LHS AP Lit Unit 2

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP2**
Length: **45 Minutes**
Status: **Published**

Unit Overview

Theme: The Power of Creation — Identity, Ambition, and the Human Condition

Benchmark Text Focus: Novel

Anchor Text: Frankenstein by Mary Shelley and The Great Gatsby by F. Scott Fitzgerald

Writing Genre Focus: Literary Analysis

NJSLS: Same as English 12 (aligned to AP Literature curricular requirements)

Targeted ELA Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing

	flexibly from a range of strategies.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific

	procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.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.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.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.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

Great novels ask readers not simply to observe human experience but to interrogate the ideas that shape civilization itself. In Frankenstein and The Great Gatsby, Mary Shelley and F. Scott Fitzgerald explore timeless questions concerning ambition, identity, responsibility, isolation, morality, and the pursuit of an idealized future. Though separated by more than a century, both novels examine individuals driven by extraordinary aspirations whose desires ultimately expose the limitations of human knowledge, the dangers of unchecked ambition, and the consequences of confusing illusion with reality.

Victor Frankenstein's pursuit of scientific mastery challenges traditional boundaries between creator and creation, raising enduring ethical questions about responsibility, knowledge, and the obligations owed to others. His tragic failure to accept responsibility for his creation mirrors larger concerns about humanity's relationship to power, innovation, and moral accountability. Similarly, Jay Gatsby constructs an identity built upon reinvention and hope, believing that wealth and determination can recreate both the past and the self. Fitzgerald's novel reveals the tension between aspiration and reality, exposing the fragility of the American Dream and the human tendency to pursue illusions that ultimately prove unattainable.

Together, these novels invite students to examine how authors use characterization, symbolism, narrative structure, setting, and point of view to develop complex literary meanings. Shelley's layered narrative frames and Gothic conventions contrast with Fitzgerald's retrospective first-person narration and modernist style, demonstrating how literary form itself shapes readers' understanding of character and theme. Students move beyond identifying literary devices to evaluating how authors deliberately construct meaning through every artistic choice.

Throughout the unit, students engage in sustained close reading, literary journals, collaborative discussion, analytical writing, and timed AP prose analysis. As students analyze the moral complexity of Victor Frankenstein, the Creature, Jay Gatsby, Nick Carraway, and Daisy Buchanan, they deepen their understanding of literary interpretation while refining the analytical skills required for success on the AP Literature Exam. The course calendar reflects an extended study of Frankenstein followed by The Great Gatsby, emphasizing analytical writing, AP Classroom practice, and benchmark assessments throughout the unit.

Enduring Understandings

Content Specific	Skills Specific
1. The Consequences of Human Ambition – Students will understand that literature frequently explores the tension between aspiration and responsibility, revealing how ambition can inspire extraordinary achievement while simultaneously leading to personal and societal destruction.	1. Close Reading of Extended Fiction – Students will understand how sustained analysis of novels reveals the cumulative effect of literary elements across an entire work. 2. Analysis of Character Complexity – Students

2. Identity as a Construct – Students will understand that identity is shaped by memory, relationships, social expectations, and personal choices, and that authors often use characterization to explore the conflict between authentic identity and constructed self-image. 3. Perspective Shapes Meaning – Students will understand that narrative structure and point of view significantly influence readers' understanding of events, characters, and themes, requiring careful consideration of reliability and perspective. 4. Symbols Reveal Universal Truths – Students will understand that recurring symbols, motifs, and settings communicate abstract ideas about humanity, morality, social class, and the pursuit of meaning beyond the literal events of the narrative.	will understand how authors develop multidimensional characters through dialogue, actions, motivations, relationships, and internal conflict. 3. Literary Argumentation – Students will understand how to construct sophisticated literary arguments supported by precise textual evidence and insightful commentary. 4. Analysis of Narrative Structure – Students will understand how framing devices, chronology, pacing, and multiple perspectives contribute to an author's larger thematic purpose. 5. Revision and Analytical Precision – Students will understand that effective literary analysis develops through revision, reflection, and increasingly precise interpretation of textual evidence. 6. Collaborative Literary Discussion – Students will understand that discussion grounded in textual evidence expands literary interpretation by considering multiple valid perspectives. .

Essential Questions

Content Specific	Skills Specific
• How do novels explore the relationship between ambition, responsibility, and morality? • In what ways do authors use individual characters to illuminate broader truths about	• How do authors use characterization, symbolism, and narrative structure to develop complex literary themes? • How does point of view influence readers'

society and human nature? • How do literary works challenge readers to reconsider assumptions about identity, success, justice, and human responsibility?	interpretation of a novel? • How can careful textual analysis support sophisticated literary arguments?

Key Resources

Anchor Texts

- Frankenstein — Mary Shelley
- The Great Gatsby — F. Scott Fitzgerald

Supplementary Resources

Supporting Resources

- AP Classroom Personal Progress Checks
- Released AP Literature Free Response Question 2 Prompts
- Student Literary Journals
- Independent Reading Novel
- Bedford Introduction to Literature (novel analysis resources)
- Historical background on the Romantic Period and the Industrial Revolution
- Historical context surrounding the Jazz Age and the American Dream
- Selected literary criticism supporting interpretation of both novels

These resources correspond directly to the course pacing, which devotes approximately six weeks to Frankenstein followed immediately by a study of The Great Gatsby with ongoing AP Classroom assignments, benchmark assessments, literary journals, and prose analysis practice.

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student-Centered Activities	Resources	Assessment
November	**3–4**	RL.CR.11–12.1	**SWBAT closely read complex**	**Reading:** Annotation	Collaborative annotation	*Frankenstein* (Letters–	**AP Prose Analysis**

	L.KL.11–12.2A SL.PE.11–12.1	**novels to identify significant details that contribute to characterization and theme.** **SWBAT determine the meaning of unfamiliar vocabulary using context clues in literary texts.**	strategies for novels and close reading of extended fiction. **Writing:** Introducing literary analysis using textual evidence. Vocabulary in context. Annotation strategies.	Literary journals Character tracking charts Think-Pair-Share	Early Chapters) AP Classroom	**Timed Writing** (single paragraph or introductory analysis) AP Classroom Practice
	SL.PE.11–12.1 W.WP.11–12.4 W.RW.11–12.7	**SWBAT analyze characterization through dialogue, actions, motivations, and conflict.** **SWBAT organize literary evidence to support analytical claims.**	**Reading:** Characterization and internal/external conflict. **Writing:** Constructing literary analysis paragraphs using commentary and evidence. Character analysis. Claim development.	Character maps Socratic Seminar Evidence collection activities	*Frankenstein*	**AP Prose Analysis** (single paragraph or full essay) AP Classroom Practice
December 1–2	RL.CI.11–12.2 RL.IT.11–12.3 L.VL.11–12.3 W.WP.11–12.4	**SWBAT analyze symbolism, imagery, and figurative language to determine thematic meaning.** **SWBAT explain how literary devices contribute to characterization and theme.**	**Reading:** Symbolism, Gothic elements, and imagery. **Writing:** Embedding quotations and commentary. Theme development. Literary devices.	Symbol tracking Annotation stations Small-group literary analysis	*Frankenstein* AP Classroom	**AP Prose Analysis** **Timed Writing** AP Classroom Practice
	RL.CR.11–12.1 RL.TS.11–12.4 W.WP.11–12.4	**SWBAT analyze narrative perspective and framed narration.** **SWBAT explain how an author's**	**Reading:** Narrative perspective and frame story. **Writing:** Commentary development and literary	Narrative frame analysis Literary discussion circles	*Frankenstein* AP Classroom	**AP Prose Analysis** (full essay) AP Classroom Practice

		stylistic choices influence interpretation.	interpretation. Point of view analysis. Style analysis.			
December 3–4	RL.CI.11–12.2 RL.IT.11–12.3 W.WP.11–12.4	**SWBAT analyze how authors develop central ideas through characterization, conflict, and setting.** **SWBAT evaluate how literary elements work together to develop meaning.**	**Reading:** Theme and conflict analysis. **Writing:** Developing sophisticated literary claims. Theme analysis. Conflict analysis.	Theme tracking charts Collaborative literary discussions	*The Great Gatsby* (Ch. 1–4) AP Classroom	**AP Prose Analysis Timed Writing** AP Classroom Practice
	RL.IT.11–12.3 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT analyze the organizational structure of a novel.** **SWBAT explain how authors use narrative structure to create meaning.**	**Reading:** Plot development and narrative organization. **Writing:** Developing analytical essays with coherent organization. Narrative structure. Essay organization.	Plot mapping Narrative timeline Literary structure analysis	*The Great Gatsby* (Ch. 5–9) AP Classroom	**AP Prose Analysis Essay** AP Classroom Practice
January 1–2	RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT compare literary perspectives across multiple novels.** **SWBAT strengthen analytical writing through precise commentary and evidence.**	**Reading:** Comparative literary analysis. **Writing:** Revision for sophistication and precision. Comparative analysis. Revision strategies.	Comparative discussion groups Venn diagrams Peer revision workshops	*Frankenstein* & *The Great Gatsby* AP Classroom	**AP Prose Analysis Timed Writing** AP Classroom Practice
	L.SS.11–12.1 RL.CR.11–12.1 W.WP.11–12.4	**SWBAT evaluate how literary elements contribute to an author's overall purpose.** **SWBAT revise**	**Reading:** Author's craft and thematic development. **Writing:** Literary revision workshop. Author's style.	Peer review Writing conferences Literary journals	Released AP Literature FRQ 2 Prompts AP Classroom	**AP Prose Analysis Essay** AP Classroom Practice

			analytical writing for clarity, coherence, and sophistication.	Revision strategies.			
January	**3–4**	RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4 W.RW.11–12.7	**SWBAT synthesize literary techniques across multiple novels.** **SWBAT engage in collaborative literary discussions using textual evidence.**	**Reading & Writing:** Synthesizing characterization, symbolism, structure, and theme across novels. Literary synthesis. Collaborative discussion.	Socratic Seminar Comparative synthesis activities Collaborative annotation	*Frankenstein* & *The Great Gatsby* AP Classroom	**Bring on the Benchmark**
		RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4 W.RW.11–12.7	**SWBAT demonstrate mastery of AP prose analysis through evidence-based literary writing.** **SWBAT provide meaningful peer feedback to strengthen literary analysis.**	**Reading & Writing:** Timed AP prose analysis and peer review. Essay revision. Reflective analysis.	Peer review workshops Timed writing practice	Released AP Literature FRQ 2 Prompts AP Classroom	**Unit Benchmark Exam (AP Prose Analysis)**

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading Skills **Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1):** • Accurately citing strong and thorough textual evidence from extended works of fiction. • Making relevant connections among details from different chapters and sections of a novel.	**Reading** **Advanced Analysis and Interpretation:** • Building on the close-reading strategies developed through Unit 1 short fiction. • Sustaining an interpretation across an extended literary work rather than a single short text. • Tracking patterns, contrasts, repetitions, and

• Interpreting both explicit and inferential meanings in *Frankenstein* and *The Great Gatsby*.
• Selecting evidence that supports claims about characterization, conflict, setting, narrative perspective, symbolism, and theme.

Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1):

• Accurately citing evidence from informational texts related to the historical, cultural, social, and literary contexts of the novels.
• Supporting comprehensive analysis of contextual readings with relevant connections.
• Using background information to deepen interpretations without replacing direct literary evidence.
• Distinguishing between evidence from the novel and evidence from a secondary source.

Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):

• Determining and analyzing two or more themes in each novel.
• Examining how themes interact and build upon one another throughout an extended work.
• Analyzing themes related to ambition, creation, responsibility, identity, isolation, social class, memory, and the pursuit of ideals.
• Explaining how characterization, conflict, setting, symbols, and narrative structure contribute to thematic complexity.
• Providing objective summaries of chapters and significant sections.

Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2):

• Determining and analyzing central ideas in literary criticism and historical or cultural background readings.
• Examining how central ideas interact and develop within informational texts.
• Providing accurate and objective summaries of secondary sources.
• Comparing a critic's central argument with students' own interpretations of the novels.

Analyzing Author's Choices in Literature (ELA.RL.IT.11–12.3):

• Examining how authors develop ideas through setting, significant details across multiple chapters.
• Accurately citing evidence to support increasingly complex analyses of character development, narrative perspective, symbolism, and theme.

Connecting Literary and Informational Texts:

• Extending Unit 1 work with author biographies, historical background, and literary criticism.
• Applying informational-text analysis to Romanticism, Gothic literature, scientific advancement, Modernism, and the American Dream.
• Evaluating how contextual information strengthens or complicates interpretations of literary works.
• Integrating contextual knowledge while maintaining the literary text as the primary source of evidence.

Theme Development:

• Progressing from analyzing themes in short fiction to tracking thematic development across complete novels.
• Examining how a theme changes, deepens, or becomes more complicated as characters and conflicts develop.
• Connecting recurring images, symbols, and character choices to broader thematic interpretations.
• Comparing how different novels explore related questions about ambition, identity, responsibility, and human desire.

Central-Idea Analysis:

• Applying Unit 1 informational-reading skills to more complex literary criticism and contextual resources.
• Distinguishing a critic's central claim from the evidence and reasoning used to support it.
• Evaluating whether a secondary source offers a convincing interpretation of a novel.
• Using critical readings as a lens through which to reconsider literary evidence.

Character and Narrative Analysis:

• Building upon Unit 1 analysis of character, conflict, and motivation in short fiction.

sequence of events, characterization, dialogue, conflict, and narrative perspective.
• Analyzing complex and evolving character motivations and relationships.
• Evaluating how Victor Frankenstein, the Creature, Robert Walton, Jay Gatsby, Nick Carraway, Daisy Buchanan, and other characters develop throughout their respective novels.
• Explaining how character choices and consequences contribute to the meaning of each work.
• Analyzing the effects of direct and indirect characterization.
• Tracking how characters change—or resist change—over the course of an extended narrative.
• Examining contradictions, complexities, and tensions within individual characters.
• Connecting character development to larger thematic questions.
• Comparing how different authors reveal characters through narration, dialogue, action, description, and relationships.

Analyzing Author's Choices in Informational Texts (ELA.RI.IT.11–12.3):

Authorial Decision-Making:

• Analyzing how ideas and events are organized in historical, cultural, and critical readings.
• Explaining how individuals, ideas, or events interact and develop in informational texts.
• Evaluating how a critic's sequence of ideas contributes to an interpretation.
• Analyzing how informational authors frame discussions of literary periods, social conditions, and historical events.
• Applying Unit 1 analysis of informational-text organization to more sustained critical arguments.
• Examining how scholars organize evidence and reasoning to interpret literary works.
• Recognizing how emphasis, omission, sequence, and framing shape a reader's understanding.
• Comparing a critic's organization with the structure of students' own literary arguments.

Evaluating Author's Structural Choices (ELA.RL.TS.11–12.4):

Structural Analysis:

• Evaluating how narrative structure contributes to the overall meaning and aesthetic impact of each novel.
• Analyzing frame narration, shifts in narrator, nonlinear chronology, flashbacks, pacing, and parallel events.
• Explaining how Shelley's layered narration shapes the reader's understanding of Victor, the Creature, and Walton.
• Explaining how Fitzgerald's use of Nick's retrospective narration and disrupted chronology shapes the reader's understanding of Gatsby.
• Evaluating how openings, turning points, climaxes, and endings influence interpretation.
• Progressing from analyzing the structure of short fiction to examining organization across an entire novel.
• Tracking how authors reveal information gradually and deliberately.
• Analyzing how shifts in time, perspective, and pacing affect suspense, sympathy, and reliability.
• Connecting structural choices to characterization and thematic meaning.
• Evaluating how a novel's ending alters or confirms earlier interpretations.

Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):

Perspective and Point of View:

• Evaluating different narrators, perspectives, and interpretive lenses within and across the novels.
• Comparing Victor's, the Creature's, and Walton's accounts in *Frankenstein*.
• Evaluating Nick Carraway's perspective and reliability in *The Great Gatsby*.
• Comparing how Shelley and Fitzgerald present ambition, identity, isolation, social judgment, and failed ideals.
• Justifying which interpretation is most strongly supported by textual evidence.
• Building upon Unit 1 analysis of first-person, third-person, limited, and omniscient narration.
• Examining how multiple narrators create ambiguity and competing versions of events.
• Evaluating the reliability, limitations, judgments, and biases of narrators.
• Comparing how narrative distance affects readers' sympathy toward characters.
• Recognizing that a narrator's version of events may not represent the author's final judgment.

Determining Word Meanings (ELA.L.VL.11–12.3):

Vocabulary in Context:

• Clarifying the meanings of unknown and multiple-meaning words and phrases in complex novels. • Using context clues, word parts, and reference materials to determine meaning. • Analyzing the effects of Gothic, Romantic, scientific, social, and historical vocabulary. • Explaining how diction contributes to characterization, atmosphere, tone, and theme.	• Applying Unit 1 context-clue strategies to more challenging and historically distant language. • Using surrounding sentences, narrative context, word origins, and reference materials strategically. • Moving beyond denotation to analyze connotation, tone, and literary effect. • Tracking recurring diction associated with nature, creation, monstrosity, wealth, class, memory, and dreams.
Understanding Figurative Language (ELA.L.VI.11–12.4): • Analyzing figurative language, imagery, symbolism, allusion, and nuances in word meanings. • Interpreting connotative meanings and patterns of imagery. • Analyzing Gothic and Romantic imagery in *Frankenstein*. • Analyzing symbols such as the green light, the valley of ashes, weather, automobiles, and the eyes of Doctor T. J. Eckleburg in *The Great Gatsby*. • Explaining how literary devices contribute to characterization, atmosphere, and theme.	**Literary Devices:** • Progressing from identifying literary devices in individual short stories to tracking them across an entire novel. • Recognizing recurring images and symbols as patterns rather than isolated details. • Connecting figurative language to character development and thematic complexity. • Evaluating how symbols may acquire new or conflicting meanings as a novel develops. • Comparing how different authors use imagery and symbolism to explore related human experiences.
Writing Skills **Writing Narratives (ELA.W.NW.11–12.3):** • Developing real or imagined experiences using effective techniques and well-structured sequences. • Employing dialogue, pacing, description, reflection, and precise details. • Applying an understanding of frame narration, retrospective narration, characterization, setting, and conflict to original writing. • Experimenting with shifts in perspective or chronology to create deliberate effects.	**Writing** **Narrative Techniques:** • Building upon narrative techniques studied in Unit 1 short fiction. • Developing more complex characters, settings, conflicts, and narrative structures. • Experimenting with narrators who have limited knowledge, personal bias, or retrospective understanding. • Using pacing, flashback, dialogue, imagery, and reflection purposefully. • Modeling selected techniques used by Shelley and Fitzgerald without imitating their language directly.
Developing and Strengthening Writing (ELA.W.WP.11–12.4): • Planning, revising, editing, rewriting, and trying new approaches in literary analysis. • Developing defensible claims about complex characters, symbols, structures, and themes. • Organizing evidence drawn from different points in a novel. • Strengthening commentary by explaining relationships among evidence, authorial choices, and the work's	**Revising and Strengthening:** • Extending Unit 1 paragraph-level analysis into sustained essays about full-length works. • Revising claims to address complexity rather than making broad thematic statements. • Selecting evidence from across a novel instead of relying on a single scene. • Improving organization so that ideas build logically and progressively. • Revising commentary to explain how and why

meaning.
• Tracking and reflecting on writing progress through journals, portfolios, conferencing, and timed-writing reflections.
• Consulting MLA guidelines when appropriate.

Writing Routinely (ELA.W.RW.11–12.7):

• Writing over extended and shorter time frames for a range of analytical and reflective purposes.
• Completing literary journals, chapter reflections, analytical paragraphs, timed essays, seminar preparations, and revisions.
• Maintaining character, symbol, quotation, and theme trackers across each novel.
• Incorporating close reading, evidence, reflection, and revision into the writing process.

Command of the English Language (ELA.L.SS.11–12.1):

• Demonstrating mastery of grammar, syntax, sentence structure, punctuation, and usage.
• Using effective language conventions in literary analysis and academic discussion.
• Varying sentence structures to communicate complex relationships among characters, symbols, conflicts, and themes.
• Editing writing for clarity, precision, and formal academic style.

Understanding Language Functions (ELA.L.KL.11–12.2):

• Analyzing how language functions in literary, historical, and academic contexts.
• Making effective language choices for meaning, tone, and style.
• Examining differences between Shelley's nineteenth-century prose and Fitzgerald's modern style.
• Enhancing comprehension through analysis of diction, syntax, tone, and recurring language patterns.
• Varying word choice to strengthen analytical writing.

Speaking Skills

Participating in Collaborative Discussions (ELA.SL.PE.11–12.1):

• Initiating and participating effectively in discussions about complex novels and interpretive questions.
• Building on others' ideas while expressing original interpretations clearly and persuasively.
evidence supports the interpretation.
• Reflecting on progress in AP prose analysis and literary argument writing.

Writing Stamina and Fluency:

• Building upon the frequent analytical writing completed in Unit 1.
• Increasing writing stamina through sustained analysis of longer and more complex texts.
• Using literary journals to preserve developing interpretations across multiple weeks.
• Applying core analysis skills in both untimed and timed writing situations.
• Developing greater independence when planning and completing AP-style essays.

Language Conventions:

• Applying Unit 1 grammar and usage skills to longer analytical essays.
• Editing complex sentences for clarity and control.
• Using punctuation to clarify relationships among ideas.
• Avoiding sentence fragments, run-ons, vague pronouns, and shifts in tense.
• Maintaining the literary present when analyzing events in a text.

Language and Style:

• Building on Unit 1 work with precise literary-analysis vocabulary.
• Selecting analytical verbs that accurately explain an author's choices and their effects.
• Replacing repetitive or vague language with precise descriptions of character, structure, symbolism, and theme.
• Comparing how authors from different periods use language to shape tone and meaning.
• Varying word choice and sentence patterns to improve sophistication and analytical depth.

Speaking

Collaborative Literary Discussions:

• Building upon Unit 1 participation in Socratic seminars, literature circles, and collaborative annotation.
• Sustaining discussions about texts read across several weeks.

• Supporting claims with evidence drawn from different parts of a novel.
• Responding thoughtfully to alternative interpretations.
• Revising or strengthening ideas based on discussion and new evidence.

Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):

• Adapting speech for informal collaboration, formal seminars, presentations, and literary discussions.
• Demonstrating command of formal English when appropriate.
• Presenting interpretations of novels clearly, logically, and persuasively.
• Using precise literary terminology when discussing characterization, narration, symbolism, structure, and theme.
• Drawing connections between earlier and later chapters.
• Moving beyond personal reactions to evidence-based interpretations of character and theme.
• Comparing interpretations of Victor, the Creature, Gatsby, Nick, Daisy, and other complex characters.

Adaptation and Formal Speech:

• Applying Unit 1 speaking skills to increasingly formal and sustained literary discussions.
• Adjusting tone, vocabulary, evidence, and delivery for partner work, small-group discussion, Socratic seminars, and presentations.
• Organizing spoken interpretations around clear claims and relevant textual evidence.
• Responding respectfully and analytically when classmates present competing interpretations.
• Demonstrating increasing confidence and precision when discussing complex literature.

Career Readiness, Life Literacies, and Key 21st Century Skills

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

HS-PS1	Matter and Its Interactions
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
1.4.12adv.Re	Responding
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
1.4.12adv.Cn	Connecting
HS-PS3	Energy
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
HS-ESS1	Earth’s Place in the Universe
HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.