



AP English 12

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: *The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

Course Description: This is a discussion based class in which students will analyze literature to determine how the literature affects its readers and in what ways. Students will “measure” literature against the history of philosophy to understand how literature fits into its own time as well as in all time. Writing well about literature is a key component of the class. The course is equivalent to a freshman college English Literature course.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Students are expected to have regular attendance and are responsible for obtaining and completing missing work in the case of absences.
5. Students will operate with academic integrity for all work assigned.

Grading

Learning (Practice) [includes instructional activities in and outside of class and are not used in grade determination.]

Assessment (Evidence) [may be collected on quizzes, labs, learning checks, tests, speeches, performances, and projects.]

Proficiency Scale

4	3	2	1
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Course Skills:

SKILL #1	[Writing]
	A. I can effectively write for an intended purpose. B. I can competently employ the conventions of writing.
SKILL #2	[Speaking/Listening]
	A. I can comprehend and respond to verbal communication. B. I can effectively communicate through speech for an intended purpose.
SKILL #3	[Reading]
	A. I can comprehend a grade-level text. B. I can analyze and evaluate a grade-level text.

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to reperform in any skill that has not yet met proficiency.

A	B	C	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

- Will determine grades based on student learning and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

This course will utilize available material from the ELA library with corresponding online resources. This course will significantly rely on material from the College Board, including free test prep, short stories, and closed reading passages.

Course Calendar/Pacing:

CollegeBoard designated courses must be aligned to the expectations of the CollegeBoard. Attached is the CollegeBoard skills which will be taught by rotating units of short fiction, poetry and longer fiction.



AP English Literature and Composition Skills

BIG IDEAS

CHR Character

SET Setting

STR Structure

NAR Narration

FIG Figurative Language

LAN Literary Argumentation

ENDURING UNDERSTANDINGS

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

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

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

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

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Skill Category 1

Explain the function of character.

Skill Category 2

Explain the function of setting.

Skill Category 3

Explain the function of plot and structure.

Skill Category 4

Explain the function of the narrator or speaker.

Skill Category 5

Explain the function of word choice, imagery, and symbols.

Skill Category 6

Explain the function of comparison.

Skill Category 7

Develop textually substantiated arguments about interpretations of part or all of a text.

SKILLS

1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
Units 1, 2, 3, 4, 6

1.B Explain the function of a character changing or remaining unchanged.
Units 3, 7, 9

1.C Explain the function of contrasting characters.
Units 4, 6

1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
Units 4, 7

1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
Units 6, 9

2.A Identify and describe specific textual details that convey or reveal a setting.
Units 1, 3

2.B Explain the function of setting in a narrative.
Units 4, 7

2.C Describe the relationship between a character and a setting.
Units 4, 7

3.A Identify and describe how plot orders events in a narrative.
Units 1, 4, 6, 7

3.B Explain the function of a particular sequence of events in a plot.
Units 1, 6, 7

3.C Explain the function of structure in a text.
Units 2, 5, 8

3.D Explain the function of contrasts within a text.
Units 2, 4, 6, 8

3.E Explain the function of a significant event or related set of significant events in a plot.
Units 3, 9

3.F Explain the function of conflict in a text.
Units 3, 9

4.A Identify and describe the narrator or speaker of a text.
Units 1, 4

4.B Identify and explain the function of point of view in a narrative.
Units 1, 4

4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
Units 4, 6, 9

4.D Explain how a narrator's reliability affects a narrative.
Units 6, 7

5.A Distinguish between the literal and figurative meanings of words and phrases.
Unit 5

5.B Explain the function of specific words and phrases in a text.
Units 2, 5, 8

5.C Identify and explain the function of a symbol.
Units 6, 7, 8

5.D Identify and explain the function of an image or imagery.
Units 5, 7

6.A Identify and explain the function of a simile.
Units 2, 7

6.B Identify and explain the function of a metaphor.
Units 2, 5, 8

6.C Identify and explain the function of personification.
Units 5, 7

6.D Identify and explain the function of an allusion.
Units 5, 8

7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
Units 1, 2, 3

7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
Units 3, 4, 5, 6, 7, 8, 9

7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
Units 3, 4, 5, 6, 7, 8, 9

7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
Units 3, 4, 5, 6, 7, 8, 9

7.E Demonstrate control over the elements of composition to communicate clearly.
Units 3, 4, 5, 6, 8