



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

*AP Literature and Composition*

<b>Unit title</b>	<i>Seminar 3 Long Fiction Adaptations, Motivations, and Authorial Choices</i>	<b>Unit duration (hours)</b>	<i>18 hours (4 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**

Literary Argumentation **LAN**

**Required AP Literature Big Ideas and Skills:** CHR 1.A, CHR 1.B, SET 2.A, STR 3.E, STR 3.F, LAN 7.A, LAN 7.B, LAN 7.C, LAN 7.D, LAN 7.E

**Priority Standards Unit Learning Targets:**

**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. **(ELAGSE11-12RL3)**
  - SET-1.B Setting includes the social, cultural, and historical situation during which the events of the text occur.

**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.E** Explain the function of a significant event or related set of significant events in a plot. **(ELAGSE11-12RL3)**
- **3.F** Explain the function of conflict in a text. **(ELAGSE11-12RL5)**

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

- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. **(ELAGSE11-12W1a)**
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. **(ELAGSE11-12W1c)**
- **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning **(ELAGSE11-12W1b)**

**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.
  - CHR-1.F The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.
  - CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.
  - CHR-1.H Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.
  - CHR-1.I A character's perspective may shift during the course of a narrative.
  - CHR-1.J When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.
  - CHR-1.K Readers can infer a character's motives from that character's actions or inactions.

**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.
  - LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
  - LAN-1.B A claim is a statement that requires defense with evidence from the text.
  - LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.
- **7.E** Demonstrate control over the elements of composition to communicate clearly.
  - LAN-1.L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.

### Essential Questions

How might the setting (which includes location, time period, and culture) convey values associated with that setting?

What literary elements contribute to a representation of values in a text, and how do these elements influence reader interpretations?

How can external and internal conflict highlight competing values in a character?

How might characters' incompatible perspectives and motives contribute to conflict?

How do thesis statements convey overarching interpretations of a text with specific lines of reasoning?

### 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:**

Theses through Critical Lenses

**Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, SET 2.A-1.B**

**Supporting AP Literature Big Ideas and Skills Addressed: LAN 7.A-1.A., CHR 1.A-1.F, CHR 1.A-1.G**

##### **Common Formative Assessment #3-5:**

Literary Analysis Paragraphs through a specified critical lens on the following:

- a) Setting
- b) Function of series of significant events and/or Plot
- c) Character(s) and Values

**Priority AP Literature Big Ideas and Skills Addressed: SET 2.A, STR 3.E, STR 3.F**

**Supporting AP Literature Big Ideas and Skills Addressed: CHR 1.A, LAN 7.A**

**Common Formative Assessment #5:**

Significant Event Analysis Chart

**Priority AP Literature Big Ideas and Skills Addressed: STR 3.E, STR 3.F**

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

**Summative Assessment(s):**

**1. Major Works Data Sheet**

**Priority AP Literature Big Ideas and Skills Addressed:**

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

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**2. Literary Argument**

- Many works of literature feature societal standards that have a direct effect on the quality of life of members of the associated communities. *Unmarriageable depicts a society where the standards can affect when and how decisions are made.* Choose a major character who made decisions based on societal influences and write an essay in which you analyze how the character is affected by and responds to societal standards in their decision-making, and illuminate the meaning of the work as a whole. Do not merely summarize the plot.
  - Respond to the prompt with a thesis that presents an interpretation and may establish a line of reasoning
  - Select and use evidence to develop and support the line of reasoning.
  - Explain the relationship between the evidence and the thesis.
  - Use appropriate grammar and punctuation in communicating the argument.

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, LAN 7.C, LAN 7.D, STR 3.F

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

**3. 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
<b>CLE 1:</b> New Knowledge - Critical Lenses <b>DOK 1, 2</b> Knowledge, Understanding, and Application	<ol style="list-style-type: none"><li>1. Teacher will introduce the concept of lenses as a literary analysis technique: Major concept: A critical lens is a way of looking at a particular work of literature by focusing on style choices, plot devices, and character interactions and how they show a certain theme (the lens in question).</li><li>2. Teacher will facilitate a lesson on critical lenses for students to explore, define, and demonstrate comprehension of how the lenses should impact their reading of a text. The four literary lenses are as follows:<ol style="list-style-type: none"><li>a. Socio-Economic (Marxist Criticism)</li><li>b. Feminist/Gender</li><li>c. Historical</li></ol></li></ol>	<p>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.</p> <ul style="list-style-type: none"><li>● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li><li>● Partners to discuss and refine thinking before sharing with a full group.</li><li>● Review of annotation techniques will be delivered as needed</li><li>● Gradual release for converting</li></ul>

	<p>d. Psychoanalytic</p> <ol style="list-style-type: none"> <li>3. Students review a children’s story and analyze it through the critical lenses to identify traits</li> <li>4. Students will watch a short film in order to demonstrate comprehension of how to use critical lenses to analyze text. (Possible Examples: Disney+ “Growing Up” Mini-Docuseries, “Athena” on body image; an alternate short story can be provided as needed for students who may struggle with body issues.)</li> <li>5. Students will write a series of thesis statements on the visual text through different critical lenses.</li> </ol>	<p>simplistic claims to sophisticated claims.</p> <ul style="list-style-type: none"> <li>● Self-Setting goals (setting standards for self judgment) has high effect size (0.62)</li> </ul>
<p><b>CLE 2:</b> Function of Significant Events  <b>DOK 2</b> Application and Analysis (Basic and Strategic Reasoning)  <i>Suggested Anchor Text:</i> Unmarriageable by Soniah Kamal</p>	<ol style="list-style-type: none"> <li>1. Teacher and students will discuss development of characters, conflicts, and plots and how these relate and contribute to the representation of values.</li> <li>2. Teacher will guide students through a breakdown of expectations using CED Long Fiction Focuses in order to set learning goals.</li> <li>3. Students will begin reading anchor text to identify how the author connects the representation of values to the development of characters, conflicts, and plots through use of double-sided journals.</li> <li>4. Students will analyze how a character’s perspective may shift and what factors influence that shift. Possible example process for suggested anchor text is as follows: <ol style="list-style-type: none"> <li>a. Highlight Sherry’s claim that Alys is privileged to judge her decision to marry.</li> <li>b. Break students into two sections where one half will select textual evidence for the claim and the second half against the claim.</li> <li>c. Use this evidence to support group conclusions in reasoning in a debate.</li> </ol> </li> <li>5. Students will analyze a major character’s changes through a t-chart focused on several elements (physical appearance, actions, dialogue, thoughts, and reactions to other characters).</li> <li>6. Students will use the organizer to explain why their character changes, what is the function of the change, and how the shift moves the plot forward.</li> </ol>	<ul style="list-style-type: none"> <li>● Student conferencing</li> <li>● Check in regarding goals from CLE 1, and where the student is in respect to mastery.</li> <li>● Cooperative learning</li> </ul>
<p><b>CLE 3:</b> Literary Argument  <b>DOK 2</b> Apply (Basic Reasoning)  <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Students will read the anchor text through a specified critical lens. (for Suggested Anchor text, this lens will be selected after completing Part 1 of the novel).</li> <li>2. Students will construct a defensible claim for the following prompt: Choose a major</li> </ol>	<p>In addition to all listed above, teacher will provide more specific feedback with student conferences.</p>

	<p>character who made decisions based on societal influences and write an essay in which you analyze how the character is affected by and responds to societal standards in their decision-making, and illuminate the meaning of the work as a whole.</p> <ol style="list-style-type: none"> <li>3. Students will workshop their claim through analyzing the gathered evidence to construct a defensible thesis.</li> <li>4. Teachers will facilitate writing workshops focusing on narrowing the focus of the writing and ensuring students focus on the meaning of the work as a whole.</li> <li>5. Students will draft a literary analysis essay that responds to the prompt through a selected critical lens.</li> <li>6. In pairs, students will read each other’s arguments and critique the degree to which the peer has justified their claims through clear, logical explanations that articulate relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>7. Students will participate in consistent feedback sessions with teacher to reflect and a self-assess with AP rubrics.</li> <li>8. Students will construct final drafts of their literary analysis essay.</li> </ol>	<p>AP Classroom resources will be assigned as needed to support demonstration of comprehension.</p>
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**Common Content Resources**

<p><b>Common Anchor Text (s)</b>  <i>Unmarriageable</i> by Soniah Kamal</p> <p><b>Common Supplemental/Ancillary Text (s)</b>  <i>Pride and Prejudice</i> by Jane Austen (excerpts for context)</p> <p>Jack and the Beanstalk (children’s story)</p> <p><b>Common Media Text (s)</b>  “Athena” from Disney+ Docuseries, “Growing Up”</p>
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AP Classroom Video Skill 2.A Setting: Analyzing how Social, Cultural, and Historical elements affect a text

AP Classroom Video Skill 3.F Plot and Structure: Function of Internal and External Conflict in Austen's *Pride and Prejudice*

AP Classroom Video Skill 7.A Close Reading: How writers read a text closely to identify details that enable them to make and defend claims about a text (Using *The Great Gatsby*)



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