

**TRUMBULL HIGH SCHOOL  
ENGLISH DEPARTMENT  
Trumbull, Connecticut**

**ADVANCED PLACEMENT ENGLISH  
LITERATURE AND COMPOSITION  
GRADES 11/12**

**2024**

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# Advanced Placement Literature and Composition

Grades 11/12

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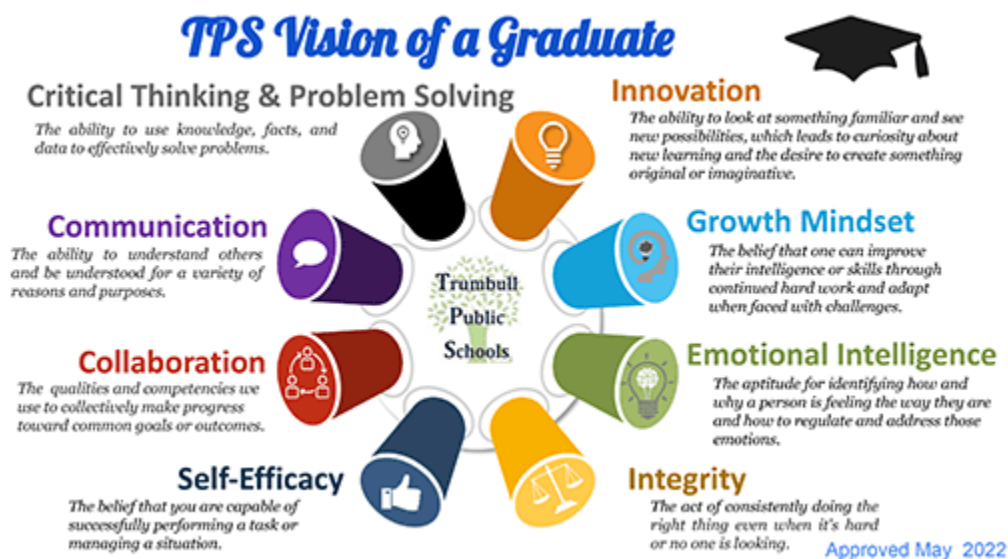
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES & BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

## VISION OF THE GRADUATE



## INTRODUCTION & PHILOSOPHY

Advanced Placement English Literature & Composition is a college level course designed by the College Board and offered at the high school level in accordance with College Board requirements described in the AP English Literature and Composition Course Description. It is designed to prepare students to successfully complete the AP English Literature and Composition examination and receive college level credit at participating colleges and universities.

As a study of literature, the AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative works. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's diction, structure, style, and themes, as well as literary devices such as the use of figurative language, imagery, symbolism, and tone. The course begins with an intensive study

of how to effectively analyze fiction through a deeper understanding of the literary tools authors use.

Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for AP English Literature and Composition, is characterized by the following:

- a balance of generalization with specific illustrative detail;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis.

Throughout the course students will engage with timed writing and will craft and workshop longer, formal essays. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts. Most imperative to success in AP English Literature and Composition is hard work on the part of each individual student as evidenced by the careful reading of texts, engagement in class discussions, timely completion of all work, and constantly seeking to improve as an accurate reader and effective writer.

## COURSE GOALS

First time teachers of AP Literature might consider following College Board's prescribed unit by unit approach. However, the College Board encourages using a thematic approach that more experienced educators would be comfortable with and prefer. Thus, units for Trumbull High School's Advanced Placement Literature and Composition course are structured thematically for optimal depth of study and understanding. Instead of approaching literature as a series of stand-alone texts, students will study poetry, shorter fiction and longer fiction under cohesive thematic umbrellas. This will allow students to examine the myriad ways in which authors address a topic and establish meaning by identifying and analyzing techniques and writer's craft. The skills addressed in each thematic unit correspond with the College Board CED. Educators are encouraged to generate their own themes in accordance with their own interests and knowledge, as well as the interests and knowledge of the students. In the Course Syllabus, we have offered examples of such thematic units - *Motherhood, Sacrifice and Power: Women in Literature*, *Madness and Sanity*, *The Human Response to Suffering and Death*, and *Societal*

*Constraints: Literature in Context of time, Place, and Society* - that cover the skills from the College Board CED. The instructor is at liberty to use the themes covered below, or to choose themes of their own. Possible alternate themes could include but are not limited to: Of Monsters and Men; Solitude and Society; Love, Work, and Other Passions; Others: The Impact of Outsiders and Introverts; and The Nature of Time.

## **COURSE 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.
- 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.

## **COURSE ESSENTIAL QUESTIONS**

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

## **COURSE KNOWLEDGE & SKILLS**

By the end of AP English Literature and Composition, students will be able to:

**Explain the function of character.**

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. Units 2, 7
- 1.B Explain the function of a character changing or remaining unchanged. Units 3, 5, 7
- 1.C Explain the function of contrasting characters. Units 2, 7
- 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another. Units 3, 5, 7
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. Units 2, 3, 5, 7

**Explain the function of setting.**

- 2.A Identify and describe specific textual details that convey or reveal a setting. Units 2, 7
- 2.B Explain the function of setting in a narrative. Units 2, 3, 7
- 2.C Describe the relationship between a character and a setting. Units 2, 3, 7

**Explain the function of plot and structure.**

- 3.A Identify and describe how plot orders events in a narrative. Units 2, 7
- 3.B Explain the function of a particular sequence of events in a plot. Units 2, 5, 7
- 3.C Explain the function of structure in a text. Units 2, 7
- 3.D Explain the function of contrasts within a text. Units 2, 7
- 3.E Explain the function of a significant event or related set of significant events in a plot. Units 2, 5, 7
- 3.F Explain the function of conflict in a text. Units 2, 3, 7

**Explain the function of the narrator or speaker.**

- 4.A Identify and describe the narrator or speaker of a text. Units 2, 7
- 4.B Identify and explain the function of point of view in a narrative. Units 2, 3, 4, 7
- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. Units 2, 3, 4, 5, 7
- 4.D Explain how a narrator's reliability affects a narrative. Units 3, 7

**Explain the function of word choice, imagery, and symbols.**

- 5.A Distinguish between the literal and figurative meanings of words and phrases. Units 1, 4, 7
- 5.B Explain the function of specific words and phrases in a text. Units 1, 3, 4, 7
- 5.C Identify and explain the function of a symbol. Units 1, 3, 4, 7
- 5.D Identify and explain the function of an image or imagery. Units 1, 3, 4, 7

**Explain the function of comparison.**

- 6.A Identify and explain the function of a simile. Units 1, 7
- 6.B Identify and explain the function of a metaphor. Units 1, 7
- 6.C Identify and explain the function of personification. Units 1, 7
- 6.D Identify and explain the function of an allusion. Units 1, 7

**Develop textually substantiated arguments about interpretations of part or all of a text.**

- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. Units 1, 5, 6, 7
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. Units 1, 5, 6, 7
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. Units 1, 5, 6, 7
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. Units 1, 5, 6, 7
- 7.E Demonstrate control over the elements of composition to communicate clearly. Units 1, 5, 6, 7

## COURSE SYLLABUS

**Course Name**

Advanced Placement Literature and Composition

**Level**

Advanced Placement

**General Description of the Course**

[Taken from the College Board CED:](#) “The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature 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. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.” AP English Literature and Composition has a workload consistent with those of undergraduate English courses. In this course students will study novels, drama, poetry, and nonfiction pieces that offer varying views of the human experience. Through close reading of literary texts from different genres and time periods,

students will come to their own determinations about what makes great literature, what makes a work a piece of art.

### **Assured Assessments**

Formative Assessments:

- o Free response questions (FRQ) and Multiple Choice Question (MCQ) practice
- o Class Participation
- o Short writing assignments including thesis practice

Summative Assessments:

- o FRQ and MCQ
- o Literary Analysis essays
- o Midterm Examination
- o Final Examination for students who do not take the AP Exam in May

### **Supplemental Texts**

- o Student-selected and teacher-selected poems and short fiction that correspond to the thematic unit and align with the course requirements as outlined on the AP Literature Course and Exam Description (CED).

## **Unit 1**

### **Course Introduction & Analyzing Fiction**

#### **Unit 1 Goals**

At the completion of this unit, students will:

- **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.**
  - o 5.C Identify and explain the function of a symbol.
  - o 5.D Identify and explain the function of an image or imagery.
  - o 6.A Identify and explain the function of a simile.
  - o 6.B Identify and explain the function of a metaphor.
  - o 6.C Identify and explain the function of personification.
  - o 6.D Identify and explain the function of an allusion.
- **7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.**
  - o 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
  - o 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
  - o 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.

### Unit 1 Essential questions

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. What makes great literature? What makes a work a piece of art?

**Unit Scope and Sequence:** After a formative assessment where students will respond to a simulated AP Literature Question #1, the focus will turn to an intense study and review of the key poetic terms/elements that provide the foundation for effective close-reading analysis. For poetry, the focus turns more to diction, imagery, figurative language, voice, form, sound, allusion, and archetypes, **the instructor providing essential vocabulary as it arises in the study of the works.** This unit establishes the building blocks of skill necessary as we move on to prose - where students will study how an author uses such elements as plot, structure, point of view, characterization, setting, ethos, mood, tone, symbolism, and allegory to convey meaning - and drama, when the focus turns to Aristotle's elements of tragedy and the tragic hero along with other elements of staging such as setting, blocking, lighting, etc.

### Assured assessments

- Students will perform close readings to become familiar with various literary and poetic elements in order to be able to analyze how the author's craft establishes meaning and purpose.
- Students will compose a timed essay that mimics AP FRQ#1 in which they are asked to identify the figurative language in a poem and explicate how and why the poet uses these devices to convey meaning or create tone. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative assessments based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

### Resources

- *Call Us What We Carry* by Amanda Gorman
- various excerpts from *How to Read Literature Like a Professor*
- [“White Lies,” “Spider Dream,” and “Sleeping” by Tara Betts](#)
- [“The Passionate Shepherd To His Love”](#) by Christopher Marlow, [“The Nymph’s Reply”](#) by Sir Walter Raleigh, and [“If You Are Reading This”](#) by Nicole Caruso Garcia
- [“Getting Ready to Say I Love You to My Dad, It Rains”](#) by José Olivarez and [“Teaching My Mother English Over the Phone”](#) by Eloisa Amezcua

- Ada Limón [“Instructions on Not Giving Up”](#)
- Clint Smith [“Counting Descent”](#) and Jericho Brown [“Foreday in the Morning”](#)
- Vocabulary

**Time allotment - Approximately 2 weeks**

## Unit 2

### Motherhood, Sacrifice and Power: Women in Literature

#### Unit 2 Goals

At the completion of this unit, students will:

- **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 those complexities.
- **2.A Identify and describe specific textual details that convey or reveal a setting.**
  - 2.B Explain the function of setting in a narrative.
  - 2.C Describe the relationship between a character and a setting.
- **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.C Explain the function of structure in a text.
  - 3.D Explain the function of contrasts within 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.

#### Unit 2 Essential questions

1. How do authors’ intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?

6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

## Unit 2 Scope and Sequence

Using poetry to facilitate the transition to short stories and then full-length novels, we will begin to explore the role of mother and the concept of motherhood in literature and society across eras. Students will engage with longer texts and explore the paramount role of women in society and its reflection in literature, comparing and contrasting representations and expectations of mothers. Students may use *Beloved*, *As I Lay Dying*, and other texts as springboards to grapple with the following thematic questions:

- What is a mother?
- What does the word “mother” embody?
- What is a mother’s obligation to her children?
- To what lengths would or should a person go to protect someone they love? How does Sethe and Addie fit into this framework?
- Who is telling the story of mothers? How are the stories told? In other words, what is the impact of genre (say, magical realism) on the overall content and message? What is the impact of narration and point of view on content and message?

## Assured Assessments

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the role of women in literature.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ 2 or 3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

## Resources

- *Beloved* by Toni Morrison
- *As I Lay Dying* by William Faulkner
- *A Doll’s House* - Henrik Ibsen

- *Demon Copperhead* by Barbara Kingsolver
- *The Handmaid's Tale* by Margaret Atwood
- *Great Expectations* by Charles Dickens
- various excerpts from *How to Read Literature Like a Professor*
- Shorter fiction and poetry:
  - “Mother to Son” - Langston Hughes
  - “Mother and Daughter” by Anne Sexton
  - “The Surrogate” by Nancy Moir
  - “Good Bones” by Maggie Smith
  - “Mothers Arrange Their Aches at Night” by Maya Abu Al-Hayyat
  - “Trifles” by Susan Glaspell

**Time allotment - Approximately 8 weeks**

### **Unit 3**

#### **Madness and Sanity**

#### **Unit 3 Goals**

At the completion of this unit, students will:

- **1.B Explain the function of a character changing or remaining unchanged.**
- **1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.**
- **1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.**
- **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.
  - 4.D Explain how a narrator's reliability affects a narrative.

#### **Unit 3 Essential questions**

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?

4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

### **Unit 3 Scope and Sequence:**

One of the central motifs in life and literature centers around how reality is experienced. Students will look at cultural and historic concepts of mental illness and insanity, the intersection of gender and psychology/psychiatry, and the extent to which society and the individual are able to dictate behavioral norms. Students will explore characters' perceptions of their surroundings and of their life events and experiences, and how cultural, physical, or geographical surroundings shape the psychological or moral traits in characters. They will grapple with the following thematic questions:

- What do we know, and how do we know it?
- What if perceived madness is a sane reaction to an insane world?
- What do we know about our own minds, and what if it isn't true?

### **Assured Assessments**

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the theme of madness and sanity.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ #2 or #3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

### **Resources**

- *Heart of Darkness* by Joseph Conrad
- *Hamlet* by Shakespeare
- *The Stranger* by Albert Camus
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- various excerpts from *How to Read Literature Like a Professor*

- Shorter fiction and poetry:
  - [“The Yellow Wallpaper”](#) by Charlotte Perkins Gilman
  - [“Much Madness is Divinest Sense”](#) by Emily Dickison
  - [“Insanity”](#) by Calvin Thomas Jr.
  - [“Sanity”](#) by Caroline Bird
  - [“The Raven”](#) by Edgar Allan Poe
  - [“Mad Girl’s Love Song”](#) by Sylvia Plath
  - [“Howl”](#) by Allen Ginsberg
  - [“Porphyria’s Lover”](#) by Robert Browning
  - [“The Cask of Amontillado”](#) or other stories by Edgar Allan Poe

**Time allotment - Approximately 7 weeks**

## Unit 4

### The Human Response to Suffering and Death

#### Unit 4 Goals

At the completion of this unit, students will:

- 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.**
- 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.C Identify and explain the function of a symbol.**
- **5.D Identify and explain the function of an image or imagery.**

#### Unit 4 Essential questions

1. Why do authors make the choices they do?
2. What is the role of the reader in contemporary texts?
3. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
4. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
5. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

## Unit 4 Scope and Sequence:

This unit focuses on how we as humans respond to and deal with suffering and death. The unit should center around a full length work of the instructor's choice and, coupled with shorter texts, explore the impact of the modern world on human grief. Ultimately, the unit should raise our awareness of human suffering, evoke empathy, and counteract our modern tendencies to be individualistic and self-centered. Students can grapple with the following thematic questions:

- Are there productive or ineffective ways to respond to suffering and death?
- Is grief isolating or a collective experience?
- Are there times where suffering does not elicit empathy? If so, why?

## Assured Assessments

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the theme of the human response to suffering and death.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ #3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

## Resources

- *Ironweed* by William Kennedy
- *As I Lay Dying* - William Faulkner
- *Waiting For Godot* - Samuel Beckett
- *A Prayer for Owen Meany* by John Irving
- *The Things They Carried* by Tim O'Brien
- *All the King's Men* by Robert Penn Warren
- Shorter fiction and poetry:
  - "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez
  - Excerpts from *The Things They Carried*: "The Man I Killed" and "The Man He Killed" by Thomas Hardy
  - "Rape Fantasies" by Margaret Atwood
  - "Capacity" by Nicole Caruso Garcia
  - "Annabel Lee" by Edgar Allan Poe
  - "Seventeen Funerals" by Richard Blanco

- “Sorrow Song With Optimus Prime” by Chen Chen
- “We Lived Happily During the War” by Ilya Kaminsky
- “Metamorphosis” by Franz Kafka

**Time allotment - Approximately 5 weeks**

## Unit 5

### Societal Constraints: Literature in Context of Time, Place, and Society

#### Unit 5 Goals

At the completion of this unit, students will:

- **1.B Explain the function of a character changing or remaining unchanged.**
  - 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
  - 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- **3.B Explain the function of a particular sequence of events in a plot.**
  - 3.E Explain the function of a significant event or related set of significant events in a plot.
- **4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.**
- **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.

#### Unit 5 Essential questions

1. Why do authors make the choices they do?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?



5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

### **Unit 5 Scope and Sequence:**

Our final unit of study turns to the home and society, exploring how human relationships within and outside of the family define us as individuals. Communities have always tried to dictate what an individual can or cannot do, and this unit will allow for a close study of the impact of those societal constructions and constraints. Analysis of how this theme is developed by various authors continues through comparing and contrasting a variety of poems, short stories, and novels. Ideally, this study will enable us to better navigate our ever-changing lives and the relationships we will develop along the way. Thematic questions can include:

- What is meant by social class?
- In what ways can social class be constraining and liberating?
- What are the social constraints or rules we live by?
- What are the morals of a society? What are our own?

### **Assured assessments**

- Students will perform close readings of select works analyzing how authors use literary elements to accentuate roles and hierarchies in family and society.
- Students will plan, draft, and revise an essay that explores how one of the following works reflects the larger social, cultural, or historical context in which it was created.
  - Sample Book Bento Assignment
- Students will interpret a work through a critical lens.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

### **Resources**

- *The Age of Innocence* by Edith Wharton
- *Less* by Andrew Sean Greer
- *The Importance of Being Earnest* by Oscar Wilde
- *Trust* by Hernan Diaz
- *The Great Gatsby* by F. Scott Fitzgerald
- Short fiction and poetry:
  - Morrison, “Recitatif”

- Glaspell, “Jury of her Peers”
- Hurston, “Sweat”
- Chopin, “The Story of an Hour”
- Joyce, “Eveline”
- Browning, “My Last Duchess”
- Bishop “One Art”
- Welty, “A Worn Path”
- O’Connor “A Good Man is Hard to Find”
- Lahiri, “The Interpreter of Maladies”
- Walker, “Everyday Use”
- O’Connor, “The Drunkard”
- Heaney, “Digging”
- Roethke “My Papa’s Waltz”

**Time allotment - Approximately 8 weeks**

## Unit 6

### AP Exam Preparations

#### Unit 6 Goals

At the completion of this unit, students will:

- **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.

#### Unit 6 Essential questions

1. Why do authors make the choices they do?

#### Unit Scope and Sequence:

Over the length of the course, students will engage in practice with the various types of thinking and writing that is assessed on the AP Exam. Instructors will utilize the resources on AP Classroom including past prompts and released materials, rubrics and scoring guides, and progress checks. Students will be offered opportunities to practice responding to the three prompts: poetry, prose, and the FRQ.

### **Assured assessments**

FRQ and MCQ practice

### **Resources**

AP Classroom - Each student must sign in to AP Classroom so that they are able access the various Progress Checks, MCQs and FRQs that will be assigned for practice throughout the year.

**Time allotment - ongoing over the course of the year**

## **Unit 7**

### **Critical Viewing: Ongoing, Culminating in a Post-AP Exam Unit**

#### **Unit 7 Goals -**

Culmination of all AP Literature CB goals - students apply all skills as appropriate to the visual text and task.

- **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.

#### **Unit 7 Essential questions**

- 1. Why do authors make the choices they do?**
- 2. What is the role of the reader in contemporary texts?**
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?

6. **What makes great literature? What makes a work a piece of art?** How does any formal school of criticism engender greater understanding of literature?

### **Unit Scope and Sequence:**

Students will receive guided instruction on the format, structure and vocabulary for viewing print, film and/or television media. The instructor has autonomy as to the thematic approach to both the shorter and longer visual texts, and should take into consideration contemporary works as well as the strengths and interests of their students. The focus can be on situational comedies, animated works, or even a certain style, genre, writer, or director.

### **Assured assessments**

- Graded discussion and/or presentation of analysis on the shorter works
- Graded discussion and/or presentation of analysis on the longer work

### **Resources**

- Met Gala photo galleries and theme
  - 2024 [“The Garden of Time”](#)
- Short films or TV/series episodes
  - “Vincent”
  - Episodes from *Abbot Elementary*, *The Big Bang Theory*, *Seinfeld*, *Parks and Recreation*,
- Full-length film to critique
  - *Almost Famous*
  - *Little Miss Sunshine*

**Time allotment - Approximately 2 weeks**

## **ACADEMIC LANGUAGE**

Academic Language: English/literary study requires students to be proficient in literary language, most of which students learn throughout their high school experience. The CED for AP English Literature and Composition removed the terminology section in its last update; however, AP English teachers continue to have students identify and explain significant examples of terms, further deepening student understanding of how these devices and concepts operate to convey meaning in a given text. As students encounter other devices and concepts in their studies, they will expand their repertoire. Literary language is text-dependent and therefore all the terms potentially covered cannot be listed here in their entirety.

- alliteration
- allusion
- anaphora
- antagonist

- archetype
- assonance
- blank verse
- characterization
- commentary
- conflict (external and internal)
- dialogue
- diction
- enjambment
- evidence
- foil
- foreshadowing
- flashback
- imagery
- irony (dramatic, situational, verbal)
- juxtaposition
- metaphor
- meter
- mood
- motif
- narrator
- paradox
- personification
- plot
- point of view
- protagonist
- repetition
- rhyme scheme
- setting
- simile
- sophistication
- symbolism
- tense
- theme
- tone

### **CREDIT**

One full credit in English

### **PREREQUISITES**

- For rising 11th graders: successful completion of English 10 Honors plus teacher recommendation.
- For rising 12th graders: successful completion of 11ACP or AP Language and Composition plus teacher recommendation.

### **CURRENT REFERENCES**

#### [AP Literature College Board Website](#)

- [AP Literature CED](#)
- [AP Literature Scoring Guidelines and Rubrics](#)
- [AP Stance on the use of Artificial Intelligence](#)
- [AP Stance on Censorship](#)
- [What AP Stands for](#)

*Supporting students from day one to Exam Day.* Supporting Students from Day One to Exam Day – AP Central | College Board. (n.d.). <https://apcentral.collegeboard.org/>

Advanced placement English. (n.d.). <https://mseffie.com/AP/ap.html>

*AP literature and composition.* Facebook. (n.d.).

<https://www.facebook.com/groups/186856038378257/>

## **ASSURED STUDENT PERFORMANCE RUBRICS**

[The following PDF from College Board outlines the scoring guidelines for FRQ, FRQ2, and FRQ3](#) (not sure if we should have the PDF pages printed in, or if this should remain a live link)

## **OTHER RESOURCES**

- Sample FRQ 3 Prompt for *Hamlet*
- Sample FRQ 1 for *Call Us What We Carry*
- Sample Thesis Statement Revision Assignment FRQ 1
- Sample Effective Thesis Statement FRQ 1

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AP Literature & Composition  
AP FRQ3

Use the back of this sheet for planning your essay. CIRCLE THE NUMBER OF THE RELEASED PROMPT YOU CHOOSE.

1. Jose Marti (1853-1895) once said, “Man has to suffer. When he has no real affliction, he invents some.” In light of this statement, consider how Hamlet contributes to his own suffering and whether or not he comes to realize that he is responsible, in some way, for his own suffering. Then, in a well-written essay, analyze how the complex nature of Hamlet’s suffering contributes to an interpretation of the work as a whole. Do not merely summarize the plot.
2. It has been said that “The beginning of a play is also an end; and the end, also a beginning.” Consider this comment in relation to *Hamlet*. Then, in a well-written essay, analyze how the complex nature of the beginning and end of the play contributes to an interpretation of the work as a whole. Do not merely summarize the plot.
3. In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast, or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weakness or strengths of the main character. Choose a novel or play (*Hamlet*) in which a minor character (Laertes, Ophelia, or Fortinbras) serves as a foil to the main character. Then write an essay in which you analyze how the relation between the minor character and the major character (Hamlet) illuminates the meaning of the work.

1. Circle the number of the response you choose.
2. In your response you should do the following:
  - Respond to the prompt with a thesis that presents a defensible interpretation.
  - Provide evidence to support your line of reasoning.
  - Explain how the evidence supports your line of reasoning.
  - Use appropriate grammar and punctuation in communicating your argument.

## Theses for “Cut” and “Good Grief”

In Amanda Gorman’s poem “Cut” (26) or “Good Grief” (28) written in 2021, the speaker writes about pain. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker’s complex response to trauma.

Name	Thesis	Revision
Student 1	In her poem “Good Grief,” Amanda Gorman uses word choice, metaphors, and imagery to convey her interpretation of trauma as ultimately healing and grounding.	In her poem “Good Grief,” Amanda Gorman uses diction, similes, and imagery to convey the beauty of trauma as an entity that we survive and surpass.
Student 2	In her poem “Good Grief”, Gorman uses personification to effectively communicate the effect of grief on the human mind.	In her poem, “Good Grief,” Amanda Gorman uses repetition and alliteration to allude to the idea that overcoming grief can lead to positive outcomes.
Student 3	In Amanda Gorman's poem “Good Grief”, to illustrate her sentiments on grief, she uses specific text structures, metaphors, as well as italics to effectively convey her claim.	Diction, italics, metaphors, and text structure hammer Amanda Gorman's views of grief in her poem “Good Grief” to the reader, elaborately allowing them to understand her views and reflect within themselves while viewing into her world.
Student 4	In Gorman’s poem “Cut”, she uses alliteration to emphasize words expressing shared pain and separates stanzas by personal experience to convey how she views trauma as both forceful and persistent.	In Gorman’s poem “Cut”, she uses alliteration to emphasize words that express pain and makes visual cuts in the structure of her poem to show that trauma is both forceful and persistent.
Student 5	In Amanda Gorman’s poem “Cut”, she uses literary language such as using similes to demonstrate her complex response to trauma.	In Gorman’s poem “Cut”, her choice in literary language, such as using similes, metaphors and play on words, demonstrates her understanding and complex response to what trauma is which is a temporary blockade in life that only pushes us further
Student 6	In Amanda Gorman’s poem “Good Grief,” she utilizes imagery and metaphors to convey her complex response to personal and collective trauma.	In Amanda Gorman's poem, “Good Grief,” she utilizes the play-on-words given by the title and imagery to convey her complex response to trauma and how we as a collective move through and with it.
Student 7	In her poem “Good Grief”, Gorman uses intense diction and repetition to demonstrate	In her poem “Good Grief,” while continuing to establish the beauty in trauma, Gorman



	that even though trauma is wounding, it has the ability to make us better.	utilizes both puns and alliteration to convey the unifying power of shared grief.
Student 8	In Gorman's poem "Good Grief", her use of strong imagery and word choice in her adjectives conveys her response to trauma, and how she is able to describe its complexities.	In Gorman's poem "Good Grief" her use of puns and differential meanings convey her response to trauma, as her application of these meanings affect the reader's analysis of the poem.
Student 9	In Amanda Gorman's poem, "Cut" the speaker utilizes both collective and metaphorical language along with hyperboles to convey how trauma must be shared and released.	In Amanda Gorman's poem, "Cut", the author utilizes pronouns and puns along with heavy metaphorical language to convey the speaker's understanding that trauma is something that is both shared and released through outlets, whether it be through writing or others.
Student 10	In Amanda Gorman's poem, "Cut" the author uses metaphors and parallel structure to convey the speaker's complex response to trauma.	
Student 11	While highlighting the persistence and power of trauma, Gorman uses parallel structure [&], idioms, and repetition of key words [survive] to convey the healing power of collective grief.	[Good Grief] - I would now focus more on the parallel structure of the ending rather than just the use of & and I would talk about the repetition of "survive" in a different context in relation to the /s. While still highlighting the persistence and power of trauma, Gorman uses parallel structure, the multiple meanings of homophones, and repetition of key words to convey the healing power of collective grief.
Student 12	In the poem "Cut" by Amanda Gorman, she uses alliteration and metaphors to convey her idea that poetry is a viable way to share traumas.	In the poem "Good Grief" by Amanda Gorman, she uses alliteration and puns to convey her idea that trauma, and feelings closely associated with it like grief, can actually serve to help and benefit you.

**AP Literature - Fall 2022**  
**Successful Thesis Statements - *Call Us What We Carry***

Prompt	Effective Thesis Statements
<p>In Amanda Gorman’s poem “Augury or the Birds” written in 2021, the speaker writes about the future. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to <b>convey the speaker’s complex response to beginnings.</b></p>	<ul style="list-style-type: none"> <li>● “Augury of the birds” conveys Amanda’s understanding of anguish, through connections to history, and portrayal of language, she comes to the understanding that without pain we cannot move forward.</li> <li>● Although Gorman recognizes the inevitable apprehension and pain that is synonymous with new beginnings, she utilizes historical allusions, hopeful diction, and symbolism to remind us of the beauty in renewal.</li> <li>● Utilizing iambic pentameter and historical allusions, Gorman thoughtfully conveys her understanding that while the inevitable pain and apprehension surrounding new beginnings can seem daunting, anguish is necessary to fully appreciate them.</li> <li>● In “Augury or the Birds” by Amanda Gorman, the author utilizes both puns and allusions to convey the speaker’s belief that all beginnings should be welcomed rather than feared, despite the hardships they inevitably bring.</li> </ul>
<p>In Amanda Gorman’s poem “What We Carry” written in 2021, the speaker writes about survival. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to <b>convey the speaker’s complex relationship with words and salvation.</b></p>	<ul style="list-style-type: none"> <li>● By utilizing alliteration and repetition in “What We Carry,” Gorman conveys how language and words are lifeboats preserving ourselves and our stories.</li> <li>● Within the poem “What We Carry” by Amanda Gorman, the author utilizes repetition, puns, and imagery to convey the speaker’s belief that words are a sacred outlet, ridding us of negativity and bringing us to the speaker’s interpretation of salvation.</li> </ul>
<p>In Amanda Gorman’s poem “Cut” (26) or “Good Grief” (28) written in 2021, the speaker writes about pain. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker’s <b>complex response to trauma.</b></p>	<ul style="list-style-type: none"> <li>● While still highlighting the persistence and power of trauma, in “Good Grief,” Gorman uses parallel structure, the multiple meanings of homophones, and repetition of key words to convey the healing power of collective grief.</li> </ul>

*Call Us What We Carry* - FRQ 1

A. In Amanda Gorman’s poem “Pre-Memory” written in 2021, the speaker writes about memory. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker’s complex understanding of storytelling.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

**Skill Rubric: Critical Thinking/Problem Solving 9-12 (rev. 2024)**

(Note: VOG Rubrics may revised as the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
<p><b>UNDERSTANDING</b></p> <p>Identifies the problem, question or issue being addressed.</p>	<p>Exhibits limited and/or no understanding of key concepts.</p>	<p>Exhibits an understanding of key concepts.</p>	<p>Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.</p>	
<p><b>PLANNING</b></p> <p>Applies systematic thinking and selects strategies to address the problem, question or issue.</p>	<p>Shows limited to no evidence of a plan, model or strategy to solve a problem.</p>	<p>Shows a plan, model or strategy to solve a problem.</p>	<p>Shows innovative and creative thinking to solve a problem.</p>	
<p><b>QUESTIONING</b></p> <p>Analyzes relevant information related to the problem, question or issue.</p>	<p>Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.</p>	<p>Questions and analyzes numerical, written, or visual data and selects the relevant evidence.</p>	<p>Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.</p> <p>Describes why different approaches to a problem or situation could yield the same or similar results.</p>	
<p><b>REFLECTION</b></p> <p>Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.</p>	<p>Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.</p>	<p>Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.</p>	<p>Solution is thorough, accurate, and evidence-based.</p> <p>Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.</p>	

**SCORING**

Beginning: 4 - 6

**Meets: 7 - 8 GOAL**

Exceeds: 10 - 12

\_\_ / 12

## SCHOOL-WIDE RUBRICS

### Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	<p>Demonstrates exceptional understanding of text by:</p> <ul style="list-style-type: none"> <li>• Clearly identifying the purpose of the text</li> <li>• Providing initial reaction richly supported by text                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Providing a perceptive interpretation</li> </ul> </li> </ul>	<p>Demonstrates understanding of text by:</p> <ul style="list-style-type: none"> <li>• Identifying the fundamental purpose of the text</li> <li>• Providing initial reaction supported by text</li> <li>• Providing a clear/straightforward interpretation of the text</li> </ul>	<p>Demonstrates general understanding of text by:</p> <ul style="list-style-type: none"> <li>• Partially identifying the purpose of the text</li> <li>• Providing initial reaction somewhat supported by text</li> <li>• Providing a superficial interpretation of the text</li> </ul>	<p>Demonstrates limited or no understanding of text by:</p> <ul style="list-style-type: none"> <li>• Not identifying the purpose of the text <input type="checkbox"/></li> <li>• Providing initial reaction not supported by text</li> <li>• Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	<p>Demonstrates exceptional interpretation of text by:</p> <ul style="list-style-type: none"> <li>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding <input type="checkbox"/></li> <li>• Constructing insightful and perceptive ideas about the text.</li> <li>• Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	<p>Demonstrates ability to interpret text by:</p> <ul style="list-style-type: none"> <li>• Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>• Summarizing main ideas of text                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively interpreting text by raising questions and looking for answers in text</li> </ul> </li> </ul>	<p>Demonstrates general ability to interpret text by:</p> <ul style="list-style-type: none"> <li>• Guided reflection and/or revision of initial understanding</li> <li>• Summarizing some of the main ideas of text</li> <li>• Guided interpretation of text by locating answers to given questions in text</li> </ul>	<p>Demonstrates limited ability to interpret text as evidenced by:</p> <ul style="list-style-type: none"> <li>• Struggle to implement guided reflection and/or revision of initial understanding</li> <li>• Struggle to summarize any main ideas of text</li> <li>• Struggle to answer questions by locating responses in text</li> </ul>

<p>Connect X_____</p>	<p>Demonstrates perceptive connections</p> <ul style="list-style-type: none"> <li>• text-to-text</li> <li>• text-to-self</li> <li>• text-to-world</li> </ul>	<p>Demonstrates specific connections □</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>• text-to-self</li> <li>• text-to-world</li> </ul>	<p>Demonstrates general connections</p> <ul style="list-style-type: none"> <li>• text-to-text</li> <li>• text-to-self</li> <li>• text-to-world</li> </ul>	<p>Struggles to make connections □</p> <ul style="list-style-type: none"> <li>text-to-text</li> <li>• text-to-self</li> <li>• text-to-world</li> </ul>
<p>Evaluate X_____</p>	<p>Demonstrates insightful evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Critical analysis to create a conclusion supported by the text □</li> <li>Perceptive judgments about the quality of the text</li> <li>• Synthesis of text</li> <li>• Expression of a personal opinion</li> </ul>	<p>Demonstrates an evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Critical analysis to form a conclusion from the text</li> <li>• Thoughtful judgments about the quality of the text</li> <li>• Evaluation of text to express personal opinion(s)</li> </ul>	<p>Demonstrates a general evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Formulation of a superficial conclusion from the text</li> <li>• Assessment of the quality of the text</li> <li>• Use of text to express personal opinion(s)</li> </ul>	<p>Demonstrates a struggle to evaluate the text by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Formulation of a conclusion from the text</li> <li>• Assessment of the quality of the text</li> <li>• Use of text to express personal opinion(s)</li> </ul>

**Rubric 2: Write Effectively**

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not establish a clear purpose</li> <li><input type="checkbox"/> Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization <input type="checkbox"/> Lacks logical progression of ideas <input type="checkbox"/> Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

**Rubric 5: Independent Learners And Thinkers**

<b>Category/ Weight</b>	<b>Exemplary 4</b>	<b>Goal 3</b>	<b>Working Toward Goal 2</b>	<b>Needs Support 1-0</b>
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 <sup>st</sup> Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 <sup>st</sup> Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 <sup>st</sup> Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 <sup>st</sup> Century Skills.