AP English Literature and Composition

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Grade:	12
Time/Credit:	3 marking periods/1.5 credit
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Central Bucks School District
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Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview - AP English Literature and Composition

Desired Results

Course Description: Advanced Placement English Literature and Composition is a rigorous, three marking period, college-level class. As the College Board explains, "The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama) from various periods. Students engage in close reading and critical analysis to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works" (6).

Students also consider varied critical approaches to literary analysis to understand the social and historical contexts, values, and perspectives of literature.

This course has a summer reading requirement developed each year by building.

Prerequisite: B grade or better in English 11 or AP English Language or recommendation of 11th grade English teacher.

Committee Members: Tricia Conn*, Zach Sibel, Brett Vogelsinger
*Lead teacher

Acceptable Evidence

AP-style timed writing assessments (Poetry Analysis, Prose Fiction Analysis, Literary Argument); Unit essays and revised literary arguments; Multiple-choice and free-response assessments modeled on AP Exam question sets; Literary and/or textual analysis projects and presentations based on teacher-selected texts and/or prompts; • College Board AP Classroom Progress Checks (formative); Discussion (nongraded and/or graded, formative and/or summative)

Course Grading

Marking Period 1: 30%
Marking Period 2: 30%
Marking Period 3: 30%
Final Exam: 10%

AP English Literature and Composition – Pacing Guide

Content	136 Days
Unit 1 - Short Fiction 1	~9 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Identify and describe the narrator or speaker of a text. (Skill 4.A)	1-2
Identify and explain the function of point of view in a narrative. (Skill 4.B)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 2 - Poetry 1	~9 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of structure in a text. (Skill 3.C)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of a simile. (Skill 6.B)	1-2
Identify and explain the function of a metaphor. (Skill 6.B)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 3 - Longer Fiction or Drama 1	~19 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	2
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	2-3
Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)	2-3
Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)	2
Explain the function of conflict in a text. (Skill 3.F)	1-2
Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)	2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1

Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 4 - Short Fiction 2	~16 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of contrasting characters. (Skill 1.C)	1-2
Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)	1-2
Explain the function of setting in a narrative. (Skill 2.B)	1-2
Describe the relationship between a character and a setting. (Skill 2.C)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Identify and describe the narrator or speaker of a text. (Skill 4.A)	1-2
Identify and explain the function of point of view in a narrative. (Skill 4.B)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 5 - Poetry 2	~16 class periods
Explain the function of structure in a text. (Skill 3.C)	2
Distinguish between the literal and figurative meanings of words and phrases. (Skill 5.A)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of an image or imagery. (Skill 5.D)	1-2
Identify and explain the function of a metaphor. (Skill 6.B)	2
Identify and explain the function of personification. (Skill 6.C)	2

Identify and explain the function of an allusion. (Skill 6.D)	1
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 6 - Longer Fiction or Drama 2	~19 class periods
Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)	1-2
Explain the function of contrasting characters. (Skill 1.C)	1-2
Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (Skill 1.E)	2-3
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2
Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	2
Explain how a narrator's reliability affects a narrative. (Skill 4.D)	2
Identify and explain the function of a symbol. (Skill 5.C)	2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 7 - Short Fiction 3	~16 class periods
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	1-2
Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)	1-2
Explain the function of setting in a narrative. (Skill 2.B)	1-2
Describe the relationship between a character and a setting. (Skill 2.C)	1-2
Identify and describe how plot orders events in a narrative. (Skill 3.A)	1-2

Explain the function of a particular sequence of events in a plot. (Skill 3.B)	1-2
Explain how a narrator's reliability affects a narrative. (Skill 4.D)	1-2
Identify and explain the function of a symbol. (Skill 5.C)	1-2
Identify and explain the function of an image or imagery. (Skill 5.D)	1-2
Identify and explain the function of a simile. (Skill 6.A)	1-2
Identify and explain the function of personification. (Skill 6.C)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	1-2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	1-2
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 8 - Poetry 3	~16 class periods
Explain the function of structure in a text. (Skill 3.C)	2
Explain the function of contrasts within a text. (Skill 3.D)	1-2
Explain the function of specific words and phrases in a text. (Skill 5.B)	1-2
Identify and explain the function of a symbol. (Skill 5.C)	2
Identify and explain the function of a metaphor. (Skill 6.B)	1-2
Identify and explain the function of an allusion. (Skill 6.D)	1-2
Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2
Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)	1
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1
Unit 9 - Longer Fiction or Drama 3	~16 class periods
Explain the function of a character changing or remaining unchanged. (Skill 1.B)	2-3
Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (Skill 1.E)	2-3
Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)	2-3
Explain the function of conflict in a text. (Skill 3.F)	1-2
Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. (Skill 4.C)	2

Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)	1-2
Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)	2-3
Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)	2-3
Utilize and complete AP Classroom resources (Daily Videos, Topic Questions, and/or Progress Checks).	1-2
Intervention and/or Enrichment Embedded Throughout	
Summative Assessment	1

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

The language below, from The College Board Advanced Placement English Literature and Composition course description, guides the selection of texts. According to the College Board course description, “The exam relies on texts from a variety of time periods. The exam includes a higher number of 20th-century and contemporary texts than texts published prior to the 20th century” (134). In keeping with this fact, the selection of texts for this course will evolve and become more contemporary over time.

The following two quotes from the College Board course description are also relevant to the selections of texts for the course:

“In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings” (9).

"AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses....Over the course of their literature studies in secondary school, and by the end of their AP English Literature and Composition class, students should have studied a variety of texts by diverse authors from a variety of time periods ranging from the English Renaissance to the present....Issues that might, from a specific cultural viewpoint, be considered controversial, including depictions of nationalities, religions, ethnicities, dialects, gender, or class, are often represented artistically in works of literature. AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole" (115).

The number of works appropriate for study in this course is vast, and new, course-appropriate texts publish each year. Authors and titles studied follow requirements from the College Board and may include, but are not limited to, the following:

Textbook:

- Perrine’s Literature

Online Resource:

- AP Classroom, English Literature and Composition Guide

- AP Classroom Student-Facing Resources, Videos, and Progress Checks

Titles and Authors Frequently on the AP Literature Test and AP Classroom:

This is not an exhaustive list, simply examples of the kinds of texts and authors who are frequently represented on the test and in AP Classroom materials and that teachers may consider using in the course:

Poetry:

The *Perrine's Literature* textbook contains a plethora of poems and is particularly strong in the classics, including works by poets such as William Wordsworth, Percy Bysshe Shelley, John Donne, William Blake, Alfred Lord Tennyson, Walt Whitman, Anne Bradstreet and others. It also includes such 20th Century greats such as Robert Frost, Gwendolyn Brooks, Langston Hughes, Silvia Plath, e.e. cummings, Dudley Randall, and more.

Contemporary and living poets often appear in the AP Literature Test, and new poets publish each year. The following list exemplifies the type of contemporary and living poets whose work is consistent with the AP Literature and Composition course and exam.

Richard Blanco ("América," "Shaving," collected works)
Ada Limón ("Notes on the Below," "Instructions on Not Giving Up," collected works)
Maggie Smith ("Sky," "London Plane," collected works)
Arthur Sze (collected works)
Joy Harjo ("Once the World Was Perfect," "An American Sunrise")
Jose Olivarez ("(citizen)(illegal)," "Ode to Cheese Fries")
Li-Young Lee ("The Gift," "Immigrant Blues")
Nikki Giovanni ("Allowables," "Ego Tripping")
Clint Smith ("Counting Descent," "There Is a Lake Here")
Hanif Abdurriquib ("The Prestige," "It's Just that I'm Not Really Into Politics")
Gary Soto ("Oranges," "Evening on the Lawn")
Louise Gluck ("Midnight," "The School Children")
Billy Collins ("Weighing the Dog," "Budapest")
Mary Oliver ("The Black Walnut Tree," "The Summer Day")
Wislawa Szymborska ("A Word on Statistics," "The Terrorist, He Watches")

Drama:

Samuel Beckett (*Waiting for Godot*)
Lorraine Hansberry (*A Raisin in the Sun*)
Henrik Ibsen (*A Doll's House, Ghosts*)
William Shakespeare (*Hamlet, Othello*)
Sophocles (*The Theban Trilogy*)
Oscar Wilde (*The Importance of Being Earnest*)
August Wilson (*Fences, The Piano Lesson*)

Fiction:

Chinua Achebe (*Things Fall Apart*)
Margaret Atwood (*Alias Grace, The Handmaid's Tale*)
Jane Austen (*Pride and Prejudice, Emma*)
Don DeLillo (*White Noise*)
Charles Dickens (*Great Expectations, A Tale of Two Cities*)
Anthony Doerr (*All the Light We Cannot See, Cloud Cuckoo Land*)

Ralph Ellison (*Invisible Man*)
Ernest Hemingway (*The Old Man and the Sea, A Farewell to Arms*)
Zora Neale Hurston (*Their Eyes Were Watching God*)
James Joyce (*Dubliners, A Portrait of the Artist as a Young Man)*
Franz Kafka (*The Trial, The Metamorphosis*)
Jhumpa Lahiri (*The Namesake*)
Cormac McCarthy (*All the Pretty Horses, The Road*)
Toni Morrison (*Beloved, Song of Solomon*)
Oscar Wilde (*The Picture of Dorian Gray*)
Jesmyn Ward (*Sing, Unburied, Sing*)
Edith Wharton (*The Age of Innocence, The House of Mirth*)
Colson Whitehead (*The Underground Railroad, The Nickel Boys*)

Text selections will also include short pieces of fiction and nonfiction that exemplify course skills and considerations.

Here are the most frequently cited authors and works, based on data from 1970–2024:

- William Shakespeare: (*King Lear*, *Hamlet*, *Othello*, *The Tempest*)
- Toni Morrison: (*Beloved*, *Song of Solomon*, *Sula*)
- Charles Dickens: (*Great Expectations*, *A Tale of Two Cities*)
- Ralph Ellison: (*Invisible Man* – consistently one of the most used, appearing over 30 times)
- Charlotte Brontë: (*Jane Eyre*)
- Emily Brontë: (*Wuthering Heights*)
- Joseph Conrad: (*Heart of Darkness*)
- Fyodor Dostoevsky: (*Crime and Punishment*)
- Mark Twain: (*Adventures of Huckleberry Finn*)
- Tennessee Williams: (*A Streetcar Named Desire*, *The Glass Menagerie*)
- Kate Chopin: (*The Awakening*)
- William Faulkner: (*As I Lay Dying*, *Light in August*)

Key Exam Trends (1970–2024)

- Top Cited Book: *Invisible Man* by Ralph Ellison (32+ times).
- Top Cited Plays: *King Lear* (Shakespeare) and *Death of a Salesman* (Arthur Miller).
- Other Highly Cited: *Wuthering Heights* (Emily Brontë), *Great Expectations* (Dickens), and *Jane Eyre* (Charlotte Brontë).
- Modern Classics: *Beloved* (Toni Morrison), *Catch-22* (Joseph Heller), and *The Color Purple* (Alice Walker).
- Contemporary Works: Half a Yellow Sun (Chimamanda Ngozio Adichie), Interior Chinatown (Charles Yu)

Unit 1 – Short Fiction 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contributes to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Description, dialogue, and behavior reveal characters to readers.
- Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.
- Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.
- A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.
- Setting includes the time and place during which the events of the text occur.
- Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and effect relationship.
- The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
- Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
- Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.
- Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.
- A speaker or narrator is not necessarily the author.
- The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.
- Narrators may also be characters, and their role as characters may influence their perspective.
- First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.

- Third-person narrators are outside observers.
- Third-person narrators' knowledge about events and characters may range from observational to all knowing, which shapes their perspective.
- The outside perspective of third-person narrators may not be affected by the events of the narrative.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)
- Identify and describe how plot orders events in a narrative. (Skill 3.A)
- Explain the function of a particular sequence of events in a plot. (Skill 3.B)
- Identify and describe the narrator or speaker of a text. (Skill 4.A)
- Identify and explain the function of point of view in a narrative. (Skill 4.B)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

• Short fiction analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
• Unit 1 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 2 – Poetry 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.
- Line and stanza breaks contribute to the development and relationship of ideas in a poem.
- The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.
- A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.
- Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.
- Contrasts are the result of shifts or juxtapositions or both.
- Shifts may be signaled by a word, a structural convention, or punctuation.
- Shifts may emphasize contrasts between particular segments of a text.
- An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.
- Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.
- Words or phrases may be repeated to emphasize ideas or associations.
- Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
- A simile uses the words "like" or "as" to liken two objects or concepts to each other.
- Similes liken two different things to transfer the traits or qualities of one to the other.
- In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.
- In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.
- Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.

- Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of structure in a text. (Skill 3.C)
- Explain the function of contrasts within a text. (Skill 3.D)
- Explain the function of specific words and phrases in a text. (Skill 5.B)
- Identify and explain the function of a simile. (Skill 6.B)
- Identify and explain the function of a metaphor. (Skill 6.B)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
Unit 2 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poem AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 3 – Longer Fiction or Drama 1

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.
- Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.
- Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.
- A character's perspective may shift during the course of a narrative.
- When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.
- Readers can infer a character's motives from that character's actions or inactions.
- A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.
- Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.
- Some characters remain unchanged or are largely unaffected by the events of the narrative.
- Setting includes the social, cultural, and historical situation during which the events of the text occur.
- A story, or narrative, is delivered through a series of events that relate to a conflict.
- Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot.
- The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
- Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.
- A text may contain multiple conflicts. Often two or more conflicts in a text intersect.
- A primary conflict can be heightened by the presence of additional conflicts that intersect with it.
- Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.

- A claim is a statement that requires defense with evidence from the text.
- In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
- A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of a character changing or remaining unchanged. (Skill 1.B)
- Identify and describe specific textual details that convey or reveal a setting. (Skill 2.A)
- Explain the function of a significant event or related set of significant events in a plot. (Skill 3.E)
- Explain the function of conflict in a text. (Skill 3.F)
- Develop a paragraph(s) that include(s) 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (Skill 7.A)
- Develop a thesis statement(s) that convey(s) a defensible claim(s) about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)
- Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.

- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis paragraph(s) focused on a claim supported with textual evidence

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Paragraph drafts

Summative Assessment
Unit 3 summative assessment: multiple choice or timed essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects

- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 4 – Short Fiction 2

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- The significance of characters is often revealed through their agency and through nuanced descriptions.
- Characters' choices—in speech, action, and inaction— reveal what they value.
- The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and maybe another character, the internal conflicts of the protagonist, a collective (such as society), or nature.
- Protagonists and antagonists may represent contrasting values.
- Conflict among characters often arises from tensions generated by their different value systems.
- A setting may help establish the mood and atmosphere of a narrative.
- The environment a character inhabits provides information about that character.
- Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.
- The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
- Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.
- Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
- Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.
- Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
- The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.

- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.
- Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
- Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. (Skill 1.A)
- Explain the function of contrasting characters. (Skill 1.C)
- Describe how textual details reveal nuances and complexities in characters' relationships with one another. (Skill 1.D)
- Explain the function of setting in a narrative. (Skill 2.B)
- Describe the relationship between a character and a setting. (Skill 2.C)
- Identify and describe how plot orders events in a narrative (Skill 3.A)
- Explain the function of contrasts within a text. (Skill 3.D)
- Identify and describe the narrator or speaker of a text (Skills 4. A)
- Identify and explain the function of point of view in a narrative (Skill 4.B).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. (Skill 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (Skill 7.C)
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (Skill 7.D)
- Demonstrate control over the elements of composition to communicate clearly. (Skill 7.E)

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Short fiction analysis paragraph(s) focused on a claim supported with textual evidence and organizational cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment

Unit 4 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision

- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:
- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

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- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 5 – Poetry 2

Desired Results:

Essential Questions:

- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.
- Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.
- Structures combine in texts to emphasize certain ideas and concepts.
- Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.
- Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
- An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
- A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
- Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.
- Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.
- An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.
- Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.
- Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.

- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.

Skills:

Students will be able to…

- Explain the function of structure in a text. (Skill 3.C)
- Distinguish between the literal and figurative meanings of words and phrases. (Skill 5.A)
- Explain the function of specific words and phrases in a text. (Skill 5.B)
- Identify and explain the function of an image or imagery (Skills 5.D).
- Identify and explain the function of a metaphor (Skills 6.B).
- Identify and explain the function of personification (Skills 6.C)
- Identify and explain the function of an allusion (Skills 6.D).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.

- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing
- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening
- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature
- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text
- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing
- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis paragraph(s) focused on a claim supported with textual evidence and organizationa; cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment
Unit 5 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poetry AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 6 – Longer Fiction or Drama 2

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.
- Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.
- Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.
- A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
- Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.
- Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense or building tension.
- Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.
- The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.
- The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.
- Information included and/or not included in a text conveys the perspective of characters, narrators, and/ or speakers.
- A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.
- Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.
- Readers who detect bias in a narrator may find that narrator less reliable.
- The reliability of a narrator may influence a reader's understanding of a character's motives.
- When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.

- A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.
- Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.
- When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.
- Writers use words that enhance the clear communication of an interpretation.
- Punctuation conveys relationships between and among parts of a sentence.

Skills:

Students will be able to…

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives (Skills 1.A).
- Explain the function of contrasting characters (Skills 1.C).
- Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities (Skills 1.E).
- Identify and describe how plot orders events in a narrative (Skills 3.A).
- Explain the function of a particular sequence of events in a plot (Skills 3.B).
- Explain the function of contrasts within a text (Skills 3.D).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Explain how a narrator's reliability affects a narrative (Skills 4.D).
- Identify and explain the function of a symbol (Skills 5.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B)
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis paragraph(s) focused on a claim supported with textual evidence and organizational cues

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Paragraph drafts

Summative Assessment
Unit 6 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.

- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
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- Using one of the works of literature as a mentor text for creative writing.
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For Language Development:
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Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 7 – Short Fiction 3

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How does setting represent time and place and convey values?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Often the change in a character emerges directly from a conflict of values represented in the narrative.
- Changes in a character's circumstances may lead to changes in that character.
- While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.
- An epiphany may affect the plot by causing a character to act on his or her sudden realization.
- A group or force can function as a character.
- When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.
- The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group.
- When a setting changes, it may suggest other movements, changes, or shifts in the narrative.
- Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.
- The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.
- The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.
- Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.
- Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.

- Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.
- A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.
- Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.
- A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.
- The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.
- By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.

Skills:

Students will be able to…

- Explain the function of a character changing or remaining unchanged (Skills 1.B).
- Describe how textual details reveal nuances and complexities in characters' relationships with one another (Skills 1.D).
- Explain the function of setting in a narrative (Skills 2.B).
- Describe the relationship between a character and a setting (Skills 2.C).
- Identify and describe how plot orders events in a narrative (Skills 3.A).
- Explain the function of a particular sequence of events in a plot (Skills 3.B).
- Explain how a narrator's reliability affects a narrative (Skills 4.D).
- Identify and explain the function of a symbol (Skills 5.C).
- Identify and explain the function of an image or imagery (Skills 5.D).
- Identify and explain the function of a simile (Skills 6.A).
- Identify and explain the function of personification (Skills 6.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).

- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).

Standards:
Priority:
Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Short fiction analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment
Unit 7 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of short fiction pieces
- Track unit-relevant terms, skills, and topics in short fiction pieces
- Explore sample short fiction AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
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- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 8 – Poetry 3

Desired Results:

Essential Questions:

- How do an author's structural choices influence the meaning and interpretation of a text?
- How do comparisons, representations, and associations shift literal meaning into figurative meaning and shape the interpretation of a text?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:

Students will understand that…

• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:

Students will know…

- Ideas and images in a poem may extend beyond a single line or stanza.
- Punctuation is often crucial to the understanding of a text.
- When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.
- Juxtaposition may create or demonstrate an antithesis.
- Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.
- Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.
- Ambiguity allows for different readings and understandings of a text by different readers.
- Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.
- A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.
- Often, conceits are used to make complex comparisons between the natural world and an individual.
- Multiple comparisons, representations, or associations may combine to affect one another in complex ways.
- Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from. Analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.

Skills:

Students will be able to…

- Explain the function of structure in a text (Skills 3.C).
- Explain the function of contrasts within a text (Skills 3.D).
- Explain the function of specific words and phrases in a text (Skills 5.B).
- Identify and explain the function of a symbol (Skills 5.C).
- Identify and explain the function of a metaphor (Skills 6.B).
- Identify and explain the function of an allusion (Skills 6.D).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).
- Demonstrate control over the elements of composition to communicate clearly (Skills 7.E).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.

- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening
- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:
Reading Literature
- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text
- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing
- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening
- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.
- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Poetry analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment

Unit 8 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of poetry pieces
- Track unit-relevant terms, skills, and topics in poems
- Explore sample poetry AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:

Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.

- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.

Unit 9 – Longer Fiction or Drama 3

Desired Results:

Essential Questions:

- How do characters in literature represent values, beliefs, assumptions, biases, and cultural norms?
- How do an author's structural choices influence the meaning and interpretation of a text?
- How does a narrator's or speaker's perspective shape the way a story is told and understood?
- How do readers establish, develop, and communicate interpretations of literature through arguments supported by textual evidence?

Enduring Understandings:
Students will understand that…
• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Knowledge:
Students will know…

- Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.
- Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.
- A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.
- Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.
- Significant events often illustrate competing value systems that relate to a conflict present in the text.
- Events in a plot collide and accumulate to create a sense of anticipation and suspense.
- The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.
- Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.
- Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.
- Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.
- A narrator or speaker may change over the course of a text as a result of actions and interactions.
- Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.

- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

Skills:

Students will be able to…

- Explain the function of a character changing or remaining unchanged (Skills 1.B).
- Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities (Skills 1.E).
- Explain the function of a significant, even correlated set of significant events in a plot (Skills 3.E).
- Explain the function of conflict in a text (Skills 3.F).
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective (Skills 4.C).
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning (Skills 7.B).
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis (Skills 7.C).
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning (Skills 7.D).

Standards:

Priority:

Reading Literature

- **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.
- **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11–12.K** Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.

Reading Informational Text

- **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words to address a question or solve a problem.
- **CC.1.2.11–12.L** Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

Writing

- **CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11–12.W** Gather relevant information from multiple authoritative print and digital sources, assess strengths and limitations, integrate information effectively, and follow a standard citation format.
- **CC.1.4.11–12.X** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions.
- **CC.1.5.11–12.D** Present information, findings, and supporting evidence clearly and effectively.

Supporting:

Reading Literature

- **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11–12.E** Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.
- **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning, mood, and tone in texts.
- **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres and periods.
- **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.3.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Reading Informational Text

- **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11–12.J** Acquire and use accurately general academic and domain-specific words and phrases.

Writing

- **CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
- **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11–12.C** Develop and analyze a topic thoroughly using relevant evidence and examples.
- **CC.1.4.11–12.D** Use varied syntax to link sections of text and provide an effective conclusion.
- **CC.1.4.11–12.E** Write with an awareness of stylistic aspects of composition.
- **CC.1.4.11–12.H** Introduce a precise, knowledgeable claim.
- **CC.1.4.11–12.K** Establish and maintain an appropriate style and tone.
- **CC.1.4.11–12.Q** Use varied syntax, precise language, domain-specific vocabulary, and rhetorical techniques.
- **CC.1.4.11–12.R** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11–12.S** Draw evidence from literary and informational texts to support analysis, reflection, and research.
- **CC.1.4.11–12.T** Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.11–12.U** Use technology to produce, publish, and update writing products.
- **CC.1.4.11–12.V** Conduct short and sustained research projects to answer questions or solve problems.

Speaking & Listening

- **CC.1.5.11–12.B** Evaluate how rhetoric affects the credibility of an argument.
- **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media.

- **CC.1.5.11–12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11–12.F** Make strategic use of digital media in presentations.

Acceptable Evidence:

Performance Tasks –

- Literary argument analysis essay focused on a claim supported with textual evidence, fluent organization, and sophisticated style

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
• Progress Check (multiple-choice and/or short free-response tasks in AP Classroom)
• Close reading annotations
• Quickwrites
• Discussions/discussion notes
• Presentations
• Essay drafts

Summative Assessment
Unit 9 summative assessment: multiple choice, timed or processed essay, project

Suggested Learning Experiences and Instruction

Learning Experiences:

- Textbook chapter reading, notetaking, and/or discussion
- Close reading of longer work(s)
- Track unit-relevant terms, skills, and topics in longer work(s)
- Explore sample literary argument AP prompts, scoring rubrics, and scoring commentaries
- Projects – creative, analytical, presentations, etc.
- Writing process practice – claim development, evidence gathering, paragraph drafting, and revision
- Writing conferences and reflections – self, peer, teacher
- Timed and processed writing practice
- Authentic AP Lit. Exam practice

Instructional Strategies:

- Mentor texts
- Access prior knowledge
- Direct instruction
- Quickwrites
- Graphic organizers
- Annotations
- Small-Group Activities
- Creative and/or analytical projects
- Classroom discussions

Differentiation/Intervention/Enrichment Options:
Students who struggle with specific skills on the progress checks on AP classroom should use the daily videos on AP Classroom that correspond to those skills that need strengthening. This provides an opportunity for additional clarification, examples (sentence and paragraph frames, analytical writing models, etc.), organizers, and instruction that may not be helpful to the entire class, but can provide support for a student who struggles with a skill or concept.

AP Literature teachers can collaborate with GIEP case managers to determine which projects or compositions for the course would best fit the enrichment needs of students with GIEPs. For many students with GIEPs, the depth and demands of AP coursework are sufficiently challenging. For others, specifically strong writers, enrichment options might include:

- Using one of the works of literature as a mentor text for creative writing.
- Researching additional critical perspectives on a work beyond what is required for the class, perhaps even taking on a particular critical lens.
- Revise genre or format for finished summative work: i.e. documentary video or research paper instead of analytical essay.

For Language Development:
Students taking this course are already adept at reading, writing, speaking and listening in the English language. Multilingual students are encouraged to read works of literature that we read in English translation in the original language if it is a language they speak. For instance, a student who can read Russian, may choose to read all or part of "The Death of Ivan Illych" by Leo Tolstoy in Russian and in English.

Some multilingual AP Lit students, when given the opportunity to choose their own reading, will choose classics from their own linguistic tradition, and in these cases, they are also encouraged to acquire and read bilingual or facing-page translations of the text so that they can experience it in its original language and in English translation. The school library and inter-library loan system can be useful in providing these resources in print, as ebooks, or as audiobooks.