LHS AP Lit Unit 3

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP3**
Length: **45 minutes**
Status: **Published**

Unit Overview

Theme: The Power of Voice — Poetry, Form, and the Human Experience

Benchmark Text Focus: Poetry

Anchor Text Focus: AP Literature Poetry Selections (Bedford Introduction to Literature, AP Classroom, and released AP Poetry texts)

Writing Genre Focus: Literary Analysis (Poetry Analysis – AP Free Response Question 1)

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.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.11–12.1.D	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.AW.11–12.1.E	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

Poetry represents literature in its most concentrated form. Through carefully chosen language, deliberate structure, sound, imagery, and figurative expression, poets communicate experiences and emotions that transcend historical periods and cultural boundaries. Unlike prose, which often develops meaning through narrative progression, poetry invites readers to linger over every word, every pause, and every structural decision, revealing layers of meaning that reward careful and sustained interpretation.

This unit introduces students to a diverse collection of poets whose works examine identity, love, memory, nature, conflict, mortality, justice, and the search for meaning. Although each poem reflects a unique historical and cultural perspective, together they demonstrate poetry's enduring ability to capture the complexity of human experience while inviting multiple valid interpretations. Students discover that meaning in poetry emerges not only from what is stated directly but also from what is suggested through imagery, symbolism, diction, syntax, tone, sound devices, and form.

As students analyze lyric, narrative, dramatic, and free verse poetry, they learn to recognize how poetic structure contributes to meaning. Meter, rhyme, enjambment, caesura, repetition, and shifts in tone become essential components of interpretation rather than isolated literary devices. Students move beyond identifying figurative language to evaluating how every artistic choice contributes to a poem's larger thematic purpose and emotional impact.

Throughout the unit, students engage in close reading, annotation, literary journals, Socratic seminars, collaborative discussion, and repeated practice with AP Poetry Analysis essays. By constructing evidence-based interpretations and defending their analytical claims through careful textual analysis, students develop the habits of mind necessary for success in AP Literature while cultivating a deeper appreciation for poetry as both an artistic expression and an enduring exploration of the human condition. The AP Literature course calendar devotes the third instructional unit to intensive study of poetry, AP Classroom practice, literary journals, and preparation for the Poetry Analysis Free Response Question.

Enduring Understandings

Content Specific	Skills Specific
1. Poetry as an Exploration of Human Experience – Students will understand that poetry communicates universal aspects of the human condition through compressed language, imagery, symbolism, and form. 2. Form and Meaning Are Inseparable – Students will understand that a poem's structure—including lineation, sound, rhythm, and organization—contributes directly to its meaning and emotional effect.	1. Close Reading of Poetry – Students will understand how careful analysis of language, imagery, figurative language, and poetic structure leads to sophisticated literary interpretation. 2. Analysis of Poetic Craft – Students will understand how poets use sound devices, syntax, diction, symbolism, imagery, and form to develop meaning. 3. Evidence-Based Literary Analysis – Students

3. Language Creates Multiple Layers of Meaning – Students will understand that poets deliberately employ figurative language, diction, imagery, symbolism, and tone to invite complex interpretations rather than singular conclusions. 4. Poetry Reflects Cultural and Personal Perspectives – Students will understand that poems emerge from specific historical, cultural, and personal contexts while continuing to resonate with readers across time and place.	will understand how to construct analytical essays supported by precise textual evidence and insightful commentary. 4. Interpretation of Multiple Meanings – Students will understand how ambiguity, symbolism, and figurative language contribute to the richness of literary interpretation. 5. Revision and Analytical Precision – Students will understand that effective literary analysis develops through revision, reflection, and increasingly nuanced interpretation. 6. Collaborative Literary Discussion – Students will understand that discussion grounded in close reading broadens literary understanding by encouraging multiple evidence-based perspectives.

Essential Questions

Content Specific	Skills Specific
• How does poetry capture experiences and emotions that transcend time and culture? • In what ways do poets use form and language to shape readers' understanding of universal themes? • How do historical and cultural contexts influence the interpretation of poetry?	• How do imagery, symbolism, diction, and figurative language contribute to a poem's overall meaning? • How does poetic structure influence interpretation? • How can close reading support sophisticated literary analysis of poetry?

Key Resources

Anchor Texts

- AP Literature Poetry Selections
- Bedford Introduction to Literature poetry anthology
- AP Classroom poetry passages

- Released College Board AP Literature Poetry Analysis prompts

Supplementary Resources

Supporting Resources

- Student Literary Journals
- AP Classroom Personal Progress Checks
- Released AP Literature Free Response Question 1 prompts
- Poetry annotation guides
- Socratic Seminar discussions
- Independent poetry selections representing diverse historical periods and literary movements
- Teacher-selected poems emphasizing imagery, symbolism, tone, structure, and figurative language

These resources align with the AP Literature course sequence, which transitions from novels into an intensive poetry unit featuring AP Classroom practice, literary journals, seminar discussion, and preparation for the Poetry Analysis essay before beginning the drama unit.

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student-Centered Activities	Resources	Assessment
February	**1–2**	RL.CR.11–12.1 L.KL.11–12.2A SL.PE.11–12.1	**SWBAT closely read poetry to identify significant details that contribute to meaning and theme.** **SWBAT determine the meaning of**	**Reading:** Annotation strategies and close reading of poetry. **Writing:** Introducing poetry analysis through textual evidence. Vocabulary in context.	Collaborative annotation Poetry journals Think-Pair-Share discussions Small-group close reading	AP Poetry Selections Bedford *Introduction to Literature* AP Classroom	**AP Poetry Analysis Timed Writing** (single paragraph or introductory analysis) AP Classroom Practice

		unfamiliar vocabulary using context clues in poetry.	Annotation strategies.			
	SL.PE.11–12.1 W.WP.11–12.4 W.RW.11–12.7	**SWBAT analyze how imagery, diction, and figurative language develop meaning.** **SWBAT organize literary evidence to support analytical claims.**	**Reading:** Imagery, diction, and figurative language. **Writing:** Constructing poetry analysis paragraphs using commentary and evidence. Literary analysis. Claim development.	Annotation stations Collaborative evidence collection Socratic Seminar	Teacher-selected AP Poems AP Classroom	**AP Poetry Analysis** (single paragraph or full essay) AP Classroom Practice
February 3–4	RL.CI.11–12.2 RL.IT.11–12.3 L.VL.11–12.3 W.WP.11–12.4	**SWBAT analyze symbolism, tone, and figurative language to determine thematic meaning.** **SWBAT explain how poetic devices contribute to a poem's meaning.**	**Reading:** Symbolism, tone, and figurative language. **Writing:** Embedding quotations and commentary. Theme development. Poetic devices.	Symbol tracking Tone analysis Small-group literary analysis	AP Poetry Selections Released AP Poetry Passages	**AP Poetry Analysis Timed Writing** AP Classroom Practice
	RL.CR.11–12.1 RL.TS.11–12.4 W.WP.11–12.4	**SWBAT analyze poetic structure and its impact on interpretation.** **SWBAT explain how an author's stylistic choices influence meaning.**	**Reading:** Structure, form, and organization. **Writing:** Commentary development and literary interpretation. Structure analysis. Style analysis.	Poetry discussion circles Comparative poetry analysis	Bedford *Introduction to Literature* AP Classroom	**AP Poetry Analysis** (full essay) AP Classroom Practice
March 1–2	RL.CI.11–12.2 RL.IT.11–12.3 W.WP.11–12.4	**SWBAT analyze how poets develop central ideas through imagery, symbolism, and**	**Reading:** Theme and symbolism analysis. **Writing:** Developing	Theme tracking charts Collaborative literary discussions	Teacher-selected AP Poems AP Classroom	**AP Poetry Analysis Timed Writing** AP Classroom

			structure. **SWBAT evaluate how poetic elements work together to develop meaning.**	sophisticated literary claims. Theme analysis. Symbol analysis.			Practice
		RL.IT.11–12.3 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT analyze organizational and structural strategies in poetry.** **SWBAT explain how poets use form to create meaning.**	**Reading:** Poetic organization and form. **Writing:** Developing analytical essays with coherent organization. Poetic structure. Essay organization.	Poetry structure mapping Form comparison activities	AP Classroom Released AP Poetry Prompts	**AP Poetry Analysis Essay** AP Classroom Practice
March	**3–4**	RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT compare literary perspectives across multiple poems.** **SWBAT strengthen analytical writing through precise commentary and evidence.**	**Reading:** Comparative poetry analysis. **Writing:** Revision for sophistication and precision. Comparative analysis. Revision strategies.	Comparative discussion groups Poetry stations Peer revision workshops	Multiple AP Poetry Selections AP Classroom	**AP Poetry Analysis Timed Writing** AP Classroom Practice
		L.SS.11–12.1 RL.CR.11–12.1 W.WP.11–12.4	**SWBAT evaluate how poetic elements contribute to an author's overall purpose.** **SWBAT revise analytical writing for clarity, coherence, and sophistication.**	**Reading:** Author's craft. **Writing:** Literary revision workshop. Author's style. Revision strategies.	Peer review Writing conferences Poetry journals	Released AP Literature FRQ 1 Prompts AP Classroom	**AP Poetry Analysis Essay** AP Classroom Practice
April	**1–2**	RL.CR.11–12.1 RL.CI.11–12.2	**SWBAT synthesize literary techniques**	**Reading & Writing:** Synthesizing imagery,	Socratic Seminar Poetry synthesis	AP Poetry Anthology AP Classroom	**Bring on the Benchmark**

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	**across multiple poems.** **SWBAT engage in collaborative literary discussions using textual evidence.**	symbolism, tone, structure, and theme across poems. Literary synthesis. Collaborative discussion.	activities Collaborative annotation		
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 poetry analysis through evidence-based literary writing.** **SWBAT provide meaningful peer feedback to strengthen literary analysis.**	**Reading & Writing:** Timed AP poetry analysis and peer review. Essay revision. Reflective analysis.	Peer review workshops Timed writing practice	Released AP Literature FRQ 1 Prompts AP Classroom	**Unit Benchmark Exam (AP Poetry Analysis)**

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading Skills	**Reading**
Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1): • Accurately citing strong and thorough textual evidence from a variety of poems. • Making relevant connections among multiple poems to support literary analysis. • Interpreting both explicit and inferential meanings in poetry. • Selecting evidence that supports claims about imagery, symbolism, diction, tone, structure, and theme.	**Advanced Analysis and Interpretation:** • Building on Unit 2 analysis of extended novels by applying close-reading strategies to shorter but more densely layered texts. • Shifting from tracking ideas across chapters to closely analyzing every word, phrase, and poetic choice. • Citing precise textual evidence to explain how poetic language creates multiple levels of meaning. • Developing increasingly sophisticated interpretations of figurative language and poetic techniques.
Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1): • Accurately citing evidence from informational	**Connecting Literary and Informational Texts:** • Extending Unit 2 work with literary criticism and historical context to include poetic movements and

texts related to poets, literary movements, and historical contexts.
• Supporting analysis of poetry with relevant contextual information.
• Distinguishing between evidence from poems and evidence from literary criticism or background readings.
• Integrating contextual information without replacing close reading of the poem.

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

• Determining and analyzing two or more themes within individual poems and across collections of poetry.
• Examining how themes interact through imagery, symbolism, diction, tone, and structure.
• Explaining how poetic elements contribute to thematic complexity.
• Providing objective summaries of poems while recognizing their layered meanings.

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

• Determining and analyzing central ideas in literary criticism and informational texts about poetry.
• Examining how central ideas develop across informational texts.
• Summarizing critical perspectives objectively.
• Comparing scholarly interpretations with students' own analyses of poems.

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

• Examining how poets develop meaning through imagery, symbolism, figurative language, diction, syntax, sound devices, and structure.
• Explaining how individual poetic choices influence interpretation.
• Evaluating how poetic form contributes to meaning.
• Analyzing relationships among literary elements within individual poems.

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

• Analyzing how literary critics organize ideas and arguments about poetry.
• Explaining how informational authors develop interpretations through evidence.
• Evaluating how scholarly arguments are author biographies.
• Applying informational-reading skills to understand poetic traditions and historical influences.
• Evaluating how contextual information deepens understanding while maintaining the poem as the primary source of evidence.
• Comparing critical interpretations with personal textual analysis.

Theme Development:

• Building on Unit 2 thematic analysis in novels by recognizing how poets develop themes through compressed language rather than extended narratives.
• Comparing how different poets explore similar themes through distinct stylistic choices.
• Tracking recurring motifs, symbols, and images across multiple poems.
• Distinguishing between literal meaning and thematic significance.

Central-Idea Analysis:

• Applying Unit 2 informational-reading strategies to literary criticism focused on poetry.
• Evaluating how critics support interpretations through textual evidence.
• Comparing multiple critical viewpoints regarding poetic meaning and technique.
• Using secondary sources to enrich literary interpretation.

Literary Craft Analysis:

• Extending Unit 2 analysis of narrative techniques into close examination of poetic craft.
• Moving beyond character and plot to analyze language itself as the primary vehicle for meaning.
• Examining how every poetic choice contributes to the reader's interpretation.
• Recognizing that poetic meaning often depends upon patterns rather than narrative events.

Authorial Decision-Making:

• Applying Unit 2 analysis of critical writing to increasingly sophisticated discussions of poetry.
• Evaluating how critics organize evidence and commentary to support interpretations.
• Comparing multiple approaches to analyzing the same poem.

constructed.
• Comparing organizational structures across literary criticism.

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

• Evaluating how poetic structure contributes to overall meaning and aesthetic impact.
• Analyzing stanza organization, line breaks, rhyme, rhythm, repetition, and free verse.
• Explaining how structural choices reinforce tone, theme, and meaning.
• Evaluating how poetic form shapes interpretation.

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

• Evaluating different poetic perspectives across multiple poems.
• Comparing how poets address similar themes through different voices and styles.
• Evaluating differing interpretations supported by textual evidence.
• Justifying which interpretation is most convincing.

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

• Clarifying meanings of unfamiliar and multiple-meaning words within poems.
• Using context, connotation, and figurative meanings to interpret diction.
• Explaining how word choice contributes to tone and theme.
• Recognizing ambiguity as an intentional poetic technique.

Understanding Figurative Language (ELA.L.VI.11–12.4):

• Analyzing imagery, symbolism, metaphor, simile, personification, irony, paradox, and other figurative devices.
• Interpreting nuanced and connotative meanings.
• Explaining how figurative language contributes to tone, meaning, and theme.
• Evaluating recurring images and symbols across multiple poems.

Writing Skills

Writing Narratives (ELA.W.NW.11–12.3):

• Developing original writing that demonstrates an understanding of poetic language, imagery, and

• Recognizing different analytical lenses used in literary criticism.

Structural Analysis:

• Building on Unit 2 study of narrative structure by shifting focus to poetic organization.
• Analyzing how line breaks, stanza divisions, repetition, and rhythm affect meaning.
• Evaluating how poets manipulate structure to emphasize ideas and emotional impact.
• Connecting poetic form directly to interpretation.

Perspective and Point of View:

• Building upon Unit 2 narrator analysis by examining poetic speakers and voice.
• Distinguishing between the poet and the speaker.
• Comparing how perspective influences tone, meaning, and emotional response.
• Evaluating how different poetic voices shape interpretation.

Vocabulary in Context:

• Building on Unit 2 vocabulary analysis by emphasizing connotation, ambiguity, and figurative meanings.
• Examining how carefully chosen diction shapes interpretation.
• Recognizing that individual words often carry multiple layers of meaning in poetry.
• Using context and literary knowledge to interpret unfamiliar language.

Literary Devices:

• Extending Unit 2 study of symbolism and imagery by examining the concentrated use of figurative language in poetry.
• Moving beyond identifying literary devices to evaluating how they create meaning.
• Tracking recurring images and symbolic patterns across multiple poems.
• Recognizing how figurative language shapes emotional and intellectual responses.

Writing

Narrative and Creative Techniques:

• Building on Unit 2 understanding of literary style by incorporating poetic techniques into original writing.

voice.
• Employing descriptive language, symbolism, and reflection effectively.
• Experimenting with poetic forms and creative expression while applying literary techniques studied throughout the unit.

Developing and Strengthening Writing (ELA.W.WP.11–12.4):

• Planning, revising, editing, and refining literary analysis essays focused on poetry.
• Developing defensible analytical claims supported by close reading.
• Strengthening commentary that explains how poetic techniques contribute to meaning.
• Reflecting on writing progress through journals, conferencing, and revision.

Writing Routinely (ELA.W.RW.11–12.7):

• Writing literary journals, poetry analyses, timed responses, reflections, and revisions.
• Completing both extended analytical essays and brief close-reading responses.
• Incorporating annotation, discussion, and reflection into the writing process.

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

• Demonstrating mastery of grammar, syntax, punctuation, and usage in analytical writing.
• Using formal academic language in discussions and essays.
• Varying sentence structures to strengthen analytical writing.

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

• Analyzing how language functions within different poetic forms and literary traditions.
• Making effective stylistic choices in analytical writing.
• Enhancing comprehension through analysis of diction, syntax, sound, and figurative language.
• Varying word choice to strengthen literary analysis.

Speaking Skills

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

• Experimenting with imagery, symbolism, rhythm, and figurative language.
• Developing an awareness of voice, tone, and precision in language choices.
• Applying lessons learned from published poets to original compositions.

Revising and Strengthening:

• Building on Unit 2 analytical writing by refining commentary and precision.
• Revising claims to address complexity and multiple interpretations.
• Selecting the strongest evidence from brief texts where every quotation matters.
• Strengthening organization and analytical depth in AP-style poetry analysis essays.

Writing Stamina and Fluency:

• Continuing the writing routines established in Unit 2 while increasing attention to concise, evidence-based analysis.
• Writing frequently in response to individual poems and comparative poetry tasks.
• Developing greater confidence with AP Poetry Analysis essays and timed writing.

Language Conventions:

• Applying Unit 2 editing skills to increasingly sophisticated literary analysis.
• Maintaining clarity while discussing abstract literary concepts.
• Editing for precision, fluency, and academic style.
• Strengthening sentence variety and coherence.

Language and Style:

• Extending Unit 2 vocabulary development into precise discussion of poetic techniques.
• Using sophisticated literary terminology accurately.
• Selecting analytical language that reflects the complexity of poetry.
• Varying word choice and sentence patterns to produce polished literary analysis.

Speaking

Collaborative Literary Discussions:

• Building upon Unit 2 Socratic seminars by engaging

• Initiating and participating effectively in discussions about poetry and literary interpretation.
• Building on others' ideas while supporting interpretations with textual evidence.
• Responding thoughtfully to multiple perspectives.
• Participating in poetry seminars and collaborative analysis.

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

• Adapting speech for seminars, presentations, collaborative discussions, and poetry recitations.
• Demonstrating command of formal English.
• Presenting literary interpretations clearly and persuasively.
• Using precise literary terminology when discussing poetic techniques and meaning.

in close-reading discussions of poetry.
• Supporting increasingly nuanced interpretations with precise textual evidence.
• Comparing multiple interpretations of individual poems.
• Using literary vocabulary confidently during collaborative discussions.

Adaptation and Formal Speech:

• Extending Unit 2 presentation skills to literary discussions centered on poetry.
• Adjusting tone, vocabulary, and evidence for different audiences and purposes.
• Organizing spoken analyses around defensible interpretations supported by close reading.
• Demonstrating confidence when discussing multiple interpretations of complex poems.

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

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.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
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

6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-1	Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its

	acceleration.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
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-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
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-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).