



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 11 & 12

Content Area and/or Course Title: AP Literature & Composition

Unit Title	Time/Term	Focus Standards and Unit Outcomes
AP Literature & Composition	Unit 1	<p>1. - Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.c. - Response to text Purpose: Students demonstrate understanding of assignment and maintain focus on a specific topic.</p> <p>1.3. - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</p> <p>4. - Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>6. - Language: Students can accurately use conventions of Standard English, figurative language, and strategies to support an expanding vocabulary.</p> <p>6.1. - Students independently and accurately use grade-level appropriate conventions.</p>
	Unit 2	<p>1. - Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.c Response to text Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p>

		<p>1.2. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3. - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</p> <p>3. - Discussion: Students demonstrate respectful listening and active engagement across a range of forums for dialogue, discussion, and debate.</p> <p>3.1. - Students independently select and refer to evidence to support/refute claims in discussions on grade 9-12 topics.</p> <p>3.2. - Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p> <p>4. - Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS. - Students analyze the development and purpose of literary elements in a text.</p> <p>4.3.HS. - Students independently cite evidence that supports analysis of the text.</p> <p>4.4.HS. - Students independently make connections between self, world, and/or multiple texts to further understanding of a topic or theme.</p> <p>6. - Language - Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p>
	Unit 3	<p>1. - Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.c Response to text Purpose: Students demonstrate understanding of assignment and maintain focus on a specific topic.</p> <p>1.3 Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</p> <p>1.4 Voice and Tone: Students adapt writing style and word choice in a way that is appropriate for topic, task, and audience.</p> <p>2. - Presentation: Students can present information, findings, and supporting evidence on a topic, conveying a clear and distinct perspective to an authentic audience.</p> <p>2.1 Purpose: Students demonstrate understanding of assignment and maintain focus on a specific topic.</p> <p>2.2 Organization: Students organize main points in an effective, logical manner.</p>

		<p>2.3 Details: Students select and incorporate relevant evidence to advance their purpose.</p> <p>2.4 Voice and Tone: Students use language and tone that is appropriate for topic, task, and audience.</p> <p>2.5 Students independently select and use digital technologies/ artifacts/demonstrations to enhance presentation</p> <p>4. - Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS: Students analyze development and purpose of literary elements in a text.</p> <p>4.3.HS: Students independently cite evidence that supports analysis of the text.</p> <p>4.4.HS: Student independently makes connection to self, world, and/or multiple texts to further understanding of a topic or theme.</p> <p>6. - Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p>
	Unit 4	<p>1. - Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.c Response to text Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.3 Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</p> <p>4. - Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS: Students analyze development and purpose of literary elements in a text.</p> <p>4.3.HS: Students independently cite evidence that supports analysis of the text.</p> <p>4.4.HS: Students independently make connections to self, world, and/or multiple texts to further understanding of a topic or theme.</p> <p>6. - Language - Students can accurately use conventions of Standard</p>

		<p>English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.3.HS. - Students can independently acquire and accurately use new vocabulary words, including content-specific vocabulary.</p>
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