



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
ENGLISH DEPARTMENT CURRICULUM**

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 26, 2021

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Advanced Placement Literature and Composition		
Course Description		
<p>The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.</p>		
Course Sequence and Pacing		
Unit Title	Section	Suggested Pacing
UNIT 1: Short Fiction 1	1.1: Character and Setting 1.2: Narration and Structure	10-12 sessions
UNIT 2: Poetry 1	2.1: Introduction to Poetic Elements (Character, Structure, and Shifts) 2.2: Figurative Language	10-12 sessions
UNIT 3: Longer Fiction or Drama 1	3.1: Characters and Values 3.2: Establishing a Claim 3.3: Defending a Claim 3.4: The Literary Argument	15-19 sessions
UNIT 4: Short Fiction 2	4.1: Values 4.2: Perspective 4.3: Literary Argument	7-10 sessions
UNIT 5: Poetry 2	5.1 Forms, Structures, and Inferential Meanings 5.2: Inferential Meanings and Comparisons	7-10 sessions
UNIT 6: Longer Fiction or Drama 2	6.1: Exploration of Characters 6.2: Analysis of Characters 6.3: Narration & Perspective 6.4: Literary Argument	9-12 sessions
UNIT 7: Short Fiction 3	7.1: Dynamic Characters 7.2: Characters' Relationships to Setting 7.3: Narrative Techniques 7.4: Writing Sophisticated Prose Analysis	7-8 sessions
UNIT 8: Poetry 3	8.1: Contrasts 8.2 Poetry Analysis	5-7 sessions
UNIT 9: Longer Fiction or Drama 3	9.1: Character Complexity 9.2: Plot Structure 9.3 Literary Argument	9-12 sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.</p> <ul style="list-style-type: none"> • AP Literature and Composition Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections • Appendix D: ELA 2023 NJSL Crosswalk <ul style="list-style-type: none"> ○ (*) indicates ELA 2023 NJSL 		

Advanced Placement Literature and Composition		Suggested Pacing: 5-6 sessions
Unit 1: Short Fiction 1		
Section 1.1 Character and Setting		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
2.A	2.A Identify and describe specific textual details that convey or reveal a setting.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT 1-1 [1]	APLIT 1-1 [1] CHR-1.A Identify and describe how description, dialogue, and behavior reveal characters to readers.	
APLIT 1-1 [2]	APLIT 1-1 [2] SET-1.A Identify and describe the time and place during which the events of the text occur.	
APLIT 1-1 [3]	APLIT 1-1 [3] CHR-1.B Provide textual evidence that shows how descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.	
APLIT 1-1 [4]	APLIT 1-1 [4] CHR-1.C Determine the perspective [of] narrators, characters, or speakers [and how they] understand their circumstances, and [how it] is informed by background, personality traits, biases, and relationships.	
APLIT 1-1 [5]	APLIT 1-1 [5] CHR-1.D Describe how a character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.	
APLIT 1-1 [6]	APLIT 1-1 [6] LAN-1.A Identify details that, in combination, enable writers to make and defend a claim about an aspect of the text.	
APLIT 1-1 [7]	APLIT 1-1 [7] LAN-1.B Develop a claim that is defensible with evidence from the text.	
APLIT 1-1 [8]	APLIT 1-1 [8] LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	

Advanced Placement Literature and Composition		Suggested Pacing: 5-6 sessions
Unit 1: Short Fiction 1		
Section 1.2 Narration and Structure		
AP CED Learning Objectives		
3.A	3.A Identify and describe how plot orders events in a narrative.	
3.B	3.B Explain the function of a particular sequence of events in a plot.	
4.A	4.A Identify and describe the narrator or speaker of a text.	
4.B	4.B Identify and explain the function of point of view in a narrative.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.1.2 [1]	APLIT.1.2 [1] STR-1.A Describe how plot events throughout a narrative are connected, with each event building on the others, often with a cause-and- effect relationship.	
APLIT.1.2 [2]	APLIT.1.2 [2] STR-1.B [1] Identify the dramatic situation of a narrative, including the setting and action of the plot. APLIT.1.2 [2] STR-1.B [2] Describe how the narrative develops to place characters in conflict(s), and involves the rising or falling fortunes of a main character or set of characters.	
APLIT.1.2 [3]	APLIT.1.2 [3] STR-1.C Explain how plot and the exposition that accompanies it focus readers’ attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.	
APLIT.1.2 [4]	APLIT.1.2 [4] NAR-1.C Recognize that a speaker or narrator is not necessarily the author.	
APLIT.1.2 [5]	APLIT.1.2 [5] NAR-1.A Describe how narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.	
APLIT.1.2 [6]	APLIT.1.2 [6] NAR-1.B Differentiate between perspective and point of view. (Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.)	
APLIT.1.2 [7]	APLIT.1.2 [7] NAR-1.D Discuss how the point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.	
APLIT.1.2 [8]	APLIT.1.2 [8] NAR-1.E Recognize that narrators may also be characters, and describe how their role as characters may influence their perspective.	
APLIT.1.2 [9]	APLIT.1.2 [9] NAR-1.F Describe how first-person narrators' relationship to the events of the plot and the other characters shapes their perspective.	
APLIT.1.2 [10]	APLIT.1.2 [10] NAR-1.G Recognize that third-person narrators are outside observers.	
APLIT.1.2 [11]	APLIT.1.2 [11] NAR-1.H Explain how third-person narrators’ knowledge about events and characters may range from observational to all-knowing, which shapes their perspective.	
APLIT.1.2 [12]	APLIT.1.2 [12] NAR-1.I Recognize that the outside perspective of third-person narrators may not be affected by the events of the narrative.	
APLIT.1.2 [13]	APLIT.1.2 [13] LAN-1.C Write a paragraph that provides textual evidence which defends the claim.	

Advanced Placement Literature and Composition		Suggested Pacing: 5-6 sessions
Unit 2: Poetry 1		
Section 2.1 Introduction to Poetic Elements (Character, Structure, and Shifts)		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
3.C	3.C Explain the function of structure in a text.	
3.D	3.D Explain the function of contrasts within a text.	
5.B	5.B Explain the function of specific words and phrases in a text.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.2.1 [1]	APLIT.2.1 [1] CHR-1.E Identify and describe how Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.	
APLIT.2.1 [2]	APLIT.2.1 [2] STR-1.G Identify instances in which Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.	
APLIT.2.1 [3]	APLIT.2.1 [3] FIG-1.C Describe how words or phrases may be repeated to emphasize ideas or associations.	
APLIT.2.1 [4]	APLIT.2.1 [4] STR-1.D Identify Line and stanza breaks and explain how these contribute to the development and relationship of ideas in a poem.	
APLIT.2.1 [5]	APLIT.2.1 [5] STR-1.E Determine how The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.	
APLIT.2.1 [6]	APLIT.2.1 [6] STR-1.F Analyze how A text’s structure affects readers’ reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.	
APLIT.2.1 [7]	APLIT.2.1 [7] LAN-1.A Identify and analyze details from the text that can be used to defend one or more claims from/about the text.	
APLIT.2.1 [8]	APLIT.2.1 [8] STR-1.H Describe how contrasts are the result of shifts or juxtapositions or both.	
APLIT.2.1 [9]	APLIT.2.1 [9] STR-1.I Evaluate ways in which Shifts may be signaled by a word, a structural convention, or punctuation.	
APLIT.2.1 [10]	APLIT.2.1 [10] STR-1.J Analyze how Shifts may emphasize contrasts between particular segments of a text.	
APLIT.2.1 [11]	APLIT.2.1 [11] LAN-1.B Provide textual evidence for a claim that is asserted in the text, and explore the presence of any contradictory evidence or alternative interpretations of it.	

Advanced Placement Literature and Composition		Suggested Pacing: 5-6 sessions
Unit 2: Poetry 1		
Section 2.2 Figurative Language		
AP CED Learning Objectives		
5.B	5.B Explain the function of specific words and phrases in a text.	
6.A	6.A Identify and explain the function of a simile.	
6.B	6.B Identify and explain the function of a metaphor.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.2.2 [1]	APLIT.2.2 [1] FIG-1.A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses. Identify antecedent in a work of poetry and explain their function in the piece.	
APLIT.2.2 [2]	APLIT.2.2 [2] FIG-1.B Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation. Explain how ambiguity in referents can impact interpretation.	
APLIT.2.2 [3]	APLIT.2.2 [3] FIG-1.D Explain how Alliteration is (the repetition of the same letter sound at the beginning of adjacent or nearby words) can be used to emphasize those words and their associations or representations.	
APLIT.2.2 [4]	APLIT.2.2 [4] FIG-1.E A simile uses the words “like” or “as” to liken two objects or concepts to each other. Identify similes in a work of poetry and provide textual evidence of their usage.	
APLIT.2.2 [5]	APLIT.2.2 [5] FIG-1.F Identify and explain how the similes emphasize the traits or qualities of one to the other.	
APLIT.2.2 [6]	APLIT.2.2 [6] FIG-1.G Identify the main subject to that which it is being compared, and explain how it contributes to the meaning of the work as a whole.	
APLIT.2.2 [7]	APLIT.2.2 [7] FIG-1.H Identify what is significant about the objects that are being compared and their particular traits, qualities, or characteristics?	
APLIT.2.2 [8]	APLIT.2.2 [8] FIG-1.I Determine the main subject of the metaphor, and the thing to which it is being compared, and explain how they contribute to the meaning of the text.	
APLIT.2.2 [9]	APLIT.2.2 [9] LAN-1.A Identify and analyze details from the text that can be used to defend one or more claims from/about the text.	
APLIT.2.2 [10]	APLIT.2.2 [10] FIG-1.J Discuss how your prior knowledge or experience with the objects and concepts presented in the text contributes to your interpretation of the comparison, and your understanding of the author's intent.	
APLIT.2.2 [11]	APLIT.2.2 [11] FIG-1.K Explore how a reader's interpretation of metaphor is dependent on the context of its use, and provide evidence from the text to support your interpretation.	
APLIT.2.2 [12]	APLIT.2.2 [12] LAN-1.C Assert one or more claims that are presented in the text, and analyze the claim(s) with textual evidence. In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	

Advanced Placement Literature and Composition		Suggested Pacing: 3-4 sessions
Unit 3: Longer Fiction or Drama 1		
Section 3.1 Characters and Values		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
2.A	2.A Identify and describe specific textual details that convey or reveal a setting.	
3.E	3.E Explain the function of a significant event or related set of significant events in a plot.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.3.1 [1]	APLIT.3.1 [1] CHR-1.F Describe how a character is developed and what expectations for that character’s behaviors are based on how a character has been presented thus far.	
APLIT.3.1 [2]	APLIT.3.1 [2] CHR-1.G Describe how a character contributes to a reader’s interpretation of that character based on details presented.	
APLIT.3.1 [3]	APLIT.3.1 [3] CHR-1.H Determine how a character is presented through the point of view of narrator or speaker.	
APLIT.3.1 [4]	APLIT.3.1 [4] SET-1.B Identify and describe the social, cultural, and historical situation during which the events of the text occur.	
APLIT.3.1 [5]	APLIT.3.1 [5] STR-1.L Determine key episodes, encounters, and scenes in a narrative that can introduce and develop a plot.	
APLIT.3.1 [6]	APLIT.3.1 [6] CHR-1.J Evaluate how narrators, characters, or speakers compare to one another and what those comparisons reveal about their perspective on the compared character and the innate qualities of each.	

Advanced Placement Literature and Composition		Suggested Pacing: 2 sessions
Unit 3: Longer Fiction or Drama 1		
Section 3.2 Establishing a Claim		
AP CED Learning Objectives		
3.E	3.E Explain the function of a significant event or related set of significant events in a plot.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.3.2 [1]	APLIT.3.2 [1] LAN-1.A Identify details that enable them to make and defend a claim about an aspect of the text.	
APLIT.3.2 [2]	APLIT.3.2 [2] LAN-1.I Incorporate evidence that uses commentary to explain a logical relationship between the evidence and the claim.	
APLIT.3.2 [3]	APLIT.3.2 [3] LAN-1.B Develop a claim that requires defense with evidence from the text.	

Advanced Placement Literature and Composition		Suggested Pacing: 6-8 sessions
Unit 3: Longer Fiction or Drama 1		
Section 3.3 Defending a Claim		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
1.B	1.B Explain the function of a character changing or remaining unchanged.	
3.E	3.E Explain the function of a significant event or related set of significant events in a plot.	
3.F	3.F Explain the function of conflict in a text.	
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.3.3 [1]	APLIT.3.3 [1] CHR-1.I Determine how a character’s perspective may shift during the course of a narrative.	
APLIT.3.3 [2]	APLIT.3.3 [2] CHR-1.K Infer a character’s motives from that character’s actions or inactions.	
APLIT.3.3 [3]	APLIT.3.3 [3] CHR-1.L Identify the choices a dynamic character makes that directly or indirectly affect the climax and/or the resolution of that narrative.	
APLIT.3.3 [4]	APLIT.3.3 [4] CHR-1.M Identify the changes a character makes; they can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.	
APLIT.3.3 [5]	APLIT.3.3 [5] CHR-1.N Determine which characters remain unchanged or are largely unaffected by the events of the narrative.	
APLIT.3.3 [6]	APLIT.3.3 [6] STR-1.Q Evaluate inconsistencies in a text that may create contrasts that represent conflicts of values or perspectives.	
APLIT.3.3 [7]	APLIT.3.3 [7] STR-1.M Evaluate the significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.	
APLIT.3.3 [8]	APLIT.3.3 [8] STR-1.N Identify the tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.	
APLIT.3.3 [9]	APLIT.3.3 [9] STR-1.O Determine if multiple conflicts exist and if two or more conflicts in a text intersect.	
APLIT.3.3 [10]	APLIT.3.3 [10] STR-1.P Determine if a primary conflict has been heightened by the presence of additional conflicts that intersect with it.	
APLIT.3.3 [11]	APLIT.3.3 [11] LAN-1.A Identify details that enable them to make and defend a claim about an aspect of the text.	
APLIT.3.3 [12]	APLIT.3.3 [12] LAN-1.H Incorporate evidence that strategically and purposefully illustrates, clarifies, exemplifies, associates, amplifies, or qualifies a point.	
APLIT.3.3 [13]	APLIT.3.3 [13] LAN-1.J Incorporate evidence to sufficiently provide apt support for the line of reasoning in quantity and quality.	
APLIT.3.3 [14]	APLIT.3.3 [14] LAN-1.K Develop and support an interpretation of a text as a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	
APLIT.3.3 [15]	APLIT.3.3 [15] LAN-1.L Utilize grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.	

Advanced Placement Literature and Composition		Suggested Pacing: 4-5 sessions
Unit 3: Longer Fiction or Drama 1		
Section 3.4 The Literary Argument		
AP CED Learning Objectives		
7.A	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.3.4 [1]	APLIT.3.4 [1] LAN-1.E [In exemplars] assess the thesis statement as it may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	
APLIT.3.4 [2]	APLIT.3.4 [2] LAN-1.F Assess a line of reasoning [in an exemplar essay] to determine if the logical sequence of claims work together to defend the overarching thesis statement.	
APLIT.3.4 [3]	APLIT.3.4 [3] LAN-1.G Assess the commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	
APLIT.3.4 [4]	APLIT.3.4 [4] LAN-1.D Develop a thesis statement that expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	
APLIT.3.4 [5]	APLIT.3.4 [5] LAN-1.C Compose a literary analysis; the initial components of a paragraph are the claim and textual evidence that defends the claim. <i>A. Students should write a full-length essay, but should not be assessed on the sophistication point of the AP rubric.</i>	

Advanced Placement Literature and Composition		Suggested Pacing: 3-4 sessions
Unit 4: Short Fiction 2		
Section 4.1 Values		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
1.C	1.C Explain the function of contrasting characters.	
1.D	1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	
3.A	3.A Identify and describe how plot orders events in a narrative.	
3.D	3.D Explain the function of contrasts within a text.	
2.B	2.B Explain the function of setting in a narrative.	
2.C	2.C Describe the relationship between a character and a setting.	
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.4.1 [1]	APLIT.4.1 [1] CHR-1.P Analyze how characters’ choices—in speech, action, and inaction— reveal what they value.	
APLIT.4.1 [2]	APLIT.4.1 [2] CHR-1.Q Identify and describe the protagonist and antagonist of a narrative.	
APLIT.4.1 [3]	APLIT.4.1 [3] CHR-1.R Differentiate between a protagonist's and an antagonist's contrasting values.	
APLIT.4.1 [4]	APLIT.4.1 [4] LAN-1.D Develop a thesis statement which expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which will be explained in an essay through commentary.	
APLIT.4.1 [5]	APLIT.4.1 [5] CHR-1.S Analyze how conflict among characters often arises from tensions generated by their different value systems.	
APLIT.4.1 [6]	APLIT.4.1 [6] CHR-1.O Interpret how the significance of characters is revealed through their agency and through nuanced descriptions.	
APLIT.4.1 [7]	APLIT.4.1 [7] STR-1.S Explain how the differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.	
APLIT.4.1 [8]	APLIT.4.1 [8] STR-1.T Analyze how contrasts represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.	
APLIT.4.1 [9]	APLIT.4.1 [9] STR-1.R Define and identify archetypes and describe how these patterns create expectations in the progression and resolution of dramatic situations.	
APLIT.4.1 [10]	APLIT.4.1 [10] SET-1.C Explain how a setting helps establish the mood and atmosphere of a narrative.	
APLIT.4.1 [11]	APLIT.4.1 [11] SET-1.D Relate how the environment a character inhabits provides information about that character.	
APLIT.4.1 [12]	APLIT.4.1 [12] LAN-1.J Provide sufficient evidence in quantity and quality which provide apt support for the line of reasoning.	

Advanced Placement Literature and Composition		Suggested Pacing: 2-3 sessions
Unit 4: Short Fiction 2		
Section 4.2 Perspective		
AP CED Learning Objectives		
4.A	4.A Identify and describe the narrator or speaker of a text.	
4.B	4.B Identify and explain the function of point of view in a narrative.	
4.C	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.4.2 [1]	APLIT.4.2 [1] NAR-1.J Explain how narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.	
APLIT.4.2 [2]	APLIT.4.2 [2] NAR-1.O Describe how the attitude or tone of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective.	
APLIT.4.2 [3]	APLIT.4.2 [3] NAR-1.N Explain how descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.	
APLIT.4.2 [4]	APLIT.4.2 [4] NAR-1.M Discuss how the narrators’, characters’, or speakers’ backgrounds and perspectives shape the tone they convey about subjects or events in the text.	
APLIT.4.2 [5]	APLIT.4.2 [5] NAR-1.K Identify and explain the function of narrative distance in a text.	
APLIT.4.2 [6]	APLIT.4.2 [6] NAR-1.L Identify and explain the function of stream of consciousness in a narrative.	

Advanced Placement Literature and Composition		Suggested Pacing: 2-3 sessions
Unit 4: Short Fiction 2		
Section 4.3 Literary Argument		
AP CED Learning Objectives		
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.4.3 [1]	APLIT.4.3 [1] LAN-1.E Develop a thesis statement which previews the development or line of reasoning of an interpretation.	
APLIT.4.3 [2]	APLIT.4.3 [2] LAN-1.F Explain how a line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	
APLIT.4.3 [3]	APLIT.4.3 [3] LAN-1.G Establish a line of reasoning through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	
APLIT.4.3 [4]	APLIT.4.3 [4] LAN-1.M Develop reasoning and justify claims by using evidence and providing commentary that links the evidence to the overall thesis.	
APLIT.4.3 [5]	APLIT.4.3 [5] LAN-1.N Develop cohesive paragraphs by using topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.	
APLIT.4.3 [6]	APLIT.4.3 [6] LAN-1.H Use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	
APLIT.4.3 [7]	APLIT.4.3 [7] LAN-1.I Uses commentary to explain a logical relationship between the evidence and the claim.	
APLIT.4.3 [8]	APLIT.4.3 [8] LAN-1.K Use recursive processes to support an interpretation by developing a line of reasoning with relevant evidence.	
APLIT.4.3 [9]	APLIT.4.3 [9] LAN-1.O Develop ideas using logical sequencing of ideas in clauses, sentences, and paragraphs.	
APLIT.4.3 [10]	APLIT.4.3 [10] LAN-1.P Use effective transitions, repetition, synonyms, pronoun references, or parallel structure to indicate logical and coherent relationships between and among reasons, evidence, ideas, or details.	

Advanced Placement Literature and Composition		Suggested Pacing: 3 sessions
Unit 5: Poetry 2		
Section 5.1 Forms, Structures, and Inferential Meanings		
AP CED Learning Objectives		
3.C	3.C Explain the function of structure in a text.	
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.5.1 [1]	APLIT.5.1 [1] STR-1.U Identify how Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry. (1)	
APLIT.5.1 [2]	APLIT.5.1 [2] LAN-1.H Use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. (1)	
APLIT.5.1 [3]	APLIT.5.1 [3] STR-1.V Identify how Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem. (2)	
APLIT.5.1 [4]	APLIT.5.1 [4] STR-1.W Explain how Structures combine in texts to emphasize certain ideas and concepts. (3)	
APLIT.5.1 [5]	APLIT.5.1 [5] LAN-1.D Develop a thesis statement [that] expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary. (1)	
APLIT.5.1 [6]	APLIT.5.1 [6] LAN-1.E Evaluate how a thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	

Advanced Placement Literature and Composition		Suggested Pacing: 5-7 sessions
Unit 5: Poetry 2		
Section 5.2 Inferential Meanings and Comparisons		
AP CED Learning Objectives		
5.A	5.A Distinguish between the literal and figurative meanings of words and phrases.	
5.B	5.B Explain the function of specific words and phrases in a text.	
5.D	5.D Identify and explain the function of an image or imagery.	
6.B	6.B Identify and explain the function of a metaphor.	
6.C	6.C Identify and explain the function of personification.	
6.D	6.D Identify and explain the function of an allusion.	
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.5.2 [1]	APLIT.5.2 [1] FIG-1.L Distinguish between the literal and figurative meanings of a word or phrase, and explain how Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.	
APLIT.5.2 [2]	APLIT.5.2 [2] FIG-1.M Explain how Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers’ interaction with the text. (1)	
APLIT.5.2 [3]	APLIT.5.2 [3] FIG-1.N Hyperbole exaggerates while understatement minimizes. Determine how Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object. (2)	
APLIT.5.2 [4]	APLIT.5.2 [4] LAN-1.F Develop A line of reasoning is (the logical sequence of claims that work together to defend the overarching thesis statement.) (1)	
APLIT.5.2 [5]	APLIT.5.2 [5] FIG-1.O Identify and explain how Descriptive words, such as adjectives and adverbs, contribute to sensory imagery. (1)	
APLIT.5.2 [6]	APLIT.5.2 [6] FIG-1.P Determine how An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses. (2)	
APLIT.5.2 [7]	APLIT.5.2 [7] FIG-1.Q Analyze how A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text. (3)	
APLIT.5.2 [8]	APLIT.5.2 [8] LAN-1.G Evaluate the ways in which A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay. (2)	
APLIT.5.2 [9]	APLIT.5.2 [9] FIG-1.R Identify ways in which Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared. (1)	
APLIT.5.2 [10]	APLIT.5.2 [10] FIG-1.T Identify and find examples of how An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images. (2)	
APLIT.5.2 [11]	APLIT.5.2 [11] LAN-1.I [U]se commentary to explain a logical relationship between the evidence and the claim. (3)	
APLIT.5.2 [12]	APLIT.5.2 [12] FIG-1.U Explain how Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison. (3)	

APLIT.5.2 [13]	APLIT.5.2 [13] FIG-1.S Analyze how Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective. (4)
APLIT.5.2 [14]	APLIT.5.2 [14] LAN-1.J [P]provide apt support for the line of reasoning. (2)
APLIT.5.2 [15]	APLIT.5.2 [15] FIG-1.V Identify and explain the function of Personification (a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.)
APLIT.5.2 [16]	APLIT.5.2 [16] LAN-1.K Evaluate how Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning. (4)
APLIT.5.2 [17]	APLIT.5.2 [17] FIG-1.W Identify and explain the function of Allusions in a text (references in literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.
APLIT.5.2 [18]	APLIT.5.2 [18] LAN-1.Q Demonstrate control over Transitional elements (words or other elements [phrases, clauses, sentences, or paragraphs] that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.

Advanced Placement Literature and Composition		Suggested Pacing: 1 session
Unit 6: Longer Fiction or Drama 2		
Section 6.1 Exploration of Characters		
AP CED Learning Objectives		
1.A	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	
3.A	3.A Identify and describe how plot orders events in a narrative.	
1.C	1.C Explain the function of contrasting characters.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.6.1 [1]	APLIT.6.1 [1] CHR-1.T Identify the different character, narrator, or speaker perspectives that often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.	
APLIT.6.1 [2]	APLIT.6.1 [2] CHR-1.U Identify the traits, attributes, or values of another character that serve to illuminate foil characters.	
APLIT.6.1 [3]	APLIT.6.1 [3] STR-1.X Identify narrative structures that interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.	

Advanced Placement Literature and Composition Unit 6: Longer Fiction or Drama 2 Section 6.2 Analysis of Characters		Suggested Pacing: 4-5 sessions
AP CED Learning Objectives		
1.E	1.E Explain how a character’s own choices, actions, and speech reveal complexities.	
3.A	3.A Identify and describe how plot orders events in a narrative.	
3.B	3.B Explain the function of a particular sequence of events in a plot.	
3.D	3.D Explain the function of contrasts within a text.	
4.C	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	
5.C	5.C Identify and explain the function of a symbol.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.6.2 [1]	APLIT.6.2 [1] CHR-1.V Explain how inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.	
APLIT.6.2 [2]	APLIT.6.2 [2] CHR-1.W Explain how a character’s competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.	
APLIT.6.2 [3]	APLIT.6.2 [3] STR-1.Y Explain how narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, directly affect readers’ experiences with a text by creating anticipation or suspense or building tension.	
APLIT.6.2 [4]	APLIT.6.2[4] NAR-1.P Identify the narrator’s or speaker’s tone toward events or characters in a text and how it influences readers’ interpretation of the ideas associated with those things."	
APLIT.6.2 [5]	APLIT.6.2 [5] NAR-1.Q Identify how the syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator’s or speaker’s tone.	
APLIT.6.2 [6]	APLIT.6.2 [6] FIG-1.X Identify when a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.	

APLIT.6.2 [7]	APLIT.6.2 [7] FIG-1.Y Recognize that a symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.
APLIT.6.2 [8]	APLIT.6.2 [8] FIG-1.Z Recognize that certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.
APLIT.6.2 [9]	APLIT.6.2 [9] FIG-1.A Recognize when a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal. Note: The AP Exam will not require students to identify or label archetypes.
APLIT.6.2 [10]	APLIT.6.2 [10] LAN-1.H Utilize evidence that strategically and purposefully illustrates, clarifies, exemplifies, associates, amplifies, or qualifies a point.
APLIT.6.2 [11]	APLIT.6.2 [11] LAN-1.I Employ effective evidence through the presentation of commentary to explain a logical relationship between the evidence and the claim.
APLIT.6.2 [12]	APLIT.6.2 [12] LAN-1.J Select and use evidence that is sufficient in its quantity and quality to provide apt support for the line of reasoning.
APLIT.6.2 [13]	APLIT.6.2 [13] LAN-1.R Construct ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.
APLIT.6.2 [14]	APLIT.6.2 [14] LAN-1.S Employ words that enhance the clear communication of an interpretation.
APLIT.6.2 [15]	APLIT.6.2 [15] LAN-1.T Illustrate relationships between and among parts of a sentence through proper punctuation.

Advanced Placement Literature and Composition Unit 6: Longer Fiction or Drama 2 Section 6.3 Narration & Perspective		Suggested Pacing: 2-3 sessions
AP CED Learning Objectives		
4.C	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	
4.D	4.D Explain how a narrator’s reliability affects a narrative.	
3.A	3.A Identify and describe how plot orders events in a narrative.	
5.C	5.C Identify and explain the function of a symbol.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.6.3 [1]	APLIT.6.3 [1] STR-1.Z Explain how contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.	
APLIT.6.3 [2]	APLIT.6.3 [2] NAR-1.R Determine how the information included and/or not included in a text conveys the perspective of characters, narrators, and/ or speakers.	
APLIT.6.3 [3]	APLIT.6.3 [3] NAR-1.S Determine how a narrator’s or speaker’s perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.	
APLIT.6.3 [4]	APLIT.6.3 [4] NAR-1.T Infer the narrators’ biases by noting which details they choose to include in a narrative and which they choose to omit.	
APLIT.6.3 [5]	APLIT.6.3 [5] NAR-1.U Detect bias in a narrator which may depict that narrator as less reliable.	
APLIT.6.3 [6]	APLIT.6.3 [6] LAN-1.H Use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	

Advanced Placement Literature and Composition		Suggested Pacing: 2-3 sessions
Unit 6: Longer Fiction or Drama 2		
Section 6.4 Narration & Perspective		
AP CED Learning Objectives		
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.6.4 [1]	APLIT.6.4 [1] NAR-1.V Determine the reliability of a narrator and how it influences a reader’s understanding of a character’s motives.	
APLIT.6.4 [2]	APLIT.6.4 [2] LAN-1.D Recognize that thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	
APLIT.6.4 [3]	APLIT.6.4 [3] LAN-1.E Construct a thesis statement that may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	
APLIT.6.4 [4]	APLIT.6.4 [4] LAN-1.F Develop a line of reasoning that is the logical sequence of claims that work together to defend the overarching thesis statement.	
APLIT.6.4 [5]	APLIT.6.4 [5] LAN-1.G Develop a line of reasoning that is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	
APLIT.6.4 [6]	APLIT.6.4 [6] LAN-1.K Develop and support an interpretation of a text through a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	

Advanced Placement Literature and Composition		Suggested Pacing: 2 sessions
Unit 7: Short Fiction 3		
Section 7.1 Dynamic Characters		
AP CED Learning Objectives		
1.B	1.B Explain the function of a character changing or remaining unchanged.	
1.D	1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.7.1 [1]	APLIT.7.1 [1] CHR-1.X Explain how the change in a character emerges directly from a conflict of values represented in the narrative.	
APLIT.7.1 [2]	APLIT.7.1 [2] CHR-1.Z Describe how an epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.	
APLIT.7.1 [3]	APLIT.7.1 [3] CHR-1.AA Explain how an epiphany may affect the plot by causing a character to act on his or her sudden realization.	
APLIT.7.1 [4]	APLIT.7.1 [4] CHR-1.AB Explain how a group or force can function as a character.	
APLIT.7.1 [5]	APLIT.7.1 [5] CHR-1.AC Examine how a character interacts with other characters, groups, or forces and what those interactions may indicate about the character.	
APLIT.7.1 [6]	APLIT.7.1 [6] CHR-1.AD Explain how the relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character’s attitude toward the group.	

Advanced Placement Literature and Composition		Suggested Pacing: 1-2 sessions
Unit 7: Short Fiction 3		
Section 7.2 Characters' Relationships to Setting		
AP CED Learning Objectives		
2.B	2.B Explain the function of setting in a narrative.	
2.C	2.C Describe the relationship between a character and a setting.	
5.C	5.C Identify and explain the function of a symbol.	
5.D	5.D Identify and explain the function of an image or imagery.	
6.A	6.A Identify and explain the function of a simile.	
6.C	6.C Identify and explain the function of personification.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.7.2 [1]	APLIT.7.2 [1] SET-1.G Provide evidence demonstrating that the way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.	
APLIT.7.2 [2]	APLIT.7.2 [2] SET-1.H Explain how the way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.	
APLIT.7.2 [3]	APLIT.7.2 [3] SET-1.E Explain how when a setting changes, it may suggest other movements, changes, or shifts in the narrative.	
APLIT.7.2 [4]	APLIT.7.2 [4] SET-1.F Analyze how settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.	
APLIT.7.2 [5]	APLIT.7.2 [5] FIG-1.AB Explain how a setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.	
APLIT.7.2 [6]	APLIT.7.2 [6] FIG-1.AC Identify settings which have developed certain associations such that they almost universally symbolize particular concepts.	
APLIT.7.2 [7]	APLIT.7.2 [7] FIG-1.AD Identify a motif, or a unified pattern of recurring objects or images. Explain how a motif is used to emphasize a significant idea in large parts of or throughout a text.	
APLIT.7.2 [8]	APLIT.7.2 [8] FIG-1.AE Explain how the function of a simile relies on the selection of the objects being compared as well as the traits of the objects.	
APLIT.7.2 [9]	APLIT.7.2 [9] FIG-1.AF Analyze how assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.	

Advanced Placement Literature and Composition		Suggested Pacing: 2 sessions
Unit 7: Short Fiction 3		
Section 7.3 Narrative Techniques		
AP CED Learning Objectives		
3.A	3.A Identify and describe how plot orders events in a narrative.	
3.B	3.B Explain the function of a particular sequence of events in a plot.	
4.D	4.D Explain how a narrator’s reliability affects a narrative.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.7.3 [1]	APLIT.7.3 [1] STR-1.AA Identify several factors which contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.	
APLIT.7.3 [2]	APLIT.7.3 [2] STR-1.AB Explain how narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.	
APLIT.7.3 [3]	APLIT.7.3 [3] NAR-1.W Provide textual evidence demonstrating that some narrators or speakers provide details and information that others do not or cannot provide. Identify when multiple narrators or speakers provide contradictory information in a text.	
APLIT.7.3 [4]	APLIT.7.3 [4] LAN-1.H Use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	

Advanced Placement Literature and Composition		Suggested Pacing: 2 sessions
Unit 7: Short Fiction 3		
Section 7.4 Writing Sophisticated Prose Analysis		
AP CED Learning Objectives		
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
1.B	1.B Explain the function of a character changing or remaining unchanged.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.7.4 [1]	APLIT.7.4 [1] LAN-1.G Develop a line of reasoning which is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	
APLIT.7.4 [2]	APLIT.7.4 [2] LAN-1.E Formulate a thesis statement which previews the development or line of reasoning of an interpretation.	
APLIT.7.4 [3]	APLIT.7.4 [3] LAN-1.U Compose sophisticated literary arguments through explanation of the significance or relevance of an interpretation within a broader context, discussion of alternative interpretations of a text, or usage of relevant analogies to help an audience better understand an interpretation.	
APLIT.7.4 [4]	APLIT.7.4 [4] LAN-1.J Choose sufficient evidence that, through its quantity and quality, provides apt support for the line of reasoning.	
APLIT.7.4 [5]	APLIT.7.4 [5] CHR-1.Y Explain how changes in a character’s circumstances lead to changes in that character.	
APLIT.7.4 [6]	APLIT.7.4 [6] LAN-1.D Develop a thesis statement which expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which will be explained in an essay through commentary.	
APLIT.7.4 [7]	APLIT.7.4 [7] LAN-1.F Construct a line of reasoning which is the logical sequence of claims that work together to defend the overarching thesis statement.	
APLIT.7.4 [8]	APLIT.7.4 [8] LAN-1.I Use commentary to explain effectively a logical relationship between the evidence and the claim.	
APLIT.7.4 [9]	APLIT.7.4 [9] LAN-1.K Use recursive processes to develop and support an interpretation of a text.	
APLIT.7.4 [10]	APLIT.7.4 [10] LAN-1.V Revise an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.	

Advanced Placement Literature and Composition		Suggested Pacing: 4-5 sessions
Unit 8: Poetry 3		
Section 8.1 Contrasts		
AP CED Learning Objectives		
3.C	3.C Explain the function of structure in a text.	
3.D	3.D Explain the function of contrasts within a text.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.8.1 [1]	APLIT.8.1 [1] STR-1.AC Identify ideas or images that are repeated throughout the poem. Ideas or images in a poem may extend beyond a single line or stanza.	
APLIT.8.1 [2]	APLIT.8.1 [2] STR-1.AD Identify/Recognize the presence or absence of punctuation in a text and explore how this presence or absence affects meaning. Punctuation is often crucial to the understanding of a text.	
APLIT.8.1 [3]	APLIT.8.1 [3] STR-1.AE Recognize changes in structure within and among lines and stanzas, and analyze/consider the effect of such structural changes. When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.	
APLIT.8.1 [4]	APLIT.8.1 [4] STR-1.AF Identify the words/concepts/characters that are being juxtaposed and explore what differences between/among them are created by such a juxtaposition. Juxtaposition may create or demonstrate an antithesis.	
APLIT.8.1 [5]	APLIT.8.1 [5] STR-1.AG Provide evidence from the text of how events or statements in the text are not consistent with the expectation(s) of the reader, and analyze the effect this has on the reader. Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.	
APLIT.8.1 [6]	APLIT.8.1 [6] STR-1.AH Identify the Paradox(es) in the text and explore how they contribute to the reader's understanding about an event, a character, or the work as a whole. Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.	
APLIT.8.2 [1]	APLIT.8.2 [1] FIG-1.AG Determine what specific words or phrases may allow for different interpretations of the text by different readers. Ambiguity allows for different readings and understandings of a text by different readers.	
APLIT.8.2 [2]	APLIT.8.2 [2] FIG-1.AH Identify the presence of any symbols in the text, and explain how they contribute to a reader's interpretation of the speaker's attitudes or perspectives, and to the depth of meaning of the poem. Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.	
APLIT.8.2 [3]	APLIT.8.2 [3] FIG-1.AI Recognize the poet's use of extended metaphor, and interpret what such a comparison does for the reader's understanding of the concepts presented therein. A conceit is a form of extended metaphor thatoften appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.	
APLIT.8.2 [4]	APLIT.8.2 [4] FIG-1.AJ Determine what similarities and/or differences are emphasized by the the conceit. Often, conceits are used to make complex comparisons between the natural world and an individual.	
APLIT.8.2 [5]	APLIT.8.2 [5] FIG-1.AK Explore how the presence of multiple comparisons throughout a poem can alter or enhance their meaning, and affect a reader's interpretation of the text. Multiple comparisons, representations, or associations may combine to affect one another in complex ways.	
APLIT.8.2 [6]	APLIT.8.2 [6] FIG-1.AL Explain how a poet's use of allusion can create shared understandings among readers. Provide an example (or decipher an example) of an allusion that is universally recognized.	

Advanced Placement Literature and Composition		Suggested Pacing: 1-2 sessions
Unit 8: Poetry 3		
Section 8.2 Poetry Analysis		
AP CED Learning Objectives		
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
7.E	7.E Demonstrate control over the elements of composition to communicate clearly.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.8.3 [1]	APLIT.8.3 [1] LAN-1.D Propose an interpretation of a text and provide a defensible line of reasoning for your interpretation, using textual evidence.	
APLIT.8.3 [2]	APLIT.8.3 [2] LAN-1.E Write a thesis statement that previews your line of reasoning and communicates the purpose of your response. (A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.)	
APLIT.8.3 [3]	APLIT.8.3 [3] LAN-1.F Discuss with a partner how evidence from the text could be organized to defend your overarching thesis statement. A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	
APLIT.8.3 [4]	APLIT.8.3 [4] LAN-1.G Provide evidence from the text in support of your thesis statement, and emphasize/analyze the relationship between the evidence and your interpretation of the text.	
APLIT.8.3 [5]	APLIT.8.3 [5] LAN-1.U Examine other literary arguments and how they might be supported through the text, and their potential to bring the reader to a deeper understanding of the work as a whole. Develop a more sophisticated literacy argument that explains the significance or relevance of an interpretation within a broader context, discusses alternative interpretations of a text, or uses relevant analogies to help an audience better understand an interpretation.	
APLIT.8.3 [6]	APLIT.8.3 [6] LAN-1.H Identify and assess the strength of evidence to decipher which evidence most effectively supports your purpose. Writers Use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	
APLIT.8.3 [7]	APLIT.8.3 [7] LAN-1.I Develop clear and effective commentary that explains the relationship between the evidence and your claim; do not merely paraphrase your evidence.	
APLIT.8.3 [8]	APLIT.8.3 [8] LAN-1.J Evaluate the quality and quantity of your evidence by assessing its relevance to your claim. Assess whether you've provided sufficient evidence to defend your claim.	
APLIT.8.3 [9]	APLIT.8.3 [9] LAN-1.K Readers will practice various strategies in order to develop and support an interpretation of a text . Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning. [9-1] Develop and support an interpretation that first analyzes evidence, then forms a line of reasoning. [9-2] Develop and support an interpretation that emerges from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	
APLIT.8.3 [10]	APLIT.8.3 [10] LAN-1.W Acknowledge the words, ideas, images, texts, and other intellectual property of others through citation, attribution, or reference. <i>Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers they develop in class through multiple revisions.</i>	

Advanced Placement Literature and Composition		Suggested Pacing: 4-5 sessions
Unit 9: Longer Fiction or Drama 3		
Section 9.1 Character Complexity		
AP CED Learning Objectives		
1.B	1.B Explain the function of a character changing or remaining unchanged.	
3.E	3.E Explain the function of a significant event or related set of significant events in a plot.	
4.C	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.9.1 [1]	APLIT.9.1 [1] CHR-1.AE Recognize that minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.	
APLIT.9.1 [2]	APLIT.9.1 [2] STR-1.AI Determine how significant events often illustrate competing value systems that relate to a conflict present in the text.	
APLIT.9.1 [3]	APLIT.9.1 [3] NAR-1.X Identify and describe how multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.	
APLIT.9.2 [1]	APLIT.9.2 [1] CHR-1.AF Recognize that readers’ interpretations of a text are often affected by a character changing—and the meaning conveyed by such changes or lack thereof.	
APLIT.9.2 [3]	APLIT.9.2 [3] STR-1.AL Recognize that sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.	

Advanced Placement Literature and Composition		Suggested Pacing: 4-5 sessions
Unit 9: Longer Fiction or Drama 3		
Section 9.2 Plot Structure		
AP CED Learning Objectives		
1.B	1.B Explain the function of a character changing or remaining unchanged.	
3.E	3.E Explain the function of a significant event or related set of significant events in a plot.	
3.F	3.F Explain the function of conflict in a text.	
4.C	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.9.2 [1]	APLIT.9.2 [1] STR-1.AJ Determine how events in a plot collide and accumulate to create a sense of anticipation and suspense.	
APLIT.9.2 [2]	APLIT.9.2 [2] NAR-1.Y Identify and describe how a narrator or speaker may change over the course of a text as a result of actions and interactions.	
APLIT.9.2 [3]	APLIT.9.2 [3] NAR-1.Z Identify and describe how changes and inconsistencies in a narrator’s or speaker’s perspective may contribute to irony or the complexity of the text.	
APLIT.9.2 [4]	APLIT.9.2 [4] CHR-1.AG Explain how character’s responses to the resolution of the narrative—in their words or in their actions—reveal something about that character’s own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.	
APLIT.9.2 [5]	APLIT.9.2 [5] CHR-1.AH Explain how inconsistencies and unexpected developments in a character affect readers’ interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.	
APLIT.9.2 [6]	APLIT.9.2 [6] STR-1.AK Recognize the resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.	
APLIT.9.2 [7]	APLIT.9.2 [7] STR-1.AM Recognize that although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.	

Advanced Placement Literature and Composition		Suggested Pacing: 1-2 sessions
Unit 9: Longer Fiction or Drama 3		
Section 9.3 Literary Argument		
AP CED Learning Objectives		
7.B	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	
7.C	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	
7.D	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives, with essential knowledges in italics:		
APLIT.9.3 [1]	APLIT.9.3 [1] LAN-1.D Construct a thesis statement that expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	
APLIT.9.3 [2]	APLIT.9.3 [2] LAN-1.E Construct a thesis statement that may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	
APLIT.9.3 [3]	APLIT.9.3 [3] LAN-1.F Develop a line of reasoning that is logical in sequence of the claims that work together to defend the overarching thesis statement.	
APLIT.9.3 [4]	APLIT.9.3 [4] LAN-1.G Develop a line of reasoning that is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay	
APLIT.9.3 [5]	APLIT.9.3 [5] LAN-1.U Develop more sophisticated literary arguments that may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.	
APLIT.9.3 [6]	APLIT.9.3 [6] LAN-1.H Utilize evidence that strategically and purposefully illustrates, clarifies, exemplifies, associates, amplifies, or qualifies a point.	
APLIT.9.3 [7]	APLIT.9.3 [7] LAN-1.I Employ commentary to explain a logical relationship between the effective evidence and the claim.	
APLIT.9.3 [8]	APLIT.9.3 [8] LAN-1.J Select and use sufficient evidence in its quantity and quality to provide apt support for the line of reasoning.	
APLIT.9.3 [9]	APLIT.9.3 [9] LAN-1.K Develop and support an interpretation of a text through a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	

NJSL Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education	
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.13	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.15	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g. property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.18	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return	
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	

9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	

* ID 9.2.12.CAP.11 duplicated in [NJDOE NJSL file](#) page 1 and 2