

# Unit 6 - Short Story Boot Camp

Content Area: **English**  
Course(s): **Advanced Placement English IV**  
Time Period: **March**  
Length: **3 Weeks**  
Status: **Published**

## Enduring Understandings

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- Literature conveys an understanding of the human condition - the conflicts, relationships, and philosophies that transcend time and place
- Writing in response to literature enables the reader to develop critical thinking skills necessary for mastery of literature interpretation

## Essential Questions

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- How do authors use the resources of language to impact an audience?
- How do I formulate and maintain a controlling idea or thesis that establishes a critical stance and/or offers an interpretation of the text based on the principal features of the genre?
- Are there universal characteristics of belief systems that are common across people and time?

## Lesson Titles

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- Review of Literary Techniques Used in Prose (1 day)
- "Hunters in the Snow" - Directed Analysis, Annotation, and Synthesis (2 days)
- Guided Practice/Review of AP Essay Construction and Self-Editing (2 days)
- Boot Camp - Group Preparation of the Presentation on the Assigned Short Story (1-2 weeks)
- Final AP Level Essay on New Story with Peer Edits and Rewrites (3 days)

## 21st Century Skills and Career Ready Practices

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Global perspectives

Civic Literacy

Health Literacy

Critical Thinking & Problem Solving

Informational Literacy

## Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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### History/Psychology/Sociology

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

## Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

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Analysis of given stories for various literary elements

Direct instruction and small group instruction

Student presentations on student-made MC AP-level questions based on each prose passage

Independent reading with annotations and inferences

Socratic Seminars

Blooms: Remembering, Understanding, applying, analyzing, evaluating, creating (writing to match a particular style of poetry)

Delsea One

SWAG

- Group project and presentation - Evaluating and Creating
- Group work -- Understanding and applying

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

### **At-Risk Modifications**

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Discuss challenges noticed in the student's work/behavior to assess the underlying issues

Develop a personalized plan between the teacher and student for late work/incorrect work

Refer the student to the appropriate services with in the school system if the teacher-led modifications do not show results or changes.

Delsea One

SWAG

### **Formative Assessment**

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#### **Warmup:**

Vocabulary questions aligned with unit and College Board's AP exam.

Sample question from released exams

#### **Anticipatory Set:**

Question of the day (e.g, What is an individual's responsibility to the society in which he lives?).

Activity on social responsibility in daily life: defining "civilization," etc. Can be taken from media, local/regional news, film, etc.

**Closure:** 1 minute response related to question of the day to include information from the lesson to ensure assimilation of content and skills

- Characterization chart for "Hunters in the Snow"

## **Summative Assessment**

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Final presentation (group)

Final AP-Level MC and essay tests written by teachers and professors who score the AP exams

## **Benchmark (Assessments)**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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A collection of short stories selected by the instructor including

"Hills Like White Elephants"

"Interpreter of Maladies"

"The Kugelmass Episode"

"Cathedral"

"Hunters in the Snow"

"Where Are You Going? Where Have You Been?"