



OREGON-WASHINGTON APSI • 2024

AP® ENGLISH LITERATURE AND COMPOSITION OUR FOUR DAYS

THE COURSE

Teaching with The End in Mind • The Course and Exam Description
The Course Skills • The Course at a Glance • Big Ideas & Enduring Understandings
Curricular Requirements • The Unit Guides • Unit Planning
The Instructional Planning Reports • Assessing the course
Ensuring Equity and Broadening Access to the course
Preparing for the Unexpected

THE AP® EXAM

An Exam Overview • Multiple-Choice Questions
Free Response Questions • The Stable Prompts • The “Task Verbs”
The Role of Literary Devices • The 1-4-1 Rubrics • Essay Scoring
The Thesis (Row “A”) • Concrete Detail and Commentary (Row “B”)
Complexity (Row “C”) • Introductions & Conclusions

AI

Students and Artificial Intelligence
Teachers and Artificial Intelligence

DAY 1



SOME STRATEGIES

Ideas for Strategies • Formative Assessment & Feedback
AP Classroom • Using the PPCs and Question Bank
Building ‘Prior Knowledge’

TEACHING SHORT FICTION

UNITS 1-4-7
The Course Skills for Short Fiction • Reference and Allusion
The Short Short Story • Tone • Close Reading

TEACHING POETRY

UNITS 2-5-8
Diagnostic Tools (“unlearning”)
The Course Skills for Poetry
Structure • Poetry Response • Close Reading
Poetic Devices

TEACHING LONGER FICTION

UNITS 3-6-9
The Course Skills for Longer Works
Selection and Planning
Pacing • Elements of the novel • Pre-WWI Literature

TEACHING PLAYS

UNITS 3-6-9
Reading a Script • Narration vs Presentation
Elements of Modern Drama Production

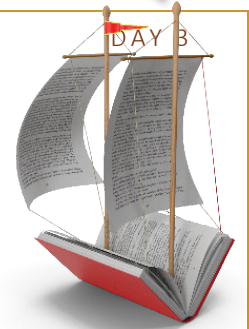
TEACHING EME LITERATURE

UNITS 3-6-9
Approaches to Early Modern Drama
Early Modern English • Classroom Acting Companies
Close Reading

DAY 2



DAY 3



DAY 4

