

Course of Study English Language Arts - September 2021
AP Literature and Composition

Committee Members: Lynn Monaco and Cindy Newman

Skill Category 1: Explain the function of character

Learning Standards:	How Taught? Key Questions to Answer
<p>1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p>	<p>§ 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?</p>
<p>1.B: Explain the function of a character changing or remaining unchanged.</p>	<p>§ 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 the text convey empathy for those characters who change or for those who remain unchanged? § 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?</p>
<p>1.C: Explain the function of contrasting characters.</p>	<p>§ How do comparable traits of two or more characters contrast? § What do the differing traits between characters reveal about them individually, their relationships with one another, and their relationships with other characters? § How does considering the significance of a contrast between characters contribute to meaning in the text?</p>
<p>1.D: Describe how textual details reveal nuances and complexities in characters' relationships with one another</p>	<p>Which particular images, character speech, and textual details are relevant for examining characters' relationships? § How do images, character speech, and other textual details reveal how characters interact? § How do diction and the details that a narrator or speaker offers (or does not offer) convey a particular perspective, ambiguity, and/or inconsistency and convey</p>

Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>1.E: Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p>	<p>nuances and complexities in character relationships?</p> <p>Which of a character’s choices, actions, and/or speech seem contradictory or inconsistent? § How do a character’s contradictory or inconsistent traits contribute to a reader’s understanding of the character’s complexity? § How do a character’s contradictory or inconsistent traits contribute to meaning in a text?</p>
<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> ● AP Classroom ● Mentor texts (both teacher and student selected); teacher selected mentor texts come from the College Board and previous student writings) ● <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 1: The Elements of Fiction; Unit 4: Nuance and Complexity; Unit 7: Deepening Complexity ● Anchor texts: “The Lottery,” “Cathedral,” “Story of an Hour,” <i>1984</i>, <i>A Midsummer Night’s Dream</i>, summer reading selection(s) ● Various Pixar shorts 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components

Course of Study English Language Arts - September 2021

AP Literature and Composition

	<ul style="list-style-type: none"> • games and hands-on activities • parent involvement • cooperative learning
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Skill Category 2: Explain the function of setting

<p>Learning Standard:</p> <p>2.A: Identify and describe specific textual details that convey or reveal a setting.</p> <p>2.B: Explain the function of setting in a narrative.</p> <p>2.C: Describe the relationship between a character and a setting.</p>	<p>How Taught? Key Questions to Answer</p> <p>§ 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)?</p> <p>§ What are the relationships between a text's setting and other literary elements? § How does a setting affect readers of that text? § How do a text's various settings contribute to meaning and its overall effect?</p> <p>What is the relationship between the aspects (e.g., location, time of day, geography) of a setting and a character? § What is the relationship between a setting's historical time period and a character? § What is the relationship between the society or culture of a setting and a character (e.g., what is the character's role in the society/culture, to what degree is a character accepted by his or her society/ culture, to what degree does the society/ culture esteem a character)?</p>
<p>Materials:</p> <p>Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> • AP Classroom • Mentor texts (both teacher and student selected); teacher selected mentor texts come from the College Board and previous student writings), "Ithaka," "Desiderata" • <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 1: The Elements of Fiction; Unit 4: Nuance and Complexity; Unit 7: Deepening Complexity • Anchor texts: <i>A Midsummer Night's Dream, 1984</i>, summer reading selection(s) 	<p>How Assessed?</p> <ul style="list-style-type: none"> • Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using the College Board rubrics;

Course of Study English Language Arts - September 2021

AP Literature and Composition

	<p>tests/exams, project, evaluation, demonstration, portfolio review)</p> <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components • games and hands-on activities • parent involvement • cooperative learning
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Skill Category 3: Explain the function of plot and structure

<p>Learning Standard:</p> <p>3.A: Identify and describe how plot orders events in a narrative.</p> <p>3.B: Explain the function of a particular sequence of events in a plot.</p>	<p>How Taught? Key Questions to Answer</p> <p>§ 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?</p> <p>§ 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?</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>3.C: Explain the function of structure in a text.</p>	<p>§ How does a text's organization and arrangement of ideas and details in lines, stanzas, sentences, paragraphs, chapters, or other sections of text contribute to a text's structure? § How does a poem's rhythm and/or rhyme contribute to its structure? § What is the organizing principle in a section of text that makes it a cohesive unit? § What is the relationship of a section of a text to the text's setting, character, plot, conflict, point of view, thematic idea, or other literary elements? § What is the relationship of a section of a text to other sections of the text? § What is the relationship of a section of a text to the text as a whole?</p>
<p>3.D: Explain the function of contrasts within a text.</p>	<p>What are some striking contrasts in a text? § How do you identify contrasts, shifts, and juxtapositions in a text? § How might a contrast indicate a conflict of values? § What ideas, traits, or values are emphasized in a contrast? § How does a contrast contribute to complexity in a text? § How does a contrast contribute to meaning in a text?</p>
<p>3.E: Explain the function of a significant event or related set of significant events in a plot.</p>	<p>Which event in a plot has a significant relationship to a character, conflict, another event, thematic idea, etc., and what is the relationship? § How is an event in a plot a cause or effect of another event? § How does an event or related set of events cause, develop, or resolve a conflict? § How can an event or related set of events represent competing value systems? § How does an event create anticipation or suspense in a reader? § How does an event or related set of events contribute to meaning in the whole work?</p>
<p>3.F: Explain the function of conflict in a text.</p>	<p>§ How might a conflict represent opposing motivations or values? § How might a conflict arise from a contrast? § What is the relationship of a particular conflict to other conflicts? § How does the resolution or continuation of a conflict affect a character, plot, narrator, or speaker, etc.? § How does the resolution or continuation of a conflict affect a reader's experience with the text? § How does a conflict contribute to meaning in the whole work?</p>

Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> ● AP Classroom ● Mentor texts (both teacher and student selected); teacher selected mentor texts come from the College Board and previous student writings), excerpt from <i>The Landlady</i>, Shakespearean sonnets XXIX, XXX, CXXX, XVIII ● <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 1: The Elements of Fiction; Unit 2: Poetry and the Shift; Unit 4: Nuance and Complexity; Unit 5: Multiple Meanings; Unit 7: Deepening Complexity; Unit 8: Language and Ambiguity ● Anchor texts: <i>A Midsummer Night's Dream, 1984</i>, Shakespearean sonnets, summer reading selection(s) ● Various media, perhaps including, but not limited to, the following: <i>Inception, V for Vendetta, Equilibrium, Othello, A Midsummer Night's Dream, Much Ado About Nothing, Big Fish, Rosencrantz and Guildenstern are Dead</i>. 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components • games and hands-on activities • parent involvement • cooperative learning

Skill Category 4: Explain the function of the narrator or speaker

<p>Learning Standard: 4.A: Identify and describe the narrator or speaker of a text.</p>	<p>How Taught? Key Questions to Answer</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>4.B: Identify and explain the function of point of view in a narrative.</p> <p>4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</p> <p>4.D: Explain how a narrator's reliability affects a narrative.</p>	<p>§ Who is the narrator or speaker of a text? § Which details from the text indicate the identity of the narrator or speaker?</p> <p>§ 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?</p> <p>§ What is a narrator's or speaker's tone toward a particular subject, and which diction, imagery, details, and syntax in the text contribute to that tone? § What is the relationship between a narrator's or speaker's tone toward a particular subject and their perspective, more generally? § How does a narrator's or speaker's background and perspective shape a tone toward a particular subject? § How do the diction, imagery, details, and syntax in a text support multiple tones? § How might a change in tone toward a particular subject over the course of a text indicate a narrator's or speaker's change?</p> <p>To what extent can a narrator or speaker of a first-person point of view narrative be trusted? § How might a third-person point of view narrator or speaker be more reliable than a first-person point of view narrator or speaker? § How does a narrator's or speaker's inclusion or exclusion of particular details affect their reliability? § To what degree is the narrator or speaker of a first-person point of view narrative aware of their own biases? § What is the relationship of a narrator's or speaker's reliability and a reader's understanding of a character's motivations?</p>
<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> ● AP Classroom ● Mentor texts (both teacher and student 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)

Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>selected); teacher selected mentor texts come from the College Board and previous student writings); “Girl,” “Dream within a Dream,” “Tarantulas on the Life Buoy,” “Gate A-4,” “Ulysses,” “The Orange”</p> <ul style="list-style-type: none"> • <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 7: Deepening Complexity • Anchor texts: Shakespearean sonnets, “Ulysses,” “A Dream within a Dream,” 1984, summer reading selection(s) • Student choice titles (teacher offers College Board suggestions during the selection process; some titles include <i>Circe</i>, <i>Homegoing</i>, <i>The Catcher in the Rye</i>, <i>Pride and Prejudice</i>, <i>Wuthering Heights</i>, <i>We Were the Lucky Ones</i>, <i>The End of October</i>, <i>Out of the Easy</i>, <i>The Power</i>, <i>The Grace Year</i>, <i>Never Let Me Go</i>, <i>The River</i>, <i>Recursion</i>, <i>All the Light We Cannot See</i>, <i>Dark Matter</i>, <i>The Forgetting Time</i>, <i>Station Eleven</i>, <i>And the Mountains Echoed</i>, <i>The Nickel Boys</i>, <i>Out of the Easy</i>) 	<ul style="list-style-type: none"> • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components <ul style="list-style-type: none"> • games and hands-on activities • parent involvement • cooperative learning

Skill Category 5: Explain the function of word choice, imagery, and symbols

<p>Learning Standard: 5.A: Distinguish between the literal and figurative meanings of words and phrases.</p>	<p>How Taught? Key Questions to Answer § What are the denotations of specific words and phrases in a text? § How does knowing the denotative meaning of specific words and phrases in a text facilitate a literal understanding of the text? § What are the connotations, representations, and associations of specific words or phrases in a</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>5.B: Explain the function of specific words and phrases in a text.</p> <p>5.C: Identify and explain the function of a symbol.</p> <p>5.D: Identify and explain the function of an image or imagery.</p>	<p>text? § How does considering the connotations, representations, and associations of specific words or phrases in a text convey figurative meaning and facilitate an interpretation of the text? § Which literal objects, images, and events in a text convey figurative meaning through representations and associations? § How do multiple literal and/or figurative meanings in a text create ambiguity?</p> <p>§ Which repeated sound, word, or phrase in a text emphasizes an idea or association, and what is the emphasized idea or association? § How do you trace a referent to its antecedent, and how might ambiguous referents affect an interpretation of a text? § How do the relationships between adjectives and adverbs and the words they modify affect a reader's interaction with the text? § How does the use of hyperbole and understatement convey a particular perspective of their subjects? § How do words and phrases create ambiguous meanings and invite multiple interpretations of a text?</p> <p>Which object, action, or event represents an idea or concept beyond itself? § How can an object, action, or event represent multiple ideas or concepts? § Which symbol in a text is present in other texts, and how is the symbol's meaning(s) in this text similar to or different from its meaning(s) in other texts? § How do these symbolic objects, actions, events, characters, and settings contribute to a text's complexity and to the meaning of the work as a whole?</p> <p>Which words contribute to the sensory details in an image? § How might an image form a comparison through associations made with the senses? § What does a set of images have in common so that the images work together? § What associations do images or imagery evoke? § How do images and/or imagery emphasize ideas in a portion of text or throughout a text?</p>
<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p>	<p>How Assessed?</p>

Course of Study English Language Arts - September 2021

AP Literature and Composition

<ul style="list-style-type: none"> • AP Classroom • Mentor texts (both teacher and student selected); teacher selected mentor texts come from the College Board and previous student writings); “Good Bones,” “The Bones,” “Dulce et Decorum est,” “My Papa’s Waltz,” “Winter Sundays,” “Stopping by Woods on a Snowy Evening”; potentially Inaugural poems (during Inaugural years); “Burning the Old Year,” “Heavy”; “Dangers of a Single Story,” “Shoulders” • <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 5: Multiple Meanings; Unit 7: Deepening Complexity; Unit 8: Language and Ambiguity • Anchor texts: <i>A Midsummer Night’s Dream</i>, “A Dream within a Dream,” “Girl,” “My Papa’s Waltz,” <i>1984</i>, Shakespearean sonnets, summer reading selection(s) 	<ul style="list-style-type: none"> • Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components <ul style="list-style-type: none"> • games and hands-on activities • parent involvement • cooperative learning

Skill Category 6: Explain the function of comparison

<p>Learning Standard:</p> <p>6.A: Identify and explain the function of a simile.</p>	<p>How Taught? Key Questions to Answer § Which two elements are being compared in a particular simile? § What is significant about the selection of the objects being compared? § How</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>6.B: Identify and explain the function of a metaphor.</p> <p>6.C: Identify and explain the function of personification.</p> <p>6.D: Identify and explain the function of an allusion.</p>	<p>does a comparison through a simile contribute to meaning in the text?</p> <p>§ Which two elements are being compared in a particular metaphor? § What is significant about the selection of the objects being compared and their particular traits, qualities, or characteristics? § How does a comparison through a metaphor contribute to meaning in the text? § How might the figurative meaning of a metaphor depend on the context in which it is presented? § How does an extended metaphor continue a comparison in several portions of text? § How does a metaphorical comparison contribute to the figurative meaning of a character, conflict, setting, theme, etc.?</p> <p>§ Which nonhuman entity is described with or ascribed human traits, and what are the specific human traits? § How does making a comparison between a nonhuman entity and some human trait characterize the nonhuman entity and convey meaning? § How does a narrator, speaker, or character convey an attitude toward a nonhuman entity by personifying it?</p> <p>§ Where does the text make a direct or subtle reference to a person, place, object, event, literary work, or idea that is culturally, historically, and/or literarily consequential? § What is the background of the person, place, object, event, literary work, or idea that is referenced in the text? § What are the points of comparison between the person, place, object, event, literary work, or idea that is referenced in the text and some aspect of the text? § How does an allusion affect a reader's experience with a text? What is the effect of an allusion on a reader who understands it? What aspects of meaning are lost by readers who fail to recognize or comprehend an allusion?</p>
<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> ● AP Classroom ● Mentor texts (both teacher and student 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)

Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>selected); teacher selected mentor texts come from the College Board and previous student writings)</p> <ul style="list-style-type: none"> • <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 5: Multiple Meanings; Unit 7: Deepening Complexity; Unit 8: Language and Ambiguity • Anchor texts: <i>A Midsummer Night's Dream</i>, "My Papa's Waltz," "Winter Sundays," "Stopping by Woods on a Snowy Evening," 1984, Shakespearean sonnets, summer reading selection(s) 	<ul style="list-style-type: none"> • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives • presenting the information again in a different way • review sessions • graphic organizers • small-group instruction • practice activities • computer tutorials / programs • picture associations • peer tutoring • breaking down concept into smaller components <ul style="list-style-type: none"> • games and hands-on activities • parent involvement • cooperative learning

Skill Category 7: Develop textually substantiated arguments about interpretations of part or all of a text

<p>Learning Standard:</p> <p>7.A: Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p>	<p>How Taught? Key Questions to Answer</p> <p>§ How do you analyze a text to develop a defensible claim about that text? § How do you develop a claim that requires a defense with evidence from the text—and is not simply an assertion of fact or statement of the obvious? § How do you develop a claim that you can defend</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>with logical reasoning and textual evidence? § How do you develop a claim that acknowledges that contradictory evidence or alternative interpretations exist? § How do you develop a claim that articulates how a text explores concepts related to a range of experiences, institutions, and/or social structures?</p> <p>How do you write a thesis statement that clearly articulates a claim about an interpretation of literature? § How do you preview the reasoning of your argument in your thesis statement, perhaps by considering how your reasoning is organized?</p> <p>§ What are the logical reasons, inferences, and/or conclusions that justify your claim? § How do you develop commentary that does more than restate plot details? § How do you develop commentary that explicitly articulates your critical thinking and relationships among ideas rather than leaving it to readers to make inferences or connections on their own? § How do you develop commentary that carefully explains your reasons, inferences, and/or conclusions; how textual evidence supports your reasoning; and how your reasoning justifies your claim? § How do you develop commentary that conveys your complex argument about an interpretation of literature?</p> <p>§ How can an interpretation of a text emerge from analyzing evidence and then forming a line of reasoning or from forming a line of reasoning and then identifying relevant evidence? § Which information from a text can serve as evidence to develop and support your line of reasoning? § How do you know when evidence is relevant to your reasoning? § How do you introduce evidence into your argument and indicate the purpose of the evidence as it relates to your argument? § How do you know when your evidence is sufficient to support a line of reasoning and justify your claim? § How do you address evidence that contradicts your reasoning or your claim?</p>
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Course of Study English Language Arts - September 2021

AP Literature and Composition

<p>7.E: Demonstrate control over the elements of composition to communicate clearly.</p>	<p>§ How do you revise an argument's grammar and mechanics so that they follow established conventions of language to ensure clear communication of ideas? § How can you select organizational patterns (e.g., chronological, compare-contrast, cause-effect, general to specific, order of importance, part-to-whole) to organize your reasoning and support? § How do you organize clauses, sentences, and paragraphs to create coherence? § How do you select and place transitions in sentences to create particular relationships between ideas and create coherence? § How do you write sentences that convey equality/inequality of importance or balance/imbalance between ideas? § How do you select words that clearly communicate ideas? § How do you use punctuation to indicate clear relationships among ideas?</p>
<p>Materials: Various teacher selected short stories or plays, such as, but not limited, to the following:</p> <ul style="list-style-type: none"> ● AP Classroom ● Mentor texts (both teacher and student selected); teacher selected mentor texts come from the College Board and previous student writings) ● <i>English Literature and Composition</i> (Advanced Placement Edition) Unit 4: Writing about Literature; Unit 7: Deepening Complexity ● Student choice novels ● Anchor texts: <i>A Midsummer Night's Dream, 1984</i>, Shakespearean sonnets, summer reading selection(s) ● Film clips from <i>Ford V Ferrari, Ladybird, Avengers Endgame</i>; various Disney Pixar shorts 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, using the College Board rubrics; tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self assessments • new tasks assigned by teacher • manipulatives

Course of Study English Language Arts - September 2021

AP Literature and Composition

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