



Burlington County Institute of Technology

Medford Campus

Westampton Campus

AP Literature and Composition

Board Approval Date: August, 2023



Course Description

The AP® English Literature and Composition course is designed and taught with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. In addition to district approved novels, students read shorter works and drama from The Bedford Introduction to Literature textbook. The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through presentations, regular classroom discussions, and acting as discussion facilitators.

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Pacing Guide

Unit	Standards	Weeks
Unit 1: Short Fiction I	<ul style="list-style-type: none">• Character - CHR-1.A• Setting - SET-2.A• Structure - STR-3.A,3.B• Narration - NAR-4.A,4.B• Literary Argumentation - LAN-7.A	Approx. 2
Unit 2: Poetry I	<ul style="list-style-type: none">• Structure - STR-3.C• Figurative Language - FIG-5.C,5.D	Approx. 2
Unit 3: Longer Fiction or Drama I	<ul style="list-style-type: none">• Character - CHR-1.A• Setting - SET-2.B,2.C• Structure - STR-3.C,3.E• Figurative Language - FIG-5.C• Literary Argumentation - LAN-7.A,7.B,7.C,7.D	Approx. 4
Unit 4: Short Fiction II	<ul style="list-style-type: none">• Character - CHR-1.A, 1.C, 1.D• Narration - NAR-4.A, 4.B, 4.C• Structure - STR-3.C• Figurative Language - FIG-6.B• Literary Argumentation - LAN-7.A,7.E	Approx. 3
Unit 5: Poetry II	<ul style="list-style-type: none">• Structure - STR-3.C,3.D• Figurative Language - FIG-5.A,5.B,5.C,5.D,6.A,6.B,6.C,6.D• Literary Argumentation - LAN-7.A,7.B,7.C,7.D	Approx. 3
Unit 6: Longer Fiction or Drama II	<ul style="list-style-type: none">• Character - CHR-1.A,1.B• Setting - SET-2.A• Structure - STR-3.F• Narration - NAR-4.C,4.D	Approx. 3



	<ul style="list-style-type: none">• Literary Argumentation - LAN-7.A,7.B,7.C,7.D,7.E	
Unit 7: Short Fiction III	<ul style="list-style-type: none">• Character - CHR-1.A,1.C,1.E• Figurative Language - FIG-5.C• Literary Argumentation - LAN-7.A	Approx. 2
Unit 8: Poetry III	<ul style="list-style-type: none">• Figurative Language - FIG-5.A,5.B,5.C,5.D,6.A,6.B,6.C,6.D• Literary Argumentation - LAN-7.B,7.C,7.D,7.E	Approx. 10
Unit 9: Longer Fiction or Drama III	<ul style="list-style-type: none">• Character - CHR-1.A,1.C,1.E• Setting - SET-2.B• Structure - STR-3.E• Narration - NAR-4.C,4.D• Literary Argumentation - LAN-7.B,7.C,7.D,7.E	Approx. 4



Curriculum Maps

Unit 1: Short Fiction I (Approx. 2 weeks)

Desired Outcomes

Established Goals:

- You'll learn critical reading skills to help you critically read, interpret and analyze prose.

AP Skills:

- Character - CHR-1.A
- Setting - SET-2.A
- Structure - STR-3.A,3.B
- Narration - NAR-4.A,4.B
- Literary Argumentation - LAN-7.A

Essential Questions:

- How does description, dialogue and behavior reveal characters to readers?
- How do specific details convey or reveal a setting?
- How does the order of events in a plot contribute to the reader's interpretation of a text?
- How does a narrator or speaker's perspective affect how readers experience and interpret that text?

Understandings:

- Explain the function of a character.
- Explain the function of setting.
- Explain the function of plot and structure.
- Explain the function of the narrator or speaker.



- Develop textually substantiated arguments about interpretations of part or all of a text.
- Reading texts literally and figuratively
- The basics of literary analysis

Assessment Evidence

Performance Tasks:

- Using the graphic organizer about setting for reference, students develop and revise a paragraph that asserts a claim about the setting and supports that claim with details from the text as evidence.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:

- In groups of three, students create one graphic organizer for “A Rose for Emily,” and one graphic organizer for “Barn Burning.” One organizer includes textual details about a character, the character’s perspective, and the character’s motives. The other organizer includes textual details that reveal the setting.
- Assessment: Using the graphic organizer about a character for reference, students develop and revise a paragraph that asserts a claim about a character from one of the stories and supports that claim with details from the text as evidence.
- Assessment: Using the graphic organizer about setting for reference, students develop and revise a paragraph that asserts a claim about the setting and supports that claim with details from the text as evidence.

Resources

- “A Rose for Emily” - William Faulkner
- “Barn Burning” - William Faulkner



Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 2: Poetry I (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL



1. You'll continue your critical reading exploration in poetry and learn to analyze similar elements within a wide variety of poems

AP Skills:

- Structure - STR-3.C
- Figurative Language - FIG-5.C,5.D

Essential Questions:

- How does a poet use different literary devices, diction, syntax, tone, form and style to create meaning in their work?
- How do literary devices and poetic techniques help the reader to visualize text and enhance our appreciation of the work?
- How can there be more than one interpretation of a given work?
- How can an effective writer prove his or her interpretations of a work using analytical techniques and contextual evidence?

Understandings:

- Identifying characters in poetry
- Understanding and interpreting meaning in poetic structure
- Analyzing word choice to find meaning
- Identifying techniques like contrast, simile, metaphor, and alliteration

Assessment Evidence

Performance Tasks:

- Mini analysis essay in connection to a sonnet reading

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions



- General writing

Learning Plan

Learning Activities:

- Students will be asked to write a mini analysis essay in connection to a sonnet reading. Students will identify the type of sonnet; discuss use and meaning of diction, imagery, and tone within the poem; explain the function of the turn (or shift) in the poem, and discuss the overall theme.
- Students will carefully read and annotate “Mirror” by Sylvia Plath. Annotations should include ideas about themes, diction (metaphor, simile, imagery, symbols), role of structure, author’s tone. Students will then craft a thesis statement which expresses how the use of any literary elements connect to overall meaning. Students may move on to essay writing after this.

Resources

- “Spinster” and “Mirror” - Sylvia Plath
- “A Noiseless, Patient Spider” - Walt Whitman
- “The Eagle” - Alfred, Lord Tennyson
- “You Fit Into Me” - Margaret Atwood
- “The Glass” - Sharon Olds
- “Leda and the Swan” - William Butler Yeats
- “On First Looking into Chapman’s Homer” - John Keats
- “Shall I Compare Thee to a Summer’s Day?” - William Shakespeare
- “I Will Put Chaos into Fourteen Lines” - Edna St. Vincnt Millay
- “At the Altar-Rail” - Thomas Hardy

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.



- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 3: Longer Fiction or Drama I (Approx. 4 weeks)

Desired Outcomes

Established Goals: NJSL

1. You'll observe how the literary techniques you've explored in prior units unfold over the course of longer works and analyze how characters develop and interact over the course of a narrative

AP Skills:

- Character - CHR-1.A
- Setting - SET-2.B,2.C
- Structure - STR-3.C,3.E



- Figurative Language - FIG-5.C
- Literary Argumentation - LAN-7.A,7.B,7.C,7.D

Essential Questions:

- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms?
- How can a text's setting convey values?
- How does the order of events in a plot contribute to the reader's interpretation of a text?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Interpreting character description and perspective
- Character evolution throughout a narrative
- Conflict and plot development
- Interpreting symbolism
- Identifying evidence and supporting literary arguments

Assessment Evidence

Performance Tasks:

- Students will write individual paragraphs identifying how the intergenerational trauma of racism, colonialism, and slavery impacts Effia's and Esi's families in *Homegoing*.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:



- In-Class Writing Option: Students may write a response to the following prompt. Select a symbol from *In the Time of the Butterflies* to describe and evaluate in terms of its significance and meaning. How does the symbol function in the text? What does the symbol represent and how is it significant? Choose passages from the novel that illustrate the use of the symbol and how the symbol evolves and creates meaning throughout the course of the text.
- In-Class Writing Option: Students write a response to the following prompt. Analyze how the plot structure of *In the Time of the Butterflies* helps to generate themes for the text. Use events from the text you consider to be essential to the plot's structure to help illustrate your ideas.
- Dialectical Journal - Students will record quotations from *Homegoing* that connect to setting, racism, colonialism, and slavery with focus on how these elements impact characters (values, choices, and circumstances). Students will share and discuss their choices.
- Assessment: Students will write individual paragraphs identifying how the intergenerational trauma of racism, colonialism, and slavery impacts Effia's and Esi's families in *Homegoing*.
- Essay Writing: Students will respond to the following prompt. It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how that particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole.

Resources

- *In the Time of the Butterflies* - Julia Alvarez
- *Homegoing* - Yaa Gyasi*

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to



abilities.

- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

practice language skills.

- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 4: Short Fiction II (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

1. You'll delve deeper into the roles of character and conflict in fiction and explore how a narrator's perspective can color storytelling.

AP Skills:

- Character - CHR-1.A, 1.C, 1.D
- Narration - NAR-4.A, 4.B, 4.C
- Structure - STR-3.C
- Figurative Language - FIG-6.B
- Literary Argumentation - LAN-7.A, 7.E

Essential Questions:



- How does a narrator or speaker's perspective affect how readers experience and interpret that text?
- How does the order of events in a plot contribute to the reader's interpretation of a text?
- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Protagonists, antagonists, character relationships, and conflict
- Character interactions with setting and its significance
- Archetypes in literature
- Types of narration like stream of consciousness
- Narrative distance, tone, and perspective

Assessment Evidence

Performance Tasks:

- Students write individual paragraphs identifying the point of view and explaining its function in the story. They must provide one of their chosen quotations as evidence.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:

- Quote Study: Students silently read a work of short fiction, focusing on the narrator. As they read, students list quotations that resonate with them on five notecards. On the back of each quotation card, students write the reason for their choice. Students then form groups of four. One student reads the quotation while group members discuss the relevance of the quotation, paying particular attention to diction, details, and syntax



that reveal narrative perspective. The quotation “owner” then speaks or “has the last word” about the relevance of the quotation. Students rotate sharing all of the group quotations in the same fashion.

- Assessment: Students write individual paragraphs identifying the point of view and explaining its function in the story. They must provide one of their chosen quotations as evidence.
- Essay Prompts for Writing: (Yellow Wallpaper)
 - Identify and discuss a metaphor in the text which helps Gilman to establish and develop a specific universal idea that the text is conveying when read through the lens of a feminist literary critique. To do this, you must identify the metaphor; discuss its symbolic, feminist meaning; and answer how it helps Gilman establish and develop a narrow, specific feminist theme when the text is analyzed under a feminist literary critical lens.
 - Discuss how Gilman’s writing style in The Yellow Wallpaper helps to further develop the theme established by the metaphor (as discussed in prompt one).
 - Argue how the stream of consciousness technique either enhances or discredits the narrator’s credibility to convey the story believably to an audience when the text is analyzed under the lens of a feminist literary critique. You should conclude this essay by arguing whether or not the narrator’s credibility is the same as the author’s credibility? (If the narrator is credible, does that mean the author herself is credible in writing a story conveying the universal idea expressed by the text if read under the lens of a feminist literary critique?)
- Note: Outside book choice due by end of week 13.

****Students should submit the right drafts of their essays along with the final drafts to demonstrate the revision of their work. Additional teacher feedback will focus on the quality of thesis statements and selected evidence to support the overall argument.**

Resources

- A Clean, Well-Lighted Place - Ernest Hemingway
- Hills Like White Elephants - Ernest Hemingway
- Three Girls - Joyce Carol Oates
- The Yellow Wallpaper - Charlotte Perkins Gilman

Accommodations

Special Education/ 504/ At Risk Students
Accommodations & Modifications:

ELL:



- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
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- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
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- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 5: Poetry II (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

1. You'll study different forms of poetry and examine how structure and figurative language can create and impact meaning.

AP Skills:

- Structure - STR-3.C,3.D



- Figurative Language - FIG-5.A,5.B,5.C,5.D,6.A,6.B,6.C,6.D
- Literary Argumentation - LAN-7.A,7.B,7.C,7.D

Essential Questions:

- What is the function of a text's structure?
- How do comparisons, representations and associations shift meaning in a text?
- How do readers establish and communicate their interpretations of literature?

Understandings:

- Traits of closed and open structures in poetry
- Use of techniques like imagery and hyperbole
- Types of comparisons in poetry including personification and allusion
- Identifying and interpreting extended metaphors

Assessment Evidence

Performance Tasks:

- Students write a timed in-class essay in response to a past AP Poetry Analysis prompt.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:

- Chunking the Text: Students read "Ode on a Grecian Urn." Analyzing the poem's structure, students note the arrangement and internal composition of the poem's stanzas. Noting that the poem is divided into five



stanzas, students read and paraphrase each of the stanzas. In groups of three, students then compare observations. They then engage in a whole group discussion exploring how each stanza conveys meaning on its own but also relates to the stanza that comes before and after it.

- In-class Writing: Students read “My Last Duchess” and write a response to the poem that explores how the diction, imagery, and symbolism contribute to the poem’s complexity of meaning.
- Follow-up to In-class Writing: In groups of three, students share what they noticed about how the literary elements and techniques function in the poem and how they approached writing about the poem.
- Student Discussion: After reading “The Love Song of J. Alfred Prufrock,” students identify one simile or metaphor, as a class. The class will then discuss how the two objects are compared, and students are directed to pay close attention to the objects’ specific traits that are compared. Following a teacher-led discussion on how the comparison conveys meaning, students in pairs choose another simile or metaphor in the poem. The pairs then discuss how the two objects are compared and work together to explain how the comparison conveys meaning.
- In-class writing (related to above activity): Students write an introductory paragraph that includes a defensible thesis statement about how the selected simile or metaphor in Eliot’s “Prufrock” develops the complex relationship between the speaker and his potential love interest.
- In-class writing (another option): Students could also write an introductory paragraph which would analyze personification and/or allusion within “Prufrock” in order to discuss the complex relationship between the speaker and his love interest OR to discuss the painful reality of Prufrock’s life.
- Assessment: Students write a timed in-class essay in response to a past AP Poetry Analysis prompt.
- Note: Outside book choice must be read and annotated by week 18.

Resources

- “My Last Duchess” - Robert Browning
- “La Belle Dame sans Merci: A Ballad” - John Keats
- “Ode on a Grecian Urn” - John Keats
- “The Love Song of J. Alfred Prufrock” - T.S. Eliot
- “Ozymandias” - Percy Bysshe Shelley
- “One Art” - Elizabeth Bishop
- “Ulysses” - Alfred, Lord Tennyson
- “Dulce et Decorum Est” - Wilfred Owen

Accommodations



Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 6: Longer Fiction or Drama II (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

1. You'll analyze how various literary techniques play out and shift over the course of longer works, charting how characters change (or don't) as they're affected by developments in the plot.

AP Skills:



- Character - CHR-1.A,1.B
- Setting - SET-2.A
- Structure - STR-3.F
- Narration - NAR-4.C,4.D
- Literary Argumentation - LAN-7.A,7.B,7.C,7.D,7.E

Essential Questions:

- How does the order of events in a plot contribute to the reader's interpretation of a text?
- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms?
- How can details, diction, or syntax reveal a narrator or speaker's perspective?
- How can a narrator's reliability affect a narrative?
- What is the function of a symbol in literature?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Interpreting foil characters
- Understanding and interpreting character motives
- Understanding nonlinear narrative structures like flashbacks and foreshadowing
- The effect of narrative tone and bias on reading
- Characters as symbols, metaphors, and archetypes
- Developing literary arguments within a broader context of works

Assessment Evidence

Performance Tasks:

- Students will write individual paragraphs explaining how O'Brien's reliability/unreliability affects the narrative. They must provide evidence to support their thesis.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice



- Class discussions
- General writing

Learning Plan

Learning Activities:

- In-Class Writing: Students write a brief response to the following prompt. It has been said that we are what we see – we are all products of our surroundings. Consider Tim O'Brien's surroundings in *The Things They Carried*. In a well-written essay, analyze how O'Brien's complex relationship with his environment contributes to an interpretation of the work as a whole. (*Students may engage in the revision process through individual and/or peer editing before submitting a final draft of this essay.)
- Working in Pairs: Students will work together to compile evidence of details, diction, and syntax from the text to support either O'Brien's reliability or unreliability as a narrator in *The Things They Carried*. They will present their argument to the rest of the class. As a whole, the class will decide whether O'Brien is reliable or unreliable.
- Assessment: Students will write individual paragraphs explaining how O'Brien's reliability/unreliability affects the narrative. They must provide evidence to support their thesis.
- Note: Outside book (Independent Read) research paper process should begin by week 19. Outline of research paper due by week 22.

Resources

- *The Things They Carried* - Tim O'Brien

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to



abilities.

- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

practice language skills.

- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 7: Short Fiction III (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

1. You'll examine how works of fiction interact with and comment on the world around them and the society their authors live or lived in.

AP Skills:

- Character - CHR-1.A,1.C,1.E
- Figurative Language - FIG-5.C
- Literary Argumentation - LAN-7.A

Essential Questions:

- What is the function of a character changing or remaining the same?



- What is the function of setting in a narrative?
- What is the function of a particular sequence of events in a plot?
- What is the function of an image or imagery?
- What is the function of a simile and personification?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Sudden and more gradual change in characters
- Epiphany as a driver of plot
- Relationships between characters and groups
- Character interactions with settings
- The significance of the pacing of a narrative
- Setting as a symbol
- Interpreting texts in their historical and societal contexts

Assessment Evidence

Performance Tasks:

- Students will write paragraphs explaining how the Hunger Artist's own choices, actions, and speech reveal complexities in that character. They should also explain the function of those complexities.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:



- Student Discussion: After reading “Saving Sourdi” and “A&P,” students will compare the characterization of Nea and Sammy. They will identify and describe specific textual details used by the authors to develop both characters and how both characters see themselves as rescuers.
- Dialectical Journals: Students will gather quotes from “A Very Old Man with Enormous Wings” supporting the function of the Old Man (the “Angel”) as a symbol within the text and how that symbol contributes to the overall message of the story.
- Annotations and Discussion: Students will independently read “The Hunger Artist” and annotate with a focus on how the author develops the action, motivation/choices, and speech of the Hunger Artist character. Students will then work in pairs or small groups to discuss and compare their annotations. They will work together to find evidence to explain how the choices, actions, and speech of the Hunger Artist helps to reveal complexities in that character. The students will then return to individual work where they will write paragraphs explaining how the Hunger Artist’s own choices, actions, and speech reveal complexities in that character. They should also explain the function of those complexities.
- Symbolism: Students will be assigned works of Marquez. They will annotate with the focus of identifying symbols and function of symbols within the texts. In collaborative groups, the students will share their ideas of the symbols within the texts and they will compare Marquez’s use of symbols within and among his texts.
- Note: Outside book (Independent Read) research paper outline due by week 22.

Resources

- A Very Old Man with Enormous Wings - Gabriel Garcia Marquez
- Eva is Inside Her Cat - Gabriel Garcia Marquez
- Eyes of a Blue Dog - Gabriel Garcia Marquez
- A Hunger Artist - Franz Kafka
- Saving Sourdi - May-Lee Chai
- A&P - John Updike

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to



- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 8: Poetry III (Approx. 10 weeks-Independent Study Unit-MP 3)

Desired Outcomes

Established Goals: NJSLS

1. You'll develop your interpretation of poetry further by examining how contrasts, ambiguous language, and various other techniques can add layers of meaning to a poetic work.

AP Skills:

- Figurative Language - FIG-5.A,5.B,5.C,5.D,6.A,6.B,6.C,6.D
- Literary Argumentation - LAN-7.B,7.C,7.D,7.E

Essential Questions:



- How do the parts, sections and sequence of events in a text contribute to a reader's interpretation?
- How do comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Looking at punctuation and structural patterns
- Interpreting juxtaposition, paradox, and irony
- How ambiguity can allow for various interpretations
- Identifying symbols, conceits, and allusions
- Learning proper attribution and citation in literary analysis

Assessment Evidence

Performance Tasks:

- Students must write an in depth poem analysis that discusses how the structural, figurative, and language choices in a poem combine to accomplish the poem's purpose and/or overall meaning.

Suggested Formative/Summative Assessments:

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:

- Writing Assignment: After a close reading of any particular poem, students may write a response to that poem in which they explore how the diction, imagery, and symbolism contribute to the poem's complexity of meaning.
- Group Discussion: In small groups or pairs, students share what they noticed about how literary elements and techniques function within a poem.



- Similes and Metaphors: Students will individually identify one simile or metaphor within a poem after close reading. The class will then discuss how the objects are compared and how those comparisons convey meaning within the poem.
- Personification - Students will engage in close reading activities focusing on personification. They will annotate the poem with the focus of identifying and discussing the use of personification within the poem. Students may then write about or discuss an attitude conveyed by a speaker or narrator in connection to personification within the text.
- Allusion - Students will annotate a poem with the focus of any allusions within the text. After identifying allusions, the students will write to discuss the function of the allusion and how it works as a bridge to interpretation of the work as a whole.
- Essay Option: Students must write an in depth poem analysis that discusses how the structural, figurative, and language choices in a poem combine to accomplish the poem's purpose and/or overall meaning. The essay receives a round of in class peer conferences to help students edit. The teacher will review the final draft with special focus on the student's ability to analyze the text.
- Note: Outside book (Independent Read) research paper outline due by week 22. Rough draft of research paper due by week 25.

Resources

- Poems for study may be selected from titles within The Bedford Introduction to Literature. This titles may include the following among others:
 - The Author to Her Book-Anne Bradstreet
 - The Writer - Richard Wilbur
 - Root Cellar - Theodore Roethke
 - Dover Beach - Matthew Arnold
 - Poetry Should Ride the Bus - Ruth Forman
 - London - William Blake
 - Plants - Olive Senior
 - Hazel Tells Laverne - Katharyn Howd Machan
 - To His Coy Mistress - Andrew Marvell
 - The Hand That Signed the Paper - Dylan Thomas
 - From The Cataract of Lodore - Robert Southey
 - The Ice Cream Truck - Andrew Hudgins
 - Drumming Behind You in the High School Band - William Trowbridge



- Break, Break, Break - Alfred, Lord Tennhyson
- My Papa's Waltz - Theodore Roethke
- Harlem - Langston Hughes
- The Tropics in New York - Claude McKay
- The Barrier - Claude McKay
- Out, Out - Robert Frost

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 9: Longer Fiction or Drama III (Approx. 4 weeks)



Desired Outcomes

Established Goals: NJSL

1. You'll consider longer narratives in the context of the various techniques and interpretations you've learned in prior units and build a nuanced analysis of each complex work as a whole.

AP Skills:

- Character - CHR-1.A,1.C,1.E
- Setting - SET-2.B
- Structure - STR-3.E
- Narration - NAR-4.C,4.D
- Literary Argumentation - LAN-7.B,7.C,7.D,7.E

Essential Questions:

- How does the order of events in a plot contribute to the reader's interpretation of a text?
- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms?
- How can details, diction, or syntax reveal a narrator or speaker's perspective?
- How can a narrator's reliability affect a narrative?
- What is the function of a symbol in literature?
- How does a reader establish and communicate their interpretations of literature?

Understandings:

- Looking at a character's response to the resolution of a narrative
- Suspense, resolution, and plot development
- Narrative inconsistencies and contrasting perspectives

Assessment Evidence

Performance Tasks:

Suggested Formative/Summative Assessments:



- The final draft of the Frankenstein essay will be evaluated using the six-point rubric. Students are required to submit the rough draft of the essay along with the final draft to demonstrate their revision work.

- Journal writing
- Dialectical journals
- Exam question practice
- Extended exam question practice
- Class discussions
- General writing

Learning Plan

Learning Activities:

- Writing Assignment: Using Mary Shelley's Frankenstein, students write a claim arguing that either Victor or the Creature is the villain of the novel. Students develop their thesis statement to include their claim as well as a clause or phrase that analyzes how the complex nature of the character's villainy contributes to an interpretation of the work as a whole. Students, then, complete the first draft of an essay using the newly drafted thesis and revise it over the course of a few days.
- Assessment: The final draft of the Frankenstein essay will be evaluated using the six-point rubric. Students are required to submit the rough draft of the essay along with the final draft to demonstrate their revision work. Additional teacher feedback will focus on the quality of the thesis statement and selected evidence, the depth of analysis, and the strength of connection among the evidence, analysis, and overall argument.
- Possible Essay Topic: Following various close reading activities, students write an essay in response to the following prompt. Consider the following quote from Eudora Welty: "Fiction depends for its life on place. Place is the crossroads of circumstance, the proving ground of, what happened? Who's here? Who's coming?" In a well-written essay, analyze how the complex relationship between setting and plot contributes to an interpretation of the work as a whole. This essay will be evaluated using the AP Literature and Composition six-point rubric.
- Possible Essay Topic: After completing a close reading of the text, write an essay in which you analyze the perspective of the narrator and discuss how the complex perspective of the narrator contributes to the interpretation of the work as a whole.
- Possible Essay Topic: After completing a close reading of the text, write an essay in which you analyze a morally ambiguous character within the text and discuss how that character's moral ambiguity contributes to the interpretation of the work as a whole. (*Morally ambiguous characters are those whose behavior discourages readers from identifying them as purely evil or purely good.)



- Note: Outside book (Independent Read) research paper revisions and editing should take place throughout week 26. Final draft of research paper is due by week 28.

Resources

- Frankenstein - Mary Shelley
- A Doll's House - Henrik Ibsen
- Othello - William Shakespeare

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of complex texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs:

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook:

The Compact Bedford Introduction to Literature: Reading, Thinking, Writing, 8th ed.

Foster, Thomas C. How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading between the Lines. Harper, an Imprint of HarperCollins Publishers, 2017.



Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.