



Marietta City Schools
2023–2024 District Unit Planner

AP Literature and Composition

Unit title	<i>Seminar 1 Short Fiction</i> All Stories are Ghost Stories: Works of Haunting in the American South	Unit duration (hours)	<i>10 hours (2 weeks)</i>
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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:

Structure 1 - The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

- **3.A** Identify and describe how plot orders events in a narrative. **(ELAGSE11-12RL3)**
- **3.B** Explain the function of a particular sequence of events in a plot. **(ELAGSE11-12RL5)**

Literary Argumentation 1 - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

- **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. **(ELAGSE11-12W1a)**

Support Standards Unit Learning Targets:

Character 1 - Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

- **1.A** Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.

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

- **2.A** Identify and describe specific textual details that convey or reveal a setting.

Narration 1 - A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.

- **4.A** Identify and describe the narrator or speaker of a text.
- **4.B** Identify and explain the function of point of view in a narrative.

Essential Questions

What is the role of the setting in moving forward the action of the plot?

How does a narrative develop to place characters in conflict(s)?

What is the role and effect of sequencing in a plot?

How might readers communicate interpretations of a text effectively?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

College Board Personal Project Check (PPC) multiple-choice questions

Priority AP Literature Big Ideas and Skills Addressed: All (Required College Board Diagnostic)

Supporting AP Literature Big Ideas and Skills Addressed: All (Required College Board Diagnostic)

Common Formative Assessment #2:

Literary Analysis Paragraph Draft on Setting

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.A

Supporting AP Literature Big Ideas and Skills Addressed: SET 2.A, CHR 1.A, NAR 4.A

Common Formative Assessment #3:

Detail Analysis Chart

Priority AP Literature Big Ideas and Skills Addressed: STR 3.A

Supporting AP Literature Big Ideas and Skills Addressed: SET 2.A, CHR 1.A, NAR 4.A

Summative Assessment(s):

- Literary Analysis Paragraph(s) on Character, Setting, Narrator, and Structure

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.A, STR 3.A

Supporting AP Literature Big Ideas and Skills Addressed: SET 2.A, CHR 1.A, NAR 4.A

- College Board Personal Project Check (PPC) essay

Priority AP Literature Big Ideas and Skills Addressed: All (Required College Board 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.
CLE 1: Recall and Expound DOK 1, 2 Knowledge, Understanding, and Application	<ol style="list-style-type: none">1. Teachers will gauge retention of previous taught concepts of character, narrator, and setting.2. Teachers will provide multiple mini-lessons on claim, evidence, and defense, using anchor text as a resource for text analysis.3. Teachers will model close reading for focus on specific textual details that 1) reveal information on a character, that character’s perspective, and that character’s motives.4. Teachers will model close reading for focus on specific textual details that convey and reveal setting.5. Students will examine anchor text(s) for strong textual details that reveal intricacies about a character (dialogue, behavior, descriptions, background, personality traits, and/or relationships).6. Teacher will provide a mini lesson regarding simplistic and sophisticated claims.7. Students will produce an initial claim regarding either character or setting, provide evidence, and appropriate defense through a draft Literary Analysis Paragraph (LAP.)8. Students will peer review the analysis using the Prose AP Rubric, rows A and B.9. Teacher will provide individual and trended feedback on LAP.10. Students will analyze anchor text for alternate choice (setting or character) for the same text, and submit both responses, the one that received peer review and	<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.● Mini-lessons on annotation will be delivered as needed● Gradual release for converting simplistic claims to sophisticated claims.

	teacher feedback, and the independent writing.	
<p>CLE 2: Evaluating Structural Effect DOK 2 Application and Analysis (Basic and Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Students will recall difference between simplistic and sophisticated claims 2. Teachers will facilitate review of (plot) structure with students and provide mini-lesson on structure (3.C). 3. Students will read anchor text where a deviation from chronological events within the plot (structure) affects the reader’s interpretation with key questions: <ol style="list-style-type: none"> a. How does this text’s organization contribute to the text’s structure? b. 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? 4. Students will participate in discussions how the author’s use of flashback disrupts the chronology of the text and produces a specific effect in the reader 5. Students organize the events of the selected short story in its chronological order to contrast with the author’s structure. 6. Students will evaluate the efficacy of where events fall and how they produce an effect in the reader. 7. Students will draft a LAP regarding the function of structure in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. 8. Students will receive peer review and teacher feedback on their draft LAP. 9. Students will draft a LAP regarding the function of the narrator on the shift in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. 10. Students will receive peer review and teacher feedback on their draft LAP. 11. Students will analyze additional anchor text for the function of structure and the role of the narrator and his/her/their effect on shifts and tension in the text through two LAPs.. Students will submit all responses (those that received peer review and teacher feedback, and the independent writing.) 	<ul style="list-style-type: none"> ● 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. ● Peer editing to facilitate comfort with AP Rubric.
<p>CLE 3: Shifts and Tension(Optional Digital Presentation Opportunity) DOK 2 Apply (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will facilitate discussion regarding the difference between the function of a narrator and a character. 2. Teacher will conduct mini-lessons of shifts and tension. 3. Teacher and students will read a selected text and co-construct a t-chart to list differences between the speaker and the other characters in order to determine 	<p>In addition to all listed above, teacher will provide more specific feedback with student conferences.</p>

	<p>how the speaker’s point of view affected the reader’s interpretation.</p> <ol style="list-style-type: none"> 4. Students will evaluate the role of the narrator in the structure of the plot. 5. Students will draft a LAP regarding the function of the narrator on the shift in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. 6. Students will receive peer review and teacher feedback on their draft LAP. 7. Students will analyze additional anchor text for the role of the narrator and his/her/their effect on shifts and tension in the text through two LAPs.. Students will submit all responses (those that received peer review and teacher feedback, and the independent writing.) 8. Students will choose their strongest pieces of writing within this unit to add to their CommonPlace book project. Students will reflect on how their skills were deconstructed or stretched to reach a sophisticated claim and works of interest. 	
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Common Content Resources

<p>Common Anchor Text (s)</p> <p><i>Flannery O’Connor’s “A Good Man is Hard to Find”</i></p> <p><i>Zora Neale Hurston’s “Drenched in Light”</i></p> <p><i>William Faulkner’s “A Rose for Emily”</i></p> <p><i>Amy Sayer Baptista’s “Bait”</i></p> <p>Common Supplemental/Ancillary Text (s)</p> <p>Andrew Ridker’s “From the Diary of Your Unlived Life”</p> <p>Kate Chopin’s “Story of an Hour” (AP Classroom)</p> <p>Common Media Text (s)</p>

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)

MCS AP Literature & Composition Unit 1 Planner. Last Revised: August, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.