	Marietta City Schools **2025–2026 District Unit Planner**		
	AP Literature and Composition		
Unit title	*Unit 1* *Reading Literally and Figuratively*	**Unit duration (hours)**	*4 Weeks*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

AP Literature & Composition Big Ideas and Skill Categories
GSE Standards (provided for Priority Big Ideas and Skills)

BIG IDEAS
Character **CHR**
Setting **SET**
Structure **STR**
Narration **NAR**
Literary Argumentation **LAN**

Required AP Literature Big Ideas and Skills: CHR 1.A, SET 2.A, STR 3.A, STR 3.B, NAR 4.A, NAR 4.B, LAN 7.A

Priority Standards Unit Learning Targets:

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.

SET-1
Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting

Support Standards Unit Learning Targets:

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 texts reveal information are all structure choices made by a writer that contribute to the reader's interpretation of 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.

Essential Questions

How do characters in a text reveal values, beliefs, assumptions, biases, and cultural norms?

How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time of day, year, season, geography, culture)?

To what degree does a plot's ordering of events reflect a chronological sequence?

What is the difference between a first-person point of view and third-person point of view, and how does the particular point of view used in a text affect the details and information presented to a reader?

How do you analyze a text to develop a defensible claim about that text?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

Free-Response Question: Prose Fiction

Establishing a unifying idea through a defensible thesis statement: Hillary Jordan from Mudbound and Charlotte Bronte from Jane Eyre

Common Formative Assessment #2:

Multiple Choice Questions (Prose): Delia Owens from *Where the Crawdads Sing*

Common Formative Assessment #3:

Multiple Choice Questions (Poetry): Martin Espada "Of the Threads That Connect the Stars"

Common Formative Assessment #4:

 PPC (Personal Progress Check)

Summative Assessment(s):

- Unit 1 Mini Exam from Test Bank
- Defensible Thesis Statement
- AP Classroom MCQ Assessment

Learning Experiences

Common learning experiences are pinnacle instructional activities that all PLC members have vetted as rigorous, aligned, student centered, equitable skill based learning experiences for all students taking this course. Click here for definition and further guidance on common learning experiences.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
		All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.

Practice close reading skills, annotation, and building interpretation of a poem.	1. Student groups will receive a redacted copy of the poem "Good Bones," by Maggie Smith and a plastic bag with words of phrases that they will use to fill in the poem. 2. Students will work together to decide where the words or phrases best fit. 3. Students will receive copies of the poem and we will read it aloud in class. 4. Students will each have 5 minutes to annotate the poem using a different color pen/pencil. They will pass the poem to their group mate to continue building on the annotations. 5. Groups will discuss their annotations 6. The class will watch the "Good Bones" motion poem and discuss whether it aligns with their interpretation of the poem, going back to the poem for support.	● Partners to discuss and refine thinking before sharing with a full group. ● Mini-lessons on annotation will be delivered as needed

Big Idea Workshop: Character	1. Direction Instruction: Characterization
	2. We will read the first half of "Charles," by Shirley Jackson as a class and practice annotating based on the following essential questions:
	    - Which words, phrases, and details contribute to a character's characterization?
	    - How is a character described physically, emotionally, and/or psychologically?
	    - Which aspects of a character's background contribute to how the character perceives his or her world?
	    - What drives the character to think, feel, and/or act in the manner he or she does?
	3. Students will continue in small groups to read and annotate the text before we come back together as a class to discuss the text.
	4. Students will read "Here There Be Tygers," by Stephen King and annotate based on the same essential questions from step 2.
		● Usage of stable prompt structure so students can consistently see the same language before the AP Exam.
		● Partners to discuss and refine thinking before sharing with a full group.

Big Idea Workshop: Setting	1. Teacher will provide direction instruction on Setting. 2. We will read "The Flowers," by Alice Walker and annotate the text based on the following essential question:	● Usage of stable prompt structure so students can consistently see the

	- How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time of day, year, season, geography, culture)? 3. Students will read the second half of the story with a partner as the teacher walks around to observe and provide feedback. 4. We will discuss the text and annotation as a class. 5. Students will read "Another April," by Jesse Stuart individually and annotate based on the same essential question from step 2.	same language before the AP Exam. ● Partners to discuss and refine thinking before sharing with a full group.

Big Idea Workshop: Structure	1. Teacher will provide direct instruction on plot.
	2. We will read "The Landlady," by Roald Dahl and annotate the text based on the following essential questions:
	    - How does a particular sequence of events affect the presentation and/or development of characters and conflict?
	    - How does a particular sequence of events and the manner in which a text presents those events to a reader affect a reader's experience with the text?
	    - What is the relationship between a particular sequence of events and a text's structure as a whole?
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	3. Students will read the second half of the story with a partner as the teacher walks around to observe and provide feedback.
	4. We will discuss the text and annotation as a class.
	5. Students will read "Luke 15:11-32, The Parable of the Prodigal Son" individually and annotate based on the same essential questions from step 2.	

Big Idea Workshop: Narrator	1. Teacher will provide direct instruction on Point of View
	2. We will read "The Pie," by Gary Soto as a class and annotate the text based on the following essential questions:
	    - What is the difference between a first-person point of view and third-person point of view, and how does the particular point of view used in a text affect the details and information presented to a reader?
	    - How does a narrator's distance from the events of a narrative affect the details and information presented to a reader?
	    - How does a shift in point of view contribute to the development of a	

| | literary element (e.g., character, conflict, tone, theme) and contribute to meaning?
3. Students will read the second half of the story with a partner as the teacher walks around to observe and provide feedback.
4. We will discuss the text and annotations as a class
5. Students will read "Sweetness," by Toni Morrison individually and annotate based on the same essential questions from step 2. | |

Common Content Resources

Common Anchor Text (s)

"Good Bones" Maggie Smith

"Charles" Shirley Jackson

"Here There Be Tygers" Stephen King

"The Flowers" Alice Walker

"Another April" Jesse Stuart

"The Landlady" Roald Dahl

"The Parable of the Prodigal Son" The King James Bible

"The Pie" Gary Soto

"Sweetness" Toni Morrison

Common Supplemental/Ancillary Text (s)

"The Seafarer"

"Ulysses" Alfred Lord Tennyson

"The Lady or the Tiger" Frank Stockton

"The Pardoner's Tale" Geoffrey Chaucer

"The Devil and Tom Walker" Washington Irving

"Exchange Value" Charles Johnson

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

ELA Resources
Approved Novel List

Common Media Text (s)

AP Skill 1.A Daily Video (Describing Characters)

AP Skill 1.B Daily Video (Characterization)

AP Skill 1.B Daily Video (Perspective)

AP Skill 3.B Daily Video (Plot Structure)

AP Skill 4.A Daily Video (Power of Narrator)

AP Skill 7.A Daily Video (Claim)

AP Skill 7.B Daily Video (Evidence)

AP Skill 7.C Daily Video (Sophisticated Claim Development)

(All videos above utilized through College Board's AP Classroom

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ELA Resources

Approved Novel List