



Marietta City Schools
2025-2026 District Unit Planner

AP Literature and Composition

Unit title	<i>Analyzing Tensions</i>	Unit duration (hours)	<i>18 hours (4 weeks)</i>
-------------------	---------------------------	------------------------------	---------------------------

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**

Structure **STR**

Figurative Language **FIG**

Literary Argumentation **LAN**

Required AP Literature Big Ideas and Skills: CHR 1.A, STR 3.C, STR 3.D, FIG 5.B, FIG 6.A, FIG 6.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.

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.

Essential Questions

1. What provokes a character to change or remain unchanged?
2. What are the comparable traits of a character before and after he or she changes?
3. To what degree does a character's changing constitute progress or decline?
4. How does a character's changing or remaining unchanged affect other elements of the literary work and/or contribute to meaning of the work as a whole?
5. Which event in a plot has a significant relationship to a character, conflict, another event, thematic idea, etc., and what is the relationship?
6. How is an event in a plot a cause or effect of another event?
7. How does an event or related set of events cause, develop, or resolve a conflict?
8. How can an event or related set of events represent competing value systems?
9. How does an event create anticipation or suspense in a reader?
10. How does an event or related set of events contribute to meaning in the whole work?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

Free-Response Question: Literary Argument

FOCUS: Explaining an Interpretation through Commentary

Common Formative Assessment #2:

Multiple-Choice Questions: Prose

Oscar Wilde from The Picture of Dorian Gray

Common Formative Assessment #3

Multiple-Choice Questions: Poetry

John Murillo “Enter the Dragon”

Common Formative Assessment #4:

The Awakening MCQ Exam & Constructed Response

Common Formative #5:

Literary Argument Paragraph- Developing Commentary

Summative Assessment(s):

Unit 2 Mini Exam

Literary Argument Paragraph- Developing Commentary

AP Unit 3 Summative

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.
-----------------------------	-----------------------------	--

Published: 9/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

<p>Big Idea Workshop: Character</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on static and dynamic characters 2. We will read <i>Mistaken Identity</i> by Sharon Cooper and annotate the text based on the following essential questions: <ul style="list-style-type: none"> - What provokes a character to change or remain unchanged? - What are the comparable traits of a character before and after he or she changes? - To what degree does a character’s changing constitute progress or decline? - How does a character’s changing or remaining unchanged affect other elements of the literary work and/or contribute to meaning of the work as a whole? 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Annotations will be monitored for text comprehension ● Gradual release for converting simplistic claims to sophisticated claims.
<p>Big Idea Workshop: Setting</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on social, cultural and historical contexts 2. We will read <i>Los Vendidos</i> by Luis Valdez, annotating based on the following essential question:: <ul style="list-style-type: none"> - 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)? 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Annotations will be monitored for text comprehension ● Gradual release for converting simplistic claims to sophisticated claims.
<p>Big Idea Workshop: Structure</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on conflicts 2. We will read <i>Naked Lunch (One Act Play)</i> by Michael Hollinger and answer the following essential questions: <ul style="list-style-type: none"> - How does a text’s organization and arrangement of ideas and to what degree does a plot’s ordering of events reflect a chronological sequence? - Which plot event(s) seems to break an established chronological sequence, and where does this event fit into the chronology of other events as a whole? 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Annotations will be monitored for

- 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?

- text comprehension
 - Gradual release for converting simplistic commentary to sophisticated commentary..

Common Content Resources

Common Anchor Text (s)

The Awakening by Kate Chopin

Mistaken Identity by Sharon Cooper

Los Vendidos by Luis Valdez

Naked Lunch (One Act Play) by Michael Hollinger

Published: 9/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)