

### Advisory Curriculum Council Stage 3

**You may work for up to 4 days over the course of 2 school years to complete Stage 3. Please make sure that you are keeping an accurate list of meeting dates and minutes on the Stage 3 Sign In and Minutes file.**

Date:	September 1, 2018
Course Name:	AP English Language
Course Number:	125
Level:	11
Committee Facilitator:	Ava Butzu
Committee Members:	Lori Taylor, Jessica Wilson

Describe plan for common summative assessment implementation (i.e. quarterly, semester, final):	AP English Language teachers implement common assessments from AP Central's released items. We feel that using actual exams provided by AP ensure that our students will be best prepared for the AP exam in May. Teachers use common assessments throughout the school year for in class essays, multiple choice practice exams, and midterm and final exam essays. To ensure that students are not cheating, teachers require that students hand write essays during the class period. Additionally, essays that are not handwritten are submitted through turnitin.com so that teachers can have a resource to check for plagiarism and have a database of essays for future classes.
Evaluation of Curriculum Training and identify future needs:	There is a wealth of existing curriculum available, including formative and summative assessments, for this course. In addition, the course textbooks are rich resources. Furthermore, teachers continue to supplement materials each year with additional readings, documentary films, and other new resources from AP Central.
Implementation Plan:	Teachers will continue to share all resources with each other via Google Drive and continue to develop new resources throughout the remainder of the study while following the curriculum guide that is already in place. It is easy for teachers to adjust materials while continuing to use current learning targets and standards.
Curriculum Training Plan:	It may be beneficial for AP teachers to attend an AP Summer Institute in the future to review course expectations and to obtain new resources from AP master teachers.

**Advisory Curriculum Council  
Curriculum Guide**

In Stage 1, please complete the columns in blue (Topic, Pacing, Unit, Standards, Essential Questions and Enduring Understandings, and Vocabulary and Concepts). In Stage 3, please complete the columns in green (Learning Targets, Materials, Assessments). Add additional rows as needed.

Course Name:	AP English Language
Course Number:	125
Level:	11

Topic	Pacing	Unit	Standards	Essential Questions and Enduring Understandings	Learning Targets	Vocabulary and Concepts	Materials	Assessments
Rhetorical Analysis and Multiple Choice	12 Weeks Ongoing	Rhetorical Analysis and Multiple Choice	<p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques (NCTE 3, 9) Apply effective strategies and techniques in students’ own writing (NCTE 5)</p> <p>Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12)</p> <p>Write for a variety of purposes (NCTE 5, 9, 12)</p> <p>Produce expository,</p>	<p>Recognizing and analyzing rhetorical structures and strategies allows readers to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Recognizing rhetorical strategies and how they are used is necessary for effective communication.</p> <p>Readers create meaning through the analysis of rhetorical structure and style as well as personal connections to the piece.</p> <p>Multiple readings can allow for a deeper</p>	<p>We are reviewing the concepts of rhetoric and the rhetorical triangle so that we can develop our understanding of the relationship between speaker, audience, purpose, and subject. We’ll know we’ve got it when we can discuss the author’s use of Aristotelian appeals and their effect on the reader.</p> <p>We are exploring rhetoric in popular music so that we can continue our discussion of the relationship between speaker, audience, purpose, and subject. We’ll know we’ve got it when we can discuss the author’s use of Aristotelian appeals and</p>	<p>Rhetoric Rhetorical Triangle SOAP Precis Appeals (Ethos, Pathos, Logos) Trope Scheme Syntax Anecdote Aphorism Satire Sarcasm Diction Analogy Inductive Deductive Tone/Tone shift Complex Thesis Purpose Colloquial Parallelism Motif Anaphora Asyndeton</p>	<p>Multiple Choice Test from AP Central</p> <p>Green Sheet for Rhetorical Analysis</p> <p>500 Questions Text</p> <p>Albert.io Multiple Choice Practice</p> <p>AP Practice Tests from AP Central</p> <p>Rhetorical Analysis released items from AP Central</p> <p><i>Into the Wild</i></p> <p><i>Conversations in American Literature</i></p> <p><i>The Things They Carried</i></p>	<p>Multiple Formative Green Sheet/10 Minute Multiple Choice Practice</p> <p>Multiple AP Released Rhetorical Analysis Essays</p> <p>Multiple AP Released Practice Tests</p> <p>Self-Assessment of Progress on Rhetorical Analysis and Multiple Choice</p> <p>Various group activities and small/whole group discussions</p> <p>Formative assessments (guided reading, group activities)</p>

		<p>analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8)</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10)</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5)</p> <p>Analyze image as text (NCTE 3)</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) RL 11-12 3</p>	<p>understanding of a piece. What makes a text complex?</p> <p>How can good writing be structured?</p> <p>How can rhetorical strategies be used?</p> <p>How does one communicate effectively with a wide variety of audiences?</p> <p>How does grammar influence rhetoric and style?</p> <p>How can rhetoric be used to persuade an audience?</p> <p>How can appeals to ethos, logos, and pathos improve communication?</p> <p>Why does the arrangement or organization of a piece matter?</p> <p>What is the value of analysis and recognition of rhetorical strategies when reading?</p> <p>How do readers create meaning?</p> <p>How can style - diction and syntax - affect meaning?</p> <p>How can writing in</p>	<p>their effect on the listener.</p> <p>We are critically reading a new text and discussing "artfulness" by identifying rhetorical devices as they appear in a text we've never read before so that we can prepare for our first rhetorical analysis essay. We'll know we've got it when we identify not only WHAT devices are used in the text but HOW those devices affect the purpose and audience.</p> <p>We are establishing the difference between traditional verbs and rhetorically accurate verbs and adding complexity to thesis statements by answering the what, how, and so what of the prompt so that we can focus our reader's attention on our argument. We'll know we've got it when we identify not only WHAT devices are used in the text but HOW those devices affect the purpose and audience.</p> <p>We are marking up a new text so that we can identify the important parts of SOAPStone that are required for writing a quality rhetorical analysis</p>	<p>Polysyndeton Ambiguity Formula for essay (What, How, So What, Who Cares) Fluid incorporation of quotations Rhetorically Accurate Verb Depth of analysis Critical thought</p>	<p><i>The Great Gatsby</i></p>	
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			<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors ) RL 11-12 4</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics RL 11-12 9</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text RI 11-12 9</p> <p>By the end of grade 11, read and comprehend</p>	<p>response to reading enable a deeper understanding of a selection?</p> <p>How does grammar influence style?</p>	<p>essay. We'll know we've got it when we can identify all of the elements of SOAPStone, the devices the author uses, and the effect of all of those elements on the reader.</p> <p>We are critically reading texts and answering multiple choice questions so that we can get baseline data for our tests this year. We'll know we've got it when we can earn a minimum score of 60% on an AP Multiple Choice Test.</p> <p>We are reading and discussing the initial chapters of Into the Wild so that we can get a feel for Krakauer's use of narrative technique and begin to analyze his argument. We'll know we've got it when we can identify the ways in which Krakauer portrays Chris McCandless, using the text to support our analysis.</p> <p>We are crafting an essay to analyze the use of rhetorical devices in Florence Kelley's speech so that we can explain what effect they have on the elements of the rhetorical triangle. We'll know we've got it when</p>			
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		<p>literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently RI 11-12 10</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively SL CCR 1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence W 11-12 1a</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used SL</p>		<p>we can define rhetorical devices specified in each question, even the ones we got incorrect, and cite evidence to support the correct answers.</p> <p>We are rhetorically analyzing advertisements so that we can understand how advertisers play with Aristotle’s appeals to convince us to buy or use their products. We’ll know we’ve got it when we can identify the techniques the advertisers use and how they affect the audience.</p> <p>We are analyzing how politicians use rhetoric so that we can understand how their language plays on Americans’ fears and grievances. We’ll know we’ve got it when we can identify the techniques a politician uses and how they affect the audience.</p> <p>We are watching a documentary film so that we can improve our knowledge of rhetorical devices that will appear on the APLAC exam. We’ll know we’ve got it when we can identify, cite, and discuss rhetorical choices made by the director of the film.</p>			
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			11-12 3		We are citing and analyzing examples of Fitzgerald's use of tone so that we can explore how word choice influences the tone of the novel and our perception of the characters. We'll know we've got it when we can effectively cite and explain examples.			
Argument	12 Weeks Ongoing	Argument	<p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)</p> <p>Apply effective strategies and techniques in students' own writing (NCTE 5)</p> <p>Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12)</p> <p>Write for a variety of purposes (NCTE 5)</p> <p>Produce expository,</p>	<p>When a writer writes about a topic he/she enters an ongoing conversation</p> <p>Synthesizing what others have said before you is a necessity for full involvement in a topic</p> <p>Valid arguments require adequate and reliable support</p> <p>Writing prose of sufficient richness and complexity helps communicate effectively with mature readers</p> <p>How can a writer use rhetorical strategies and synthesized material to advance an argument?</p>	<p>We are examining old AP exam argument prompts so that we can determine the question types most commonly used by AP Central. We'll know we've got it when we can classify the questions by type and explain trends in the prompts over time.</p> <p>We are crafting introductions and thesis statements so that we can engage our audience and address both our own and counter arguments. We'll know we've got it when we can incorporate an interesting hook, relevant background information from the prompt, and thesis structure into our introductions.</p>	<p>Argument Thesis Claim Reason Warrant Premise Conclusion Evidence Examples Topic Sentence Fallacy Ethos Logos Pathos Rhetoric Unsubstantiated Claim Hypothetical Defend Challenge Qualify Scheme Devil's Advocate Depth Thoroughness Clarity</p>	<p><i>Conversations in American Literature</i></p> <p><i>They Say / I Say</i></p> <p>Argument released items from AP Central</p>	<p>Multiple AP Released Argument Essays</p> <p>Self-Assessment of Progress on Argument</p> <p>Various group activities and small/whole group discussions</p> <p>Formative assessments (guided reading, group activities)</p>

		<p>analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8)</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10)</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5)</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)</p> <p>RL.11-12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and</p>	<p>What are viable forms of support?</p> <p>How does grammar influence rhetoric and style?</p> <p>What are the logical fallacies and how do we avoid having them in our arguments?</p>	<p>We are workshopping introductions and thesis statements so that we can engage our audience and address both our own and counter arguments. We'll know we've got it when we can incorporate an interesting hook, relevant background information from the prompt, and thesis structure into our introductions.</p> <p>We are writing an argument so that we can use what we've learned from They Say/I Say and the sample argument essays to construct a well-argued response. We'll know we've got it when we can use thesis statements, appeals, evidence, counterargument, and rebuttal.</p> <p>We are reading Eric Schlosser's "Fast Food-Nation" so that we can evaluate an author's use of They Say/I Say techniques and use of counterargument. We'll know we've got it when we can identify the author's thesis and the research he incorporates to support his argument.</p> <p>We are examining AP sample TV argument</p>	<p>Opposition Voice Critical Thinking Coherent Prose Formula for Thesis (They Say, I Say, So What, Who Cares) REHUGO</p>		
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		<p>the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.11-12.6 Use technology, including the Internet, to produce and publish</p>		<p>essays so that we can evaluate the use of specific examples and They Say/I Say techniques. We'll know we've got it when we can incorporate use our critiques of these authors' essays to improve our own writing.</p>			
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			<p>writing and to interact and collaborate with others</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>SL.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.4 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p> <p>L.11-12.2 Demonstrate command of the</p>					
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			<p>conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>L.11-12.6 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>					
Synthesis	12 Weeks Ongoing	Synthesis	Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (NCTE 3, 9)	<p>When a writer writes about a topic, he/she enters an ongoing conversation</p> <p>Synthesizing what others have said before you is a necessity for full</p>	We are writing a synthesis essay so that we can engage our audience and address and support both our own and counterarguments. We'll know we've got it	<p>Coherent argument</p> <p>Soundness of discussion</p> <p>Articulate thesis</p> <p>Persuasive discussion</p> <p>Synthesis</p> <p>Legitimacy of sources</p> <p>CRAAP</p> <p>Effective</p>	<p><i>Conversations in American Literature</i></p> <p><i>They Say / I Say</i></p> <p><i>The Glass Castle</i></p> <p>Synthesis released items</p>	<p>Multiple AP Released Synthesis Essay</p> <p>Synthesis Research Project and Presentation</p> <p>Self-Assessment of Progress on Argument</p>

		<p>Apply effective strategies and techniques in students' own writing (NCTE 5)</p> <p>Create and sustain arguments based on readings, research and/or personal experience (NCTE 7, 9, 12)</p> <p>Write for a variety of purposes (NCTE 5)</p> <p>Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions (NCTE 5, 8)</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (NCTE 9, 10)</p> <p>Demonstrate understanding of the conventions of citing primary and secondary sources (NCTE 8)</p> <p>Move effectively</p>	<p>involvement in a topic</p> <p>Valid arguments require adequate and reliable support</p> <p>Why is synthesis of other writers' information necessary for a valid opinion?</p> <p>Why is research an integral part of reading and writing?</p> <p>How can a writer use rhetorical strategies and synthesized material to advance an argument?</p> <p>What are viable forms of support?</p> <p>How does grammar influence rhetoric and style?</p>	<p>when we can introduce an argumentative thesis statement and use valid examples and explanations to defend it.</p> <p>We are watching Bigger, Stronger, Faster so that we can analyze the film as an example of a synthesis research project. We'll know we've got it when we can identify the author's argument, how he supports that argument, and whether or not his argument is ultimately effective.</p> <p>We are identifying a topic of our own choice so that we can create a synthesis essay topic. We'll know we've got it when we can identify relevant background information necessary for our chosen topic, select scholarly and pop culture-style sources about the topic, and write a question similar to those seen on the APLAC exam.</p> <p>We are learning about CRAAP Standards so that we can effectively evaluate sources. We'll know we've got it when we can select credible, reputable sources to support our Synthesis Research Project.</p>	<p>Adequate</p> <p>Quote</p> <p>Paraphrase</p> <p>Summary</p> <p>Thorough development</p> <p>Visual text</p> <p>Observations</p> <p>Evidence</p> <p>Critical consideration</p> <p>Academic argumentation</p> <p>Synthetic/holistic</p> <p>Comprehension</p> <p>Multiperspectival inquiry</p> <p>Academic conversation</p> <p>Formula for Thesis (They Say, I Say, So What, Who Cares)</p>	<p>from AP Central</p>	<p>Various group activities and small/whole group discussions</p> <p>Formative Assessments (guided reading, whole group and small group discussion)</p>
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		<p>through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review (NCTE 5)</p> <p>Write thoughtfully about own process of writing (NCTE 5)</p> <p>Revise a work to make it suitable for a different audience (NCTE 4)</p> <p>Analyze image as text (NCTE 3)</p> <p>Evaluate and incorporate reference documents into researched papers (NCTE 8)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence W CCR 1</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content W CCR 2</p>		<p>We are learning about Google Searches and MEL Databases so that we can identify scholarly sources. We'll know we've got it when we can select credible, reputable sources to support our Synthesis Research Project.</p> <p>We are learning about APA citations and format so that we can produce a college-level research paper. We'll know we've got it when we can correctly set up our document and cite sources within our prompt packets and completed research papers.</p>			
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		<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W CCR 4</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach W CCR 5</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation W CCR 7</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism W CCR 8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research W CCR 9</p> <p>Write routinely over</p>					
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			<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences W CCR 10</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence W 11-12 1a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content W 11-12 2a</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above ) W 11-12 4</p> <p>Conduct short as well</p>					
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		<p>as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation W 11-12 7</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation W 11-12 8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research W 11-12 9a</p> <p>Present information,</p>					
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		<p>findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks SL 11-12 4</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L CCR 1</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L CCR 2</p>					
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**Stage 3 Meeting Minutes and Sign In  
Advisory Curriculum Council**

**You may work for up to 4 days over the course of the next 2 school years to complete Stage 3.**

Course Name:	AP English Language
Course Number:	125
Committee Facilitator:	Ava Butzu
Committee Members:	Lori Taylor, Jessica Wilson

Date - Indicate whether it was a half or full day	Sign In - Who was present at this meeting? Indicate <b>SUB</b> , <b>PAY</b> , or <b>INCENTIVE</b> next to each committee member's name	Topics Discussed/Researched
Day 1: 12/13/2017 Full Day	Ava Butzu - SUB Lori Taylor - SUB Jessica Wilson - SUB	<ul style="list-style-type: none"> <li>Started filling out Stage 3 documents</li> <li>Discussed incorporating some pages from <i>Understanding Rhetoric: A Graphic Guide to Writing</i> into the curriculum to help review concepts discussing in <i>Conversations in American Literature</i></li> <li>Moved course guide from Stage 1 onto new Google Sheet and began filling in learning targets and materials</li> <li>Worked on common rubrics for all essay types</li> <li>Discussed common assessments for midterm exam</li> </ul>
Day 2: 2/28/2018 Full Day	Ava Butzu - SUB Lori Taylor - SUB Jessica Wilson - SUB	<ul style="list-style-type: none"> <li>Continued working on course guide and developing common assessments</li> <li>Discussed testing options for students who are not taking AP exam in May</li> <li>Worked on Synthesis Research Project</li> </ul>
Day 3: 7/2/2018 Full Day	Ava Butzu - INCENTIVE Lori Taylor - INCENTIVE Jessica Wilson - STIPEND	<ul style="list-style-type: none"> <li>Continued working on course guide and developing common assessments</li> </ul>
Day 4: 7/3/2018 Full Day	Ava Butzu - INCENTIVE Lori Taylor - INCENTIVE Jessica Wilson - STIPEND	<ul style="list-style-type: none"> <li>Completed course guide, stage 3 documents, and common assessments</li> </ul>