Advanced Placement (AP) English Literature & Composition

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Course Information

Advanced Placement (AP) Language and Composition	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
English	18 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2019
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
English 10 or English 10 Honors	August 2024

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

In addition to the study of challenging literature, composition is an integral part of this rigorous, college-level course. Short-term writing goals include understanding the skills and strategies necessary to score well on the AP test. Long-term goals including enabling students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success; not only in college but also in the professional world; to cultivate habits of reading, writing, and thinking that characterized life-long learning and enjoyment.

BIG IDEAS	COURSE SKILLS
CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. **SETTING (SET)**	1. Explain the function of character. 2. Explain the function of setting. 3. Explain the function of plot and structure.

Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. **STRUCTURE (STR)** Enduring Understanding STR-1: 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. **NARRATION (NAR)** Enduring Understanding NAR-1: A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. **FIGURATIVE LANGUAGE (FIG)** Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. **LITERARY ARGUMENTATION (LAN)** Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence .	4. Explain the function of the narrator or speaker 5. Explain the function of word choice, imagery, and symbols 6. Explain the function of comparison 7. Develop textually substantiated arguments about interpretations of part or all of a text.

Unit 1:

Short Fiction I: Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	CHR-1.A Description, dialogue, and behavior reveal characters to readers. CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.

characters.		CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. CHR-1.D 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.
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	2.A Identify and describe specific textual details that convey or reveal a setting	SET-1.A Setting includes the time and place during which the events of the text occur.
STR-1 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.	3.A Identify and describe how plot orders events in a narrative. 3.B Explain the function of a particular sequence of events in a plot.	STR-1.A 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. STR-1.B 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 STR-1.C 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.
NAR-1 A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	4.A Identify and describe the narrator or speaker of a text. 4.B Identify and explain the function of point of view in a narrative.	NAR-1.A Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader. NAR-1.B 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. NAR-1.C A speaker or narrator is not necessarily the author NAR-1.D 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. NAR-1.E Narrators may also be characters, and their role as characters may influence their perspective. NAR-1.F

		First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective. NAR-1.G Third-person narrators are outside observers. NAR-1.H Third-person narrators' knowledge about events and characters may range from observational to all knowing, which shapes their perspective. NAR-1.I The outside perspective of third-person narrators may not be affected by the events of the narrative
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	LAN-1.A 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. LAN-1.B A claim is a statement that requires defense with evidence from the text. LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Assessment Evidence

Performance is evaluated in terms of…

Students will show their learning by…

- Formative & summative writing prompts: assembling evidence and developing claims, starting with one paragraph consisting of a claim with evidence, and then generating several claims about a short story, each communicated in its own paragraph with supporting evidence. By keeping the writing tasks in this unit focused on paragraphs rather than full essays, the likelihood of students receiving specific, consistent, and sustained feedback on the quality of the claims they are developing vastly increases.
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 2:

Poetry I- Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. To help students make the transition from prose to poetry, begin the unit with poems that describe or reveal a character so that students can continue to practice the skill of character analysis that they began in Unit 1.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	CHR-1.E 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
STR-1 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.	3.C Explain the function of structure in a text. 3.D Explain the function of contrasts within a text.	STR-1.D Line and stanza breaks contribute to the development and relationship of ideas in a poem. STR-1.E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem. STR-1.F 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. STR-1.G Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery. STR-1.H Contrasts are the result of shifts or juxtapositions or both. STR-1.I Shifts may be signaled by a word, a structural convention, or punctuation. STR-1.J Shifts may emphasize contrasts between particular segments of a text
FIG-1 Comparisons, representations, and associations shift meaning from the literal to the figurative and	5.B Explain the function of specific words and phrases in a text 6.A Identify and explain the function of a	FIG-1.A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.

invite readers to interpret a text.	simile. 6.B Identify and explain the function of a metaphor.	FIG-1.B Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation. FIG-1.C Words or phrases may be repeated to emphasize ideas or associations. FIG-1.D Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize FIG-1.E A simile uses the words "like" or "as" to liken two objects or concepts to each other. FIG-1.F Similes liken two different things to transfer the traits or qualities of one to the other. FIG-1.G In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject. FIG-1.H 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. FIG-1.I 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. FIG-1.J Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts. FIG-1.K 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
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	LAN-1.A 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. LAN-1.B A claim is a statement that requires defense with evidence from the text. LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

Assessment Evidence *Performance is evaluated in terms of…* *Students will show their learning by…*
• Formative & summative writing prompts: paragraph-length writing tasks in which students craft a claim that requires defense with evidence from the text. • Personal Progress Check (PPC) multiple choice questions. • Literary term checks • AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 3:

Longer Fiction or Drama I: Unit 3 focuses on one or more extended narratives of the teacher's selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, select one or more novellas, novels, or plays in which a character's perspective shifts over the course of the narrative, and in which the character's actions or inactions reveal the character's motives.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 1.B Explain the function of a character changing or remaining unchanged.	CHR-1.F 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. CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character. CHR-1.H Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker. CHR-1.I A character's perspective may shift during the course of a narrative. CHR-1.J 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.

		CHR-1.K Readers can infer a character's motives from that character's actions or inactions. CHR-1.L 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. CHR-1.M 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. CHR-1.N Some characters remain unchanged or are largely unaffected by the events of the narrative.
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting	2.A Identify and describe specific textual details that convey or reveal a setting.	SET-1.B Setting includes the social, cultural, and historical situation during which the events of the text occur.
STR-1 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.	3.E Explain the function of a significant event or related set of significant events in a plot. 3.F Explain the function of conflict in a text.	STR-1.K A story, or narrative, is delivered through a series of events that relate to a conflict. STR-1.L Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot. STR-1.M The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters. STR-1.N 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. STR-1.O A text may contain multiple conflicts. Often two or more conflicts in a text intersect. STR-1.P A primary conflict can be heightened by the presence of additional conflicts that intersect with it. STR-1.Q Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.

LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. 7.E Demonstrate control over the elements of composition to communicate clearly.	LAN-1.A 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. LAN-1.B A claim is a statement that requires defense with evidence from the text. LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim. LAN-1.D 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. LAN-1.E 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. LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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. LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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.

		LAN-1.L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.

Assessment Evidence
Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: Develop a thesis statement about an overarching interpretation of the text. Students will then organize the various claims and-evidence paragraphs to follow a line of reasoning, enriching those paragraphs with commentary that consistently explains how each specific paragraph—and specific evidence within each paragraph—relates to the argument as a whole. This development of a full essay becomes the focus of this unit and all subsequent units of the course.
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 4:

Short Fiction II: Characters, plots, and dramatic situations—like people and events in the real world— are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 1.C Explain the function of contrasting characters. 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another	CHR-1.O The significance of characters is often revealed through their agency and through nuanced descriptions. CHR-1.P Characters' choices—in speech, action, and inaction— reveal what they value CHR-1.Q The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature. CHR-1.R Protagonists and antagonists may represent contrasting values.

		CHR-1.S Conflict among characters often arises from tensions generated by their different value systems.
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	2.B Explain the function of setting in a narrative. 2.C Describe the relationship between a character and a setting.	SET-1.C A setting may help establish the mood and atmosphere of a narrative SET-1.D The environment a character inhabits provides information about that character.
STR-1 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.	3.A Identify and describe how plot orders events in a narrative. 3.D Explain the function of contrasts within a text.	STR-1.R 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. Note: For the exam, students are not expected to identify or label archetypes STR-1.S The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted. STR-1.T Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text
NAR-1 A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	4.A Identify and describe the narrator or speaker of a text. 4.B Identify and explain the function of point of view in a narrative. 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.J Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur NAR-1.K Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative. NAR-1.L Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description. NAR-1.M The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text. NAR-1.N Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.

		NAR-1.O The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. 7.E Demonstrate control over the elements of composition to communicate clearly.	LAN-1.D 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. LAN-1.E 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. LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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. LAN-1.M 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. LAN-1.N 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. LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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. LAN-1.O 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. LAN-1.P 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.

Assessment Evidence
Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: Students explain how different details or literary elements in a text interact and how their relationships contribute to the students' interpretations. As students write, they develop body paragraphs that articulate explicit relationships among their claims, reasoning, and evidence.
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 5:

Poetry II: In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text. Accordingly, students are provided with opportunities to identify, understand, and interpret imagery, extended metaphors, personification, and allusion.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each	3.C Explain the function of structure in a text.	STR-1.U Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP

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.		Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry. STR-1.V 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. STR-1.W Structures combine in texts to emphasize certain ideas and concepts.
FIG-1 Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text	5.A Distinguish between the literal and figurative meanings of words and phrases. 5.B Explain the function of specific words and phrases in a text. 5.D Identify and explain the function of an image or imagery	FIG-1.L Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text. FIG-1.M Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text. FIG-1.N 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. FIG-1.O Descriptive words, such as adjectives and adverbs, contribute to sensory imagery. FIG-1.P 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. FIG-1.Q A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
	6.B Identify and explain the function of a metaphor.	FIG-1.R 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. FIG-1.S Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective. FIG-1.T 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.

		FIG-1.U 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.
	6.C Identify and explain the function of personification.	FIG-1.V 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.
	6.D Identify and explain the function of an allusion.	FIG-1.W 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
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D 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. LAN-1.E 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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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
	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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.
	7.E Demonstrate control over the elements of composition to communicate clearly.	LAN-1.Q 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.

Assessment Evidence
Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: Students compare their claims about an interpretation of a text to others' claims and to evaluate whether the reasoning and evidence of another's argument justify an alternative interpretation of the text.
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 6:

Longer Fiction or Drama II: Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. 1.C Explain the function of contrasting characters. 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of	CHR-1.T 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. CHR-1.U Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character. CHR-1.V Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.

	those complexities.	CHR-1.W A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
STR-1 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.	3.A Identify and describe how plot orders events in a narrative. 3.B Explain the function of a particular sequence of events in a plot. 3.D Explain the function of contrasts within a text.	STR-1.X Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness. STR-1.Y 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. STR-1.Z Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.
NAR-1 A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.P The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things. NAR-1.Q The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone. NAR-1.R Information included and/or not included in a text conveys the perspective of characters, narrators, and/ or speakers. NAR-1.S 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.
	4.D Explain how a narrator's reliability affects a narrative.	NAR-1.T Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit. NAR-1.U Readers who detect bias in a narrator may find that narrator less reliable. NAR-1.V The reliability of a narrator may influence a reader's understanding of a character's motives.
FIG-1 Comparisons,	5.C Identify and explain the function of a	FIG-1.X When a material object comes to represent, or stand

representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	symbol.	for, an idea or concept, it becomes a symbol. FIG-1.Y 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. FIG-1.Z 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. FIG-1.AA 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. Note: The AP Exam will not require students to identify or label archetypes.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D 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. LAN-1.E 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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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.
	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.

		LAN-1.K 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.
	7.E Demonstrate control over the elements of composition to communicate clearly.	LAN-1.R 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. LAN-1.S Writers use words that enhance the clear communication of an interpretation. LAN-1.T Punctuation conveys relationships between and among parts of a sentence.

Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...

- Formative & summative writing prompts: Students develop and support multiple interpretations of a single text as they examine text complexity. Furthermore, students may begin to acknowledge or respond to alternative interpretations in their own complex arguments; Students begin writing commentary that explains a text's complexity and when writing complex arguments.
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 7:

Short Fiction III: Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature	1.B Explain the function of a character	CHR-1.X Often the change in a character emerges directly

allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	changing or remaining unchanged.	from a conflict of values represented in the narrative. CHR-1.Y Changes in a character's circumstances may lead to changes in that character. CHR-1.Z 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. CHR-1.AA An epiphany may affect the plot by causing a character to act on his or her sudden realization.
	1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.	CHR-1.AB A group or force can function as a character. CHR-1.AC 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. CHR-1.AD 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.
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting	2.B Explain the function of setting in a narrative. 2.C Describe the relationship between a character and a setting.	SET-1.E When a setting changes, it may suggest other movements, changes, or shifts in the narrative. SET-1.F Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings. SET-1.G The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit. SET-1.H 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
STR-1 The arrangement of the parts and sections of a text, the	3.A Identify and describe how plot orders events in a narrative.	STR-1.AA Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including

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.	3.B Explain the function of a particular sequence of events in a plot.	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 STR-1.AB 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.
NAR-1 A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	4.D Explain how a narrator's reliability affects a narrative.	NAR-1.W 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.
FIG-1 Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	5.C Identify and explain the function of a symbol. 5.D Identify and explain the function of an image or imagery. 6.A Identify and explain the function of a simile. 6.C Identify and explain the function of personification.	FIG-1.AB A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs. FIG-1.AC Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts. FIG-1.AD 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. FIG-1.AE The function of a simile relies on the selection of the objects being compared as well as the traits of the objects FIG-1.AF 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.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D 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. LAN-1.E 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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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. LAN-1.U 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.
	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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. LAN-1.V 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.

Assessment Evidence
Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: Students develop arguments about their interpretations of a text. They identify patterns in a text that suggest a connection to experiences, institutions, or social structures and then explain the relationship between their evidence and the line of reasoning behind that interpretation. However, students should also learn to recognize when evidence does not support their

line of reasoning, and thus their interpretation, and revise accordingly
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 8:

Poetry III: Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
STR-1 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.	3.C Explain the function of structure in a text.	STR-1.AC Ideas and images in a poem may extend beyond a single line or stanza. STR-1.AD Punctuation is often crucial to the understanding of a text. STR-1.AE When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis
	3.D Explain the function of contrasts within a text.	STR-1.AF Juxtaposition may create or demonstrate an antithesis. STR-1.AG 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. STR-1.AH 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.
FIG-1 Comparisons, representations, and	5.B Explain the function of specific words and phrases in a text.	FIG-1.AG Ambiguity allows for different readings and understandings of a text by different readers.

associations shift meaning from the literal to the figurative and invite readers to interpret a text.	5.C Identify and explain the function of a symbol.	FIG-1.AH Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.
	6.B Identify and explain the function of a metaphor.	FIG-1.AI 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. FIG-1.AJ Often, conceits are used to make complex comparisons between the natural world and an individual. FIG-1.AK Multiple comparisons, representations, or associations may combine to affect one another in complex ways.
	6.D Identify and explain the function of an allusion.	FIG-1.AL Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D 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. LAN-1.E 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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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. LAN-1.U 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.

	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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.
	7.E Demonstrate control over the elements of composition to communicate clearly	LAN-1.W Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference. Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers they develop in class through multiple revisions.

Assessment Evidence

Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: Students closely analyze a text's language and structure in order to identify contrasts (e.g., juxtaposition, irony, and paradox) and ambiguities and the effects of both. More importantly, students explain how such contrasts convey meaning. Students demonstrate understanding that considering ambiguous evidence may require revising their reasoning and interpretations rather than only acknowledging alternative interpretations
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

Unit 9:

Longer Fiction or Drama III: Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis. Above all, as students leave the course, they have hopefully developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature

ENDURING UNDERSTANDING	SKILL	ESSENTIAL KNOWLEDGE
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.B Explain the function of a character changing or remaining unchanged. 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	CHR-1.AE 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. CHR-1.AF Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof. CHR-1.AG 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. CHR-1.AH 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.
STR-1 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	3.E Explain the function of a significant event or related set of significant events in a plot. 3.F Explain the function of conflict in a text.	STR-1.AI Significant events often illustrate competing value systems that relate to a conflict present in the text. STR-1.AJ Events in a plot collide and accumulate to create a sense of anticipation and suspense. STR-1.AK The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.

interpretation of a text.		STR-1.AL 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. STR-1.AM 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.
NAR-1 A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.X Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text. NAR-1.Y A narrator or speaker may change over the course of a text as a result of actions and interactions. NAR-1.Z Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D 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. LAN-1.E 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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement. LAN-1.G 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. LAN-1.U 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.
	7.D Select and use relevant and sufficient evidence to both develop and support a line	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

	of reasoning.	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K 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.

Assessment Evidence
Performance is evaluated in terms of…
Students will show their learning by…

- Formative & summative writing prompts: literary argument
- Personal Progress Check (PPC) multiple choice questions.
- Literary term checks
- AP Scoring Criteria-aligned rubrics are used for reflection and feedback.

PRIMARY RESOURCE *if applicable*
In this course, all class reads may include…

Othello by William Shakespeare
Catcher in the Rye by J.D. Salinger
The Kite Runner by Khaled Hosseini
The Handmaid's Tale by Margaret Atwood
Beloved by Toni Morrison
The Great Gatsby by F. Scott Fitzgerald
Their Eyes Were Watching God by Zora Neale Hurston
Pride and Prejudice by Jane Austen
Hamlet by William Shakespeare
King Lear by William Shakespeare
The Inferno by Dante
The Turn of the Screw by Henry James
As I Lay Dying by William Faulkner
Slaughterhouse Five by Kurt Vonnegut
Catch 22 by Joseph Heller
Fences by August Wilson

No Exit by Jean-Paul Sartre
The Namesake by Jhumpa Lahiri
The Awakening by Kate Chopin
A Raisin in the Sun by Lorainne Hansberry
An Introduction To Poetry by X.J. Kennedy and Dana Gioia 13th Edition
Or novels of equal literary merit
Various short stories of literary merit
Various poetry of literary merit