

AP Literature and Composition → Scope and Sequence (ELA)

Unit of Study	Big Idea	Essential Questions	Resources	Standards
<p align="center">Unit 1: AP Workshop</p> <p align="center">September 5 – September 22</p> <p align="center">(3 weeks)</p>	<p align="center">Understanding Literature vs. Composition</p>	<p>What is AP Literature and Composition?</p> <p>What are the expectations and requirements of the AP Course?</p> <p>What are the expectations to pass the AP Exam?</p>	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> ▪ Welcome to AP Literature and Composition PowerPoint (teacher-made) ▪ CollegeBoard Practice Test (from 2015 Administration) ▪ <i>AP Success</i> 5th Edition (2004) Diagnostic Test ▪ CollegeBoard Rubric (Free-Response and Open-Ended Essays) and released student samples <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ “To the Same Flower” Multiple Choice (MC) test. ▪ from “Clytie” by Eudora Welty MC ▪ “The Fair Singer” MC test. ▪ “Mrs. Jennings” MC test. ▪ “A January Dandelion” MC test. ▪ “On Not Shoplifting Louise Bogan’s <i>The Blue Estuaries</i> by Julia Alvarez Free-Response Essay (FRE) ▪ from <i>Moon Tiger</i> by Penelope Lively FRE ▪ Character Ambiguity Open-Ended Essay (OEE) ▪ Diagnostic Test Edit Sample Essays (Student edits with rubric) 	<p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>

RED = Identifies the Priority Standards in each unit.

Year-long expectations and assignments = A course requirement is to take the Advanced Placement Literature and Composition Exam in May. All students will be continuously exposed to multiple practice exams based on current unit content and areas of further improvement as necessary.

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<p>Unit 2: Conflict in Short Stories</p> <p>September 25 – October 31</p> <p>(6 weeks)</p>	<p>Types of Conflicts: Effect on point of view and relationships</p>	<p>What types of conflict exist in the literature?</p> <p>How does point of view affect the portrayal of the conflict?</p> <p>How does a character’s conflict(s) affect their relationships and social perceptions?</p> <p>Is an ambiguous resolution to a conflict an effective choice by the author?</p>	<p><u>Unit 2:</u></p> <ul style="list-style-type: none"> ▪ “Hills Like White Elephants” by Ernest Hemingway ▪ “A Rose for Emily” by William Faulkner ▪ “The Story of an Hour” & “Desiree’s Baby” by Kate Chopin ▪ <i>The Dubliners</i> by James Joyce ▪ “How I Met my Husband” by Alice Monroe ▪ “Good Country People” by Flannery O’Connor ▪ <i>AP Examination</i> (2002) Test 2, Test 4 and Test 5. <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Literary Elements vs. Devices Worksheet (each story) ▪ Hemingway Dialogue Homework ▪ Faulkner Mood Homework ▪ Chopin Ambiguity Discussion Paper (DP) ▪ “The Story of an Hour” MC test ▪ Use of Epiphanies in Joyce’s <i>The Dubliners</i> DP ▪ Monroe’s Point of View Homework ▪ O’Connor’s Gothic Style and development of conflict Final Paper (FP) ▪ “Good Country People” MC test ▪ “The Horse-Dealer’s Daughter” MC test 	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

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<p>Unit 3: Identity and Society in Novellas</p> <p>November 1 – November 30</p> <p>(4 weeks)</p>	<p>Syntax and Diction: Effect on Author’s Purpose and Portrayal of Philosophies</p>	<p>How is the story’s structure used to accomplish the purpose of the author?</p> <p>How does diction impact the indirect and direct characterization throughout the plot?</p> <p>How does the author portray the individual existence in contrast with society?</p> <p>What is the thematic message that is taught in the denouement of the plot?</p>	<p><u>Unit 3:</u></p> <ul style="list-style-type: none"> ▪ <i>The Metamorphosis</i> by Franz Kafka ▪ from “Letter to His Father” by Franz Kafka ▪ Kafka Biography (Handout) ▪ <i>The Stranger</i> by Albert Camus ▪ “Albert Camus and Existential” by Albert Camus Society ▪ “Myth of Sisyphus” by Albert Camus ▪ “Sisyphus-Greek Mythology” by ancient-mythology.com <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Venn Diagram (Gregor Samsa) ▪ Chapter 1 Reading Questions Homework ▪ Chapter 2 Reading Questions Homework ▪ Chapter 3 Reading Questions Homework ▪ Existentialism and Absurdism Webquest ▪ Philosophy Discussion Paper (DP) ▪ Kafka Oral Defense Presentation (Project) ▪ Camus Nobel Prize Speech DP ▪ Stranger Part I Questions Homework ▪ Stranger Part II Questions Homework ▪ Camus “Myth of Sisyphus” Explained DP 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

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<p>Unit 4: Nature vs. Nurture in Complex Environments</p> <p>December 1 – January 12</p> <p>(6 weeks)</p>	<p>Effects that societal, political, cultural and familial obligations have on an individual’s growth and fate</p>	<p>What motivates individuals to behave the way that they do?</p> <p>How much is behavior affected by nature and/or nurture?</p> <p>How much consideration should be placed on one’s birth or environment when investigating acts that affect society?</p> <p>Is an individual’s fate predetermined or does freewill affect outcomes in complex environments?</p>	<p><u>Unit 4:</u></p> <ul style="list-style-type: none"> ▪ <i>The Awakening</i> by Kate Chopin ▪ “Creoles Black and White” by Ashton Jung ▪ “French Creoles in Louisiana: An American Tale” by Harriet Bauman ▪ <i>Light in August</i> by William Faulkner (LIA) ▪ Interview with Faulkner (1956) by John Stein ▪ Faulkner Webquest ▪ “Some Characteristics of Modernism in Literature” & “Elements of Modernism in American Literature” by Audrey Farley ▪ Faulkner’s Nobel Prize Speech ▪ <i>Native Son</i> by Richard Wright ▪ “How Bigger Was Born” by Richard Wright ▪ “The Human Beast” by Jeff Calareso ▪ “Naturalism” on online-literature.com ▪ The Scottsboro Boys and Loeb and Leopold Case Webquest <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Chopin Chapter Questions (Homework) ▪ Chopin Ambiguity Paper DP ▪ Chopin MC test ▪ Chopin and Creoles Cornell Notes ▪ LIA Chapter Questions (Homework) ▪ Faulkner Webquest ▪ Faulkner Style Final Paper FP ▪ Wright 5 Biggers Paper DP ▪ Examples of Naturalism in <i>Native Son</i> Paper DP ▪ Scottsboro Boys and Loeb and Leopold Webquest ▪ Wright Oral Defense—Depositions (Presentation Project) 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

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<p>Unit 5: January 12 – February 23 (6 weeks)</p>	<p>Dramatic Devices and the effects on characterization, progression of play, language and playwright’s purpose—along with influences on all forms of poetry</p>	<p>What are the similarities and differences in the Greek and Elizabethan Theaters?</p> <p>What key characteristics of each theater still impact literature and drama today?</p> <p>How does Sophocles’ use of irony affect the progression of the play?</p> <p>How does Shakespeare’s use of language and iambic pentameter affect the progression of the play?</p> <p>What is the difference between verse and prose?</p> <p>Which literary devices are used by poets in various verse forms and how?</p>	<p><u>Unit 5:</u></p> <ul style="list-style-type: none"> ▪ <i>Oedipus Rex</i> by Sophocles ▪ “Background of Greek Tragedy” PDF ▪ Gustave Freytag’s Pyramid ▪ Ancient Greece Images ▪ <i>Hamlet</i> by William Shakespeare ▪ Globe Theater Handout ▪ Introduction to Iambic Pentameter and Poetic Devices PowerPoint ▪ Shakespeare and Elizabethan Theater Webquest Packet ▪ <i>AP Examination</i> (2002) Test 5 ▪ <i>AP Success</i> 5th Edition (2004) Practice Test 1, Practice Test 3 ▪ AP Prep <i>Hamlet</i> Test <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Greek Theater Bulletin Board (Student Project/Research-based) ▪ Freytag Pyramid—<i>Oedipus Rex</i> Plot ▪ <i>Oedipus Rex</i> Quizzes (3) ▪ <i>Oedipus Rex</i> Irony Paper DP ▪ Shakespeare and Elizabethan Webquest ▪ Iambic Pentameter Worksheet ▪ Poetic Devices Homework ▪ <i>Hamlet</i> Acts I, II, III, IV, and V Quizzes ▪ <i>Hamlet</i> Act I, III and V Practice Tests MC ▪ Hamlet’s Lunacy Paper DP ▪ <i>Hamlet</i> Suggested Topics Final Paper 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

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<p>Unit 6: Genres of Poetry and Its Characteristics</p> <p>February 26 – March 30</p> <p>(5 weeks)</p>	<p>Multiple genres of poetry and the characteristics that make each effective verse: Poets’ use of figurative language, figures of speech and structure.</p>	<p>Based on the structure of the poem, what type of poem is it?</p> <p>How is the tone of the poem achieved?</p> <p>Is there an identifiable speaker and/or plot that the poem portrays?</p> <p>What is the poem’s central idea and how did the poet achieve this?</p> <p>What are the effective figures of speech and figurative language that develops the poet’s purpose?</p>	<p><u>Unit 6:</u></p> <ul style="list-style-type: none"> ▪ <i>AP Examination</i> (2002) Test 6: “Do Not Go Gentle Into That Good Night” by Dylan Thomas, “The Lost Leader” by Robert L. Browning, “The Wind and the Rain” by Robert Frost ▪ <i>AP Success</i> 5th Edition (2004) Diagnostic Test: “A Valediction: Forbidding Mourning” by John Donne, “Night Clouds” Amy Lowell & “To a Waterfowl” by William Cullen Bryant • <i>AP Success</i> 5th Edition (2004) Practice Test 2: “The Lamb” by William Blake, “Fueled” by Marcie Hans, “Old Ironsides” by Oliver Wendell Holmes vs. “Douglass” by Paul Laurence Dunbar ▪ <i>AP Success</i> 5th Edition (2004) Practice Test 3: “Sonnet 29” by William Shakespeare, “Huswifery” by Edward Taylor, “The Wind – tapped like a tired Man” by Emily Dickenson vs. “July Storm” by Elizabeth Coatsworth ▪ <i>Cracking the AP English Literature Exam</i> Practice Test 1: “Ode to a Grecian Urn” by John Keats, “Morning Song” by Ted Hughes vs. “Infant Sorrow” by William Blake ▪ <i>Barron’s How to Prepare for the AP: Advanced Placement Exam:</i> “Dover Beach” by Matthew Arnold, “After Blenheim” by Robert Southey, “La Belle Dame Sans Merci” by John Keats, “The Broken Heart” by John Donne, “Mending Wall” by Robert Frost, “Berry Picking” by Irving Layton, “The Man with a Hoe” by Edwin Markham ▪ Additional poems provided based on students’ needs and further reinforcement of big ideas. 	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic...</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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<p>Unit 7: Genres of Poetry and Its Characteristics</p> <p>April 1st – May 1st</p> <p>(4.5 weeks)</p>	<p>Multiple genres of poetry and the characteristics that make each effective verse: Poets' use of figurative language, figures of speech and structure.</p>	<p>Based on the structure of the poem, what type of poem is it?</p> <p>How is the tone of the poem achieved?</p> <p>Is there an identifiable speaker and/or plot that the poem portrays?</p> <p>What is the poem's central idea and how did the poet achieve this?</p> <p>What are the effective figures of speech and figurative language that develops the poet's purpose?</p>	<p><u>Unit 7:</u></p> <ul style="list-style-type: none"> ▪ <i>AP Examination</i> (2002) Test 6: "Do Not Go Gentle Into That Good Night" by Dylan Thomas, "The Lost Leader" by Robert L. Browning, "The Wind and the Rain" by Robert Frost ▪ <i>AP Success</i> 5th Edition (2004) Diagnostic Test: "A Valediction: Forbidding Mourning" by John Donne, "Night Clouds" Amy Lowell & "To a Waterfowl" by William Cullen Bryant • <i>AP Success</i> 5th Edition (2004) Practice Test 2: "The Lamb" by William Blake, "Fueled" by Marcie Hans, "Old Ironsides" by Oliver Wendell Holmes vs. "Douglass" by Paul Laurence Dunbar ▪ <i>AP Success</i> 5th Edition (2004) Practice Test 3: "Sonnet 29" by William Shakespeare, "Huswifery" by Edward Taylor, "The Wind –tapped like a tired Man" by Emily Dickenson vs. "July Storm" by Elizabeth Coatsworth ▪ <i>Cracking the AP English Literature Exam</i> Practice Test 1: "Ode to a Grecian Urn" by John Keats, "Morning Song" by Ted Hughes vs. "Infant Sorrow" by William Blake ▪ <i>Barron's How to Prepare for the AP: Advanced Placement Exam</i>: "Dover Beach" by Matthew Arnold, "After Blenheim" by Robert Southey, "La Belle Dame Sans Merci" by John Keats, "The Broken Heart" by John Donne, "Mending Wall" by Robert Frost, "Berry Picking" by Irving Layton, "The Man with a Hoe" by Edwin Markham ▪ Additional poems provided based on students' needs and further reinforcement of big ideas. <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Complete all multiple choice practice poems = 6 MC tests • Outline 6 poetry essays from practice AP Exams = 6 outlines • Choice Poem Paper DP • Choice Poem Paper FP 	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic...</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Unit 8: Research and MLA Format May 1st – June 1st (4.5 weeks)</p>	<p>Identifying reliable sources, textual documentation and Works Cited citations</p>	<p>What criterion makes a source reliable?</p> <p>What is the basic format of a Modern Language Association paper?</p> <p>How do you correctly implement textual documentation into a research paper?</p> <p>What are the layout, organization, grammar and conventions of a Works Cited page?</p>	<p><u>Unit 8:</u></p> <ul style="list-style-type: none"> • Student-chosen novel-appropriate literary merit • Multiple research encyclopedias- American, British and World Author Biographies (located in APHS library) • MLA Citation sheets (located in APHS library) • “What’s New in the Eighth Edition” by Modern Language Association • Sample MLA textual documentation worksheet (teacher-made) • Sample Works Cited page (teacher-made) • “MLA Formatting and Style Guide” by Purdue Online Writing Lab • Laptops <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Reader’s Log-10 documented quotes from reading with analysis and citation • Rough Draft of Paper = Page 1 • Rough Draft of Paper = Pages 1-3 • Rough Draft of Paper = 1-5 • Rough Draft of Paper = 1-7 (or more until conclusion of paper). • Sample Works Cited page • Final Research Paper, with Works Cited = Final Paper <p>*ALL rough drafts are to be formatted using MLA and cited appropriately using textual documentation.</p>	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic...</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>