version of the play. Unit 5: Lecture, discussion, and quiz

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HSCE	Activities	Resources/Materials	Assessment
	Unit 5: Study the philosophical features of Existentialism and Absurdism that define the traditions that shape (and are shaped by) both plays.	Are Dead T. Stoppard	
CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson	Unit 1: Class discussion, quizzes, and unit test.
CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 5: Study the philosophical features of Existentialism and Absurdism that define the traditions that shape (and are shaped by) both plays.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard	Unit 1: Class discussion, quizzes, and unit test. Unit 5: Lecture, discussion, and quiz
CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Unit 1: Learn general and sophisticated poetic concepts (rhyme, assonance, caesura, etc) through the study of individual chapters in <i>Bedford</i> text. Study a wide variety of poems during the instruction of individual poetic concepts. Unit 5: Study the philosophical features of Existentialism and Absurdism that define the traditions that shape (and are shaped by) both plays.	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard Unit 8: <i>Invisible Man</i> R. Ellison	Unit 1: Class discussion, quizzes, and unit test. Unit 5: Lecture, discussion, and quiz Unit 8: Discussion and quizzes

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HSCE	Activities	Resources/Materials	Assessment
	Unit 8: Study the story as an African-American epic composed in the novel genre.	PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	
CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Unit 1: Compose an outside reading project that studies two or more poetic concepts in each of twenty student-selected poems of various length, style, and origin Unit 3: Study the difference between reading the text and visualizing the play on stage. Enact scenes with students in class and view important segments of the full text film version of <i>Hamlet</i> . Unit 5: Study the philosophical features of Existentialism and Absurdism that define the traditions that shape (and are shaped by) both plays. Compose a short reflective essay on students’ own views of fate, luck, and control in the universe. Unit 8 Compose a short reflective response on the relevance of a novel written before the civil rights legislation of the 1960s. Complete an out-of-class essay that allows students to reflect on their experience with the literature, writing assignments, and AP test preparation that comprised the	Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 3: <i>Hamlet</i> by W. Shakespeare “Will Power” A. Gopnik “Hamlet and His Problems” T. S. Eliot “Hamlet in a Changing World” A. Kettle Unit 5: <i>Waiting for Godot</i> S. Beckett <i>Rosencrantz and Guildenstern Are Dead</i> T. Stoppard Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	Unit 1: Outside reading essay Unit 3: Viewing and discussing film version of the play. Unit 5: Lecture, discussion, and quiz In-class reflective short paper Unit 8: In-class one-page reflective paper Essay

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HSCE	Activities	Resources/Materials	Assessment
	class.		
STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	<p>Unit 1: Learn the various genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.</p> <p>Unit 5: Study the philosophical features of Existentialism and Absurdism that define the traditions that shape (and are shaped by) both plays.</p> <p>Unit 8: Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meyer "Preface to Lyrical Ballads" by W. Wordsworth and S. T. Coleridge "The Metaphysical Poets" by T. S. Eliot "Life of Cowley" by S. Johnson Unit 5: Waiting for Godot S. Beckett Rosencrantz and Guildenstern Are Dead T. Stoppard Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	<p>Unit 1: Class discussion Unit 5: Lecture, discussion, and quiz Unit 8: Unit test</p>
CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	<p>Unit 7: Study the Modernist style in the novel, emphasizing the point-of-view and stream of consciousness.</p> <p>Unit 8: Study the story as an African-American epic composed in the novel genre. Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>Unit 7: <i>To the Lighthouse</i> V. Woolf Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	<p>Unit 7: Discussion, quizzes, and unit test Unit 8: Discussion and quizzes Unit test</p>
CE3.3.3 Draw on a variety of critical perspectives to	Unit 1: Learn the various	Unit 1: The Bedford Introduction	Unit 1: Class discussion

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HSCE	Activities	Resources/Materials	Assessment
respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).	<p>genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.</p> <p>Unit 7: Study the Modernist style in the novel, emphasizing the point-of-view and stream of consciousness.</p> <p>Unit 8: Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>to Literature, ed. M. Meye "Preface to Lyrical Ballads" by W. Wordsworth and S. T. Coleridge "The Metaphysical Poets" by T. S. Eliot "Life of Cowley" by S. Johnson Unit 7: <i>To the Lighthouse</i> V. Woolf Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. Time magazine artwork on <i>Invisible Man</i> Ann Arbor News article on the relevance of the novel</p>	<p>Unit 7: Discussion, quizzes, and unit test Unit 8: Unit test</p>
CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.	<p>Unit 8: Study the story as an African-American epic composed in the novel genre.</p> <p>Complete a unit exam that assesses students' knowledge of the book, its literary devices, and its social/historical commentary.</p>	<p>Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. Time magazine artwork on <i>Invisible Man</i> Ann Arbor News article on the relevance of the novel</p>	<p>Unit 8: Discussion and quizzes Unit test</p>
CE3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	<p>Unit 4 Consider the novel's historical context of 19th century Russia and character traits that represent attitudes and behaviors of the people during this time.</p>	<p>Unit 4: <i>Crime and Punishment</i> F. Dostoevsky</p>	<p>Unit 4: Lecture and discussion</p>
CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon	<p>Unit 1: Learn the various genres/forms that poetry in which poetry is written through the study of the Bedford text and supplemental readings.</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meye "Preface to Lyrical Ballads" by W. Wordsworth and S. T. Coleridge</p>	<p>Unit 1: Class discussion Unit 7: Discussion and quizzes</p>

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formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	Unit 7: Identify the use of literary and rhetorical devices that function in the novel.	“The Metaphysical Poets” by T. S. Eliot “Life of Cowley” by S. Johnson Unit 7: <i>To the Lighthouse</i> V. Woolf	
STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Unit 8: Explore the relevance of music that informs the narrator’s experience in the novel.	Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	Unit 8: Listening and discussing Louis Armstrong music
CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Unit 8: Explore the relevance of music that informs the narrator’s experience in the novel.	Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	Unit 8: Listening and discussing Louis Armstrong music
CE3.4.3 Understand the ways people use media in their personal and public lives.	Unit 8: Explore the relevance of music that informs the narrator’s experience in the novel.	Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel	Unit 8: Listening and discussing Louis Armstrong music
CE3.4.4 Understand how the commercial and political	Unit 8: Review a professional	Unit 8: <i>Invisible Man</i> R. Ellison	Unit 8: Discussion

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HSCE	Activities	Resources/Materials	Assessment
<p>purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>	<p>artistic representation of the novel.</p>	<p>PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	
<p>STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.</p>			
<p>CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>Unit 2: Study the elements of the gothic novel. Unit 7: Study the use of syntax in a literature as a stylistic device.</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 2: Class lecture and discussion Unit 7: Discussion and in-class AP-style essay</p>
<p>CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>Unit 2: Study the elements of the gothic novel. Unit 7: Study the use of syntax in a literature as a stylistic device.</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 2: Class lecture and discussion Unit 7: Discussion and in-class AP-style essay</p>
<p>CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>	<p>Unit 2: Study the elements of the gothic novel. Unit 7: Study the use of syntax in a literature as a stylistic device.</p>	<p>Unit 2: <i>The Turn of the Screw</i> by H. James Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 2: Class lecture and discussion Unit 7: Discussion and in-class AP-style essay</p>
<p>CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>	<p>Unit 7: Study the use of syntax in a literature as a stylistic device.</p>	<p>Unit 7: <i>To the Lighthouse</i> V. Woolf</p>	<p>Unit 7: Discussion and in-class AP-style essay</p>
<p>CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Unit 1: Compose an out-of-class 5 page analytical essay that responds to a question involving two or more poems (or a poem integrated with a previously read essay)</p>	<p>Unit 1: The Bedford Introduction to Literature, ed. M. Meyer “Preface to Lyrical Ballads” by W. Wordsworth and S. T. Coleridge “The Metaphysical Poets” by T.</p>	<p>Unit 1: Essay Unit 3: Unit test Unit 4: AP-style essay Unit 7: Discussion and in-class AP-style essay</p>

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HSCE	Activities	Resources/Materials	Assessment	
	<p>Unit 3: Compose an out-of-class extended length essay on a topic of importance in the play.</p> <p>Unit 4: Compose an in-class timed essay prompt that analyzes the characterization of an important person in the novel.</p> <p>Unit 7: Study the use of syntax in a literature as a stylistic device.</p>	<p>S. Eliot “Life of Cowley” by S. Johnson</p> <p>Unit 3: <i>Hamlet</i> by W. Shakespeare</p> <p>“Will Power” A. Gopnik</p> <p>“Hamlet and His Problems” T. S. Eliot</p> <p>“Hamlet in a Changing World” A. Kettle</p> <p>Unit 4: <i>Crime and Punishment</i> F. Dostoevsky</p> <p>Unit 7: <i>To the Lighthouse</i> V. Woolf</p>		
STANDARD 4.2 Understand how language variety reflects and shapes experience.				
CE4.2.1	<p>Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).</p>	<p>Unit 8: Study the story as an African-American epic composed in the novel genre.</p>	<p>Unit 8: <i>Invisible Man</i> R. Ellison</p> <p>PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots.</p> <p><i>Time</i> magazine artwork on <i>Invisible Man</i></p> <p><i>Ann Arbor News</i> article on the relevance of the novel</p>	Unit 8: Discussion and quizzes
CE4.2.2	<p>Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Unit 8: Study the story as an African-American epic composed in the novel genre.</p>	<p>Unit 8: <i>Invisible Man</i> R. Ellison</p> <p>PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots.</p> <p><i>Time</i> magazine artwork on <i>Invisible Man</i></p> <p><i>Ann Arbor News</i> article on the relevance of the novel</p>	Unit 8: Discussion and quizzes
CE4.2.3	<p>Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>	<p>Unit 4 Consider the novel’s historical context of 19th century Russia and character traits that represent attitudes and behaviors of the people during this time.</p>	<p>Unit 4: <i>Crime and Punishment</i> F. Dostoevsky</p>	Unit 4: Lecture and discussion

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HSCE	Activities	Resources/Materials	Assessment
<p>CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>Unit 4 Consider the novel's historical context of 19th century Russia and character traits that represent attitudes and behaviors of the people during this time.</p>	<p>Unit 4: <i>Crime and Punishment</i> F. Dostoevsky</p>	<p>Unit 4: Lecture and discussion</p>
<p>CE4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.</p>	<p>Unit 8 Compose a short reflective response on the relevance of a novel written before the civil rights legislation of the 1960s.</p>	<p>Unit 8: <i>Invisible Man</i> R. Ellison PBS <i>American Masters</i> and <i>American Experience</i> series articles on Ralph Ellison, Marcus Garvey, and Zoot Suit Riots. <i>Time</i> magazine artwork on <i>Invisible Man</i> <i>Ann Arbor News</i> article on the relevance of the novel</p>	<p>Unit 8: In-class one-page reflective paper</p>