

Unit-Based Pacing Guide for the 2019 AP[®] Course Framework *Jago, Literature & Composition, 1st Edition*



AP [®] Unit 1 - Short Fiction Suggested Length: ~10 Days				
Big Idea/EU	AP [®] Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	Skill 1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Introduce character	Read Ch3: pp. 63-66	1 day
		Practice analysis of character	Ch3: Activity, pp. 66-67	
Setting	Skill 2.A: Identify and describe specific textual details that convey or reveal a setting.	Introduce setting	Read Ch3: pp. 67-73	
		Practice analysis of setting	Ch3: Activity, pp. 72-73	
Structure	Skill 3.A: Identify and describe how plot orders events in a narrative. Skill 3.B: Explain the function of a particular sequence of events in a plot.	Introduce plot	Read Ch3: pp. 59-63	2 days
		Practice analysis of plot	Ch3: Activity, p. 63	
Narration	Skill 4.A:	Introduce perspective and point of view	Read Ch. 3: p. 73-84	

	<p>Identify and describe the narrator or speaker of a text.</p> <p>Skill 4.B: Identify and explain the function of point of view in a narrative.</p>	<p>Practice perspective and point of view</p>	<p>Ch. 3: Activity pp. 78-80, 83-84</p>	
	<p>Apply Skills</p>	<p>Read and Analyze Fiction</p>	<p>Recommended texts and questions by thematic chapter:</p> <p>Ch5: Tillie Olsen, "I Stand Here Ironing," pp. 265-272 Exploring the Text Q1, Q5, Q6</p> <p>Ch6: Joyce Carol Oates, "Where Are You Going, Where Have You Been?," pp. 467-481 Exploring the Text Q1, Q2, Q3, Q5, Q8</p> <p>Ch7: Katherine Mansfield, "Bliss," pp. 647-657 Exploring the Text Q1, Q3, Q4, Q5, Q6, Q7, Q8, Q9</p> <p>Ch8: TC Boyle, "Admiral," pp. 887-902 Exploring the Text Q1, Q3, Q4, Q5, Q8</p> <p>Ch9: Charlotte Perkins Gilman, "The Yellow Wallpaper," pp. 1066-1078 Exploring the Text Q1, Q2, Q3, Q5</p> <p>Ch10: Modern Text - Flannery O'Connor, "A Good Man is Hard to Find," pp. 1211-1225 Questions for Discussion Q2, Q7, Questions on Style and Structure Q1, Q3, Q6, Q10</p> <p>Ch11: Cynthia Ozick, "The Shawl," pp. 1396-1400 Exploring the Text Q1, Q4, Q6</p>	<p>2 days</p>

Literary Argumentation	Skill 7.A: Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Introduce analysis and thesis	<p>Read Ch3: 102-119 Interpretive Essay</p> <p>Read student sample essay, p. 119-121, and discuss questions on p. 121.</p> <p>(Lengthy sections may be assigned for homework and used for reference.)</p> <p>or</p> <p>Read Ch2: pp. 41-48 Close Analysis Essay</p> <p>Note: Although these sections discuss essays rather than paragraphs, the literary argumentation skills are consistent.</p> <p>(Note: the section in Ch3 includes Glaspell's short play <i>Trifles</i>; the AP Course Framework combines longer drama with longer fiction in Units 3, 6 and 9, so the short play is appropriate here. The writing skills work in this section of ch2 is also appropriate for this unit.)</p>	2 days
		Develop a Thesis	Ch3: Activity, p. 114-115	
		Introduce structure and support	Ch3: pp. 115-116, 117-118	3 days
		Sample student essay	Ch3: pp. 119-121	
		Writing a paragraph	Ch3: Activity, pp. 121	
Practice writing a literary analysis paragraph	<p>We think the Classic and Modern Texts would work especially well here. They are marked below with an *.</p> <p>These questions might need to be adapted to instruct the students to answer in a well-supported paragraph.</p> <p><u>Recommend Texts and Prompts for Writing</u></p> <p>Ch5: F. Scott Fitzgerald, "Babylon Revisited," pp. 250-265</p> <p>Exploring the Text Q4</p> <p>*Ch6: Jhumpa Lahiri, "Interpreter of Maladies," pp. 434-451</p> <p>Suggestions for Writing Q1, Q2, Q3</p>			

			<p>*Ch7: Sandra Cisneros, "Woman Hollering Creek," pp. 623-633 Suggestions for Writing Q1, Q2, Q3</p> <p>*Ch8: Edwidge Danticat, "The Book of the Dead," pp. 835-853 Questions for Discussion Q11, Suggestions for Writing Q1, Q4</p> <p>*Ch9: James Baldwin, "Sonny's Blues," pp. 1041-1065 Questions for Style and Structure Q3 Suggestions for Writing Q2</p> <p>Ch10: Salman Rushdie, "The Free Radio," pp. 1244-1250 Exploring the Text Q4, Q7</p> <p>*Ch11: Tim O'Brien, "The Things They Carried," pp. 1371-1386 Suggestions for Writing Q2</p>	
10 Class Periods				

AP® Unit 2 - Poetry Suggested Length: ~10 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Period)
Character	Skill 1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Introduce speaker and persona in a poem	Read Ch. 2 pp. 33-35	1 day
		Practice analysis of character (speaker, persona) in poetry	Ch. 2: Activity, p. 32-33 Simon Ortiz "My Father's Song" Ch. 2: Activity, pp. 34-35 Christina Georgina Rossetti, "Promises Like Pie-Crust"	
		Additional resources to distinguish between speaker and persona	Ch. 9: p. 1104-06 Robert Browning, "My Last Duchess" Sample student essay - close reading and literary analysis of Browning's "My Last Duchess" Ch. 9, pp. 1154-1158	
Structure	Skill 3.C: Explain the function of structure in a text. Skill 3.D:	Introduce structure in poetry as it relates to meaning (stanzas, relationship of ideas, contrasts and shifts, repetition, sound)	Read Ch. 2 pp. 26-30,-31-32	1 day

	Explain the function of contrasts within a text.	Practice analysis of structure in poetry	Ch. 2: Activity, p. 30 John Keats, "Bright Star"	
Figurative Language	<p>Skill 5.B: Explain the function of specific words and phrases in a text.</p> <p>Skill 6.A: Identify and explain the function of a simile.</p> <p>Skill 6.B: Identify and explain the function of a metaphor.</p>	Introduce figurative language in poetry as it relates to meaning (word choice relative to connotations, comparisons and associations)	Ch2, pp. 21-25 Read Ch. 5: The Writer's Craft -- Close Reading, "Connotation", pp. 362-364	2 days
		Practice analysis of figurative language in poetry	Ch. 5: Exercises 1-4, pp. 363-364 Ch. 9: Exercise 6, p. 1162	
	Apply Skills	Read and analyze Poetry	<p>Recommended texts and questions by thematic chapter:</p> <p>Ch5: Theodore Roethke, "My Papa's Waltz," p. 307 Exploring the Text Q1, Q2, Q5. Robert Hayden, "Those Winter Sundays," p. 308 Exploring the Text Q1, Q3, Q4, Q5</p> <p>Ch6: John Milton, "When I consider how my light is spent," p. 495 Exploring the Text Q1, Q2, Q4 William Wordsworth, "The World is Too Much with Us," p. 498 Exploring the Text Q1, Q2, Q3, Q4, Q6</p> <p>Ch7: Andrew Marvell, "To His Coy Mistress," p. 693 Exploring the Text Q1, Q2, Q3, Q4 Billy Collins, "Weighing the Dog," p. 681 Exploring the Text Q1, Q2, Q3,</p>	2 days

			<p>Ch8: Percy Bysshe Shelley, "Song: To the Men of England," p. 917 Exploring the Text Q1, Q2, Q3, Q6, Q7</p> <p>Dylan Thomas, "Do Not Go Gentle Into That Good Night," p. 926 Exploring the Text Q1, Q2, Q3</p> <p>Ch9: D.H. Lawrence, "The Piano," p. 1111 Exploring the Text Q1, Q2, Q3, Q4</p> <p>Claude McKay, "Harlem Dancer," p. 1106 Exploring the Text Q1, Q2, Q3</p> <p>Ch10: Thomas Gray, "Elegy Written in a Country Churchyard," p. 1259 Exploring the Text Q1, Q2, Q4, Q5</p> <p>William Blake, "London," p. 1264 Exploring the Text Q1, Q2, Q4, Q5</p> <p>Ch. 11: Homer, "The Champion Arms for Battle" from <i>The Iliad</i>, p. 1413 Exploring the Text Q1, Q2, Q3</p> <p>Shakespeare, "If we are marked to die from Henry V," p. 1415 Exploring the Text Q1, Q3, Q4</p>	
Literary Argumentation	Skill 7.A: Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Introduce selection of evidence to support a thesis	<p>Read Ch2 pp.41-43</p> <p>Note: Although this section discusses essays rather than paragraphs, the literary argumentation skills are consistent.</p>	2 days
		Introduce development of thesis statement	ReadCh2 pp. 44-45	
		Introduce organization of close analysis essay	Read Ch2 pp. 45-46	
		Sample student essay	Read Ch2 pp. 46-48	
		Practice close reading to develop thesis statement and topic sentences	<p>Ch2: Activity, pp. 48-49</p> <p>Read Student Writing -- Comparison and Contrast -- on "My Papa's Waltz" and "Those Winter Sundays" pp. 360-361. Though this student analysis is about two poems, the structure of the essay and</p>	

			incorporation of textual support on two familiar poems is instructive for students at this point.	
		Practice writing a literary analysis of a poem	<p>Recommended texts and questions for writing by thematic chapter:</p> <p>Ch5: Li-Young Li, "The Hammock," p. 319 Exploring the Text Q5</p> <p>Ch6: Countee Cullen, "Heritage," p. 503 Exploring the Text Q6</p> <p>Ch7: Pablo Neruda, "My Ugly Love," p. 685 Exploring the Text Q1</p> <p>Ch8: Anne Sexton, "Her Kind," p. 927 Exploring the Text Q1, Q3, Q5</p> <p>Ch9: Ira Sadoff, "Hopper's Nighthawks 1942", p. 1118 Exploring the Text Q3, Q5</p> <p>Ch10: Matthew Arnold, "Dover Beach," p. 1265 Exploring the Text Q1, Q3, Q4, Q5</p> <p>Ch. 11: Walt Whitman, "Vigil strange I kept on the field one night," p. 1420 Exploring the Text Q2</p>	2 days
				10 Class Periods

AP® Unit 3 - Longer Works of Fiction (and Drama) Suggested Length: ~17 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	Skill 1.A: Identify and describe what specific textual	Examine the development and function of characters as	For Unit 3, we recommend either Joseph Conrad's <i>Heart of Darkness</i> (Ch 6, pp. 369-429) or August Wilson's <i>Fences</i> (Ch5, pp.195-246). Recommended questions for discussion and study are as follows:	10 days

	<p>details reveal about a character, that character's perspective, and that character's motives.</p> <p>Skill 1.B: Explain the function of a character changing or remaining unchanged.</p>	<p>they reveal values, beliefs, assumptions, biases, and cultural norms</p> <p>Discuss and analyze development of character through description, perspective, comparison, contrast, and action</p>	<p><i>Heart of Darkness</i> p. 429 Questions for Discussion Q1, Q13, Q14, Q15, Q16, Q17, Q18 Questions on Style and Structure Q2, Q9, Q10, Q11, Q17, Q20</p> <p><i>Fences</i> p. 246 Questions for Discussion Q3, Q5, Q6, Q7, Q10, Q11, Q12 Questions on Style and Structure Q3, Q4, Q7, Q8, Q10</p>	
Setting	<p>Skill 2.A: Identify and describe specific textual details that convey or reveal a setting.</p>	<p>Explain function of setting; identify textual details that convey setting and associated values (social, cultural, historical)</p>	<p><i>Heart of Darkness</i> p. 429 Questions for Discussion Q2, Q9 Questions on Style and Structure Q4, Q6</p> <p><i>Fences</i> p. 246 Questions for Discussion Q4 Questions on Style and Structure Q9</p>	
Structure	<p>Skill 3.E: Explain the function of a significant event or related set of significant events in a plot.</p> <p>Skill 3.F: Explain the function of conflict in a text.</p>	<p>Explain function of events in plot; examine the function of conflict in a text and impact on plot development and characters</p>	<p><i>Heart of Darkness</i> p. 429 Questions for Discussion Q8, Q9, Q11, Q12, Q14, Q15, Q16, Q18 Questions on Style and Structure Q1, Q3, Q12, Q14, Q18, Q19</p> <p><i>Fences</i> p. 246 Questions for Discussion Q1, Q7, Q8, Q9, Q12 Questions on Style and Structure Q1, Q2, Q4, Q6, Q10</p>	
Figurative Language	<p>Skill 5.C: Identify and explain the function of a symbol.</p>	<p>Explain function of word choice, imagery, and symbols as they shift meaning from literal to figurative</p>	<p><i>Heart of Darkness</i> p. 429 Questions for Discussion Q4, Q6, Q10 Questions on Style and Structure Q3, Q5, Q7, Q8, Q10, Q11, Q13, Q15, Q16, Q18, Q20</p> <p><i>Fences</i> p. 246 Questions for Discussion Q1, Q2 Questions on Style and Structure Q1, Q5, Q8</p>	

<p>Literary Argumentation</p>	<p>Skill 7.A: Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> <p>Skill 7.B: Write a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the claim.</p> <p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>Practice writing paragraphs interpreting a text that include a purposeful thesis statement, relevant evidence and logical commentary.</p>	<p>If students need to review Literary Argumentation skills, refer to the appropriate sections from Chapters 2 and 3 listed in Unit One.</p> <p>Refer to Organizing an Essay Using Multiple Texts pp. 149-154 for reminders on structure and on incorporating textual evidence.</p> <p>Many of the Questions on Style and Structure could be paragraph assignments to develop Skills 7 A-E. We recommend the following;</p> <p><i>Heart of Darkness</i> p. 432 Questions on Style and Structure Q1, Q2, Q3, Q4, Q5, Q8, Q16, Q20</p> <p><i>Fences</i> p. 246 Questions on Style and Structure Q2, Q3, Q4, Q6, Q10</p> <p>The following questions might need to be limited and adapted to instruct the students to answer in a well-supported paragraph.</p> <p><i>Heart of Darkness</i> p. 432 Suggestions for Writing Q1, Q2, Q3, Q4, Q5, Q6, Q9</p> <p><i>Fences</i> p. 246 Suggestions for Writing Q1, Q2, Q3, Q4</p>	<p>7 days</p>
<p>17 Class Periods</p>				

AP® Unit 4 - Short Fiction Suggested Length: ~17 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	<p>Skill 1.A: Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p>Skill 1.C: Explain the function of contrasting characters.</p> <p>Skill 1.D: Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</p>	Protagonist, antagonist, contrasts and conflicts among characters, how language reveals character, and how development of character relates to overall themes and ideas	<p>Review, if necessary, Ch3: pp. 63-66</p> <p>Read and analyze fiction for suggested questions to discuss character, setting, structure, and perspective.</p> <p>Recommended texts and questions by thematic chapter:</p> <p>Ch. 5: Ralph Ellison, “I Yam what I Yam” p. 333 Exploring the Text Q1, Q3, Q5, Q6</p> <p>Ch. 6: Nathaniel Hawthorne, “Young Goodman Brown” p. 452 Exploring the Text Q1, Q2, Q8</p> <p>Ch. 7: William Faulkner, “A Rose for Emily” p. 657 Exploring the Text Q1, Q2, Q4, Q6</p> <p>Ch. 8: Kurt Vonnegut, “Harrison Bergeron” p. 881 Exploring the Text Q3, Q4, Q7, Q8</p> <p>Ch. 9: Don DeLillo, “Videotape” p. 1090 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 10: Gish Jen, “Who’s Irish” p. 1250 Exploring the Text Q1, Q2 Q3, Q6, Q8</p> <p>Ch. 11: Muriel Spark, “The First Year of My Life” p. 1390 Exploring the Text Q1, Q6, Q8, Q9</p> <p>Read The Writer’s Craft -- Close Reading: Tone, Ch. 8, pp. 1021-1025</p>	10 days
Setting	<p>Skill 2.B: Explain the function of setting in a narrative.</p> <p>Skill 2.C: Describe the relationship between a character and a setting.</p>	How language helps establish atmosphere and mood of a setting; how environment reveals character		
Structure	<p>Skill 3.A: Identify and describe how plot orders events in a narrative.</p>	Plot patterns, archetypes, and contrasts and how they reveal conflicts in values or ideas		

	<p>Skill 3.D: Explain the function of contrasts within a text.</p>		Practice with passages and identifying tone: Exercises pp. 1025-1029	
Narration	<p>Skill 4.A: Identify and describe the narrator or speaker of a text.</p> <p>Skill 4.B: Identify and explain the function of point of view in a narrative.</p> <p>Skill 4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p>	Tone, how language choice reveals tone, comparing perspectives of various characters or narrators, and types of narration, including stream of consciousness		
Literary Argumentation	<p>Skill 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the claim.</p>	Writing a close analysis of fiction	<p>Read Ch. 6, Sample Student Essay, Close Reading Fiction, pp. 563-565, on “Interpreter of Maladies” and discuss questions p. 565</p> <p>Review Ch. 3, Writing an Interpretive Essay, pp. 102-119</p> <p>Read Ch. 4: Interpretive Essay with Multiple Texts pp. 146-157 - these sections might be assigned for homework and used as reference while writing.</p> <p>Recommended texts and questions by thematic chapter:</p> <p>Ch. 5: Helena Maria Viramontes, “The Moths” p. 272 Exploring the Text Q7, Q8</p> <p>Ch. 6: John Updike, “A & P,” p. 462 Exploring the Text Q1, Q7</p>	7 days

	<p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p>		<p>Ch. 7: William Faulkner, "A Rose for Emily" p. 657 Exploring the Text Q8</p> <p>Ch. 8: Chimamanda Ngozi Adichie, "The Headstrong Historian" p. 903 Exploring the Text Q4, Q5, Q9</p> <p>Ch. 9: Don DeLillo, "Videotape" p. 1090 Exploring the Text Q4, Q5</p> <p>Ch. 10: Alice Walker, "Everyday Use" p. 1226 Exploring the Text Q1, Q8, Q9</p> <p>Ch. 11: Luigi Pirandello, "War" p. 1387 Exploring the Text Q2, Q4</p>	
17 Class Periods				

AP® Unit 5 - Poetry Suggested Length: ~17 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Structure	<p>Skill 3.C: Explain the function of structure in a text.</p>	<p>Review form in poetry</p> <p>Discuss and analyze various structures and forms in poetry (examine open and closed forms of poetry)</p>	<p>Read Ch. 2: pp. 26-28</p> <p>Read Ch. 4: Four poems in Conversation pp. 124-132</p>	2 days
Figurative Language	<p>Skill 5.A: Distinguish between the literal and figurative</p>	<p>Introduce figurative language in poetry as it relates to meaning</p>	<p>Read Ch2: pp. 22-23</p> <p>Ch2 Activities: pp. 24-26</p> <p>Read Ch. 9: The Writer's Craft -- Close Reading, "Figurative Language", pp. 1158-1160</p>	3 days

	<p>meanings of words and phrases.</p> <p>Skill 5.B: Explain the function of specific words and phrases in a text.</p> <p>Skill 5.D: Identify and explain the function of an image or imagery.</p> <p>Skill 6.B: Identify and explain the function of a metaphor.</p> <p>Skill 6.C: Identify and explain the function of personification.</p> <p>Skill 6.D: Identify and explain the function of an allusion.</p>	<p>Practice identifying images and interpreting images as they affect meaning (including word choice, hyperbole, understatement, extended metaphor)</p>		
<p>Apply Skills</p>		<p>Read and analyze poetry</p>	<p>Recommended texts and questions by thematic chapter:</p> <p>Ch. 5: Thomas Bastard, "De Puero Balbutiente," p. 295 Exploring the Text Q1, Q2, Q3, Q4, Q5. Ben Jonson, "On My First Son," p. 297 Exploring the Text Q1, Q2, Q5</p> <p>Ch. 6: Dylan Thomas, "Fern Hill," p. 508 Exploring the Text Q2, Q3, Q4, Q6 Gwendolyn Brooks, "We Real Cool," p. 510</p>	<p>5 days</p>

			<p>Exploring the Text Q1, Q3, Q5</p> <p>Ch. 7: Robert Herrick, "To the Virgins, to Make Much of Time," Exploring the Text Q1, Q2, Q3, Q4 Lord Byron, "She Walks in Beauty," p. 673 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 8: Allen Ginsberg, "Is About," p. 933 Exploring the Text Q2, Q4, Q5 Carol Ann Duffy, "Penelope," p. 935 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 9: Classic Text - T. S. Eliot, "The Love Song of J. Alfred Prufrock," p. 1033 Questions for Discussion Q4, Questions on Style and Structure Q1, Q2, Q11, Q12, Q16</p> <p>Ch. 10: Gerard Manley Hopkins, "God's Grandeur," p. 1267 Exploring the Text Q1, Q2, Q3, Q4, Q5 Emily Dickinson, "Crumbling is not an instant's Act," p. 1268 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 11: Wilfred Owen, "Dulce et Decorum Est," p. 1424 Exploring the Text Q2, Q3, Q4 Yousif Al-Sa'igh, "An Iraqi Evening," p. 1433 Exploring the Text Q1, Q2, Q3, Q5</p>	
Literary Argumentation	Skill 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	Introduce development of a strong thesis statement when writing about multiple texts	Read Ch. 4, pp. 147-148	3 days
		Practice analyzing thesis statements	Activity: p. 148	
		Introduce strong topic sentences	Read Ch. 4, pp. 149-150	

	<p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	Practice writing topic sentences to shape argument	Activity: p. 150	
		Introduce textual support and evidence to support an argument about an interpretation of literature	Read Ch. 4, pp. 150-152 Read Ch. 4, pp. 152-154	
	<p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	Practice building paragraphs with supporting evidence; practice properly integrating quotations	Activity: p. 152 Activity: p. 155	
	<p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p>	Practice writing extended literary analysis of a poem or poems	<p>Recommended texts and questions for writing by thematic chapter:</p> <p>Ch. 5: Sharon Olds, "Rites of Passage," p. 313 Exploring the Text Q3, Q5</p> <p>Ch. 6: Kamau Brathwaite, "Ogun," p. 515 Exploring the Text Q5</p> <p>Ch. 7: Edna St. Vincent Millay, "Love is not all," p. 674 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 8: W. H. Auden, "The Unknown Citizen," p. 939 Exploring the Text Q5, Q6, Q7</p> <p>Ch. 9: John Keats, "Ode on a Grecian Urn," p. 1102 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 10: Robert Frost, "Mending Wall," p. 1269 Exploring the Text Q1, Q2, Q3, Q4</p> <p>Ch. 11: Herman Melville, "Shiloh: A Requiem (April, 1862)", p. 1421 Exploring the Text Q2, Q3</p>	4 days

AP® Unit 6 - Longer Works of Fiction (and Drama) Suggested Length: ~17 Days

Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	<p>Skill 1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>Skill 1.C: Explain the function of contrasting characters.</p> <p>Skill 1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p>	Examine character by noting textual details that reveal motives, discrepancies and inconsistencies in character, and inner conflict. Examine the function of characters which are foils to one another and how their presence together deepens understanding of the characters themselves and the text as a whole	<p>For Unit 6, we recommend either Shakespeare's <i>Hamlet</i> (Ch8, pp. 720-830) or Henry James's <i>Daisy Miller</i> (Ch10, pp.1166-1207).</p> <p>Recommended questions for discussion and study are as follows:</p> <p><i>Hamlet</i> p. 830 Questions for Discussion Q2, Q3, Q4, Q6, Q7, Q8, Q9, Q11, Q14, Q17, Q18, Q19 Questions on Style and Structure Q3, Q8, Q9, Q10, Q11</p> <p><i>Daisy Miller</i> p. 1207 Questions for Discussion Q1, Q2, Q7, Q11, Q12 Questions on Style and Structure Q3, Q6, Q7, Q10</p>	12 days
Structure	<p>Skill 3.A: Identify and describe how plot orders events in a narrative.</p> <p>Skill 3.B: Explain the function of a particular sequence of events in a plot.</p>	Identify particular narrative structures such as in medias res, flashback, foreshadowing and explain their function in the text as a whole	<p><i>Hamlet</i> p. 830 Questions for Discussion Q1, Q5, Q11, Q12, Q15, Q16 Questions on Style and Structure Q1, Q6, Q7</p> <p><i>Daisy Miller</i> p. 1207 Questions for Discussion Q3, Q9, Q11, Q12, Q13 Questions on Style and Structure Q4, Q5, Q8, Q9</p>	

	Skill 3.D: Explain the function of contrasts within a text.			
Perspective	Skill 4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective. Skill 4.D: Explain how a narrator’s reliability affects a narrative.	Identify function of narrator or speaker, examine textual details that reveal narrator’s tone and perspective, reliability, biases, motives.	<i>Hamlet</i> p. 830 Questions for Discussion Q7, Q8, Q10, Q13, Q14, Q15, Q16, Q19 Questions on Style and Structure Q2, Q9 <i>Daisy Miller</i> p. 1207 Questions for Discussion Q4, Q5, Q6, Q7, Q10 Questions on Style and Structure Q1, Q2, Q5, Q12	
Figurative Language	Skill 5.C: Identify and explain the function of a symbol.	Identify and examine word choice, imagery and symbols; discuss their relationship to meaning	<i>Hamlet</i> p. 830 Questions for Discussion Q3, Q5, Q7, Q9, Q14 Questions on Style and Structure Q3, Q4, Q5, Q9 <i>Daisy Miller</i> p. 1207 Questions for Discussion Q8 Questions on Style and Structure Q11	
Literary Argumentation	Skill 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence,	Write a literary analysis that argues for a particular interpretation of a portion of a text or a whole text Employ thoughtful and strategic choices in syntax and diction to clearly communicate ideas Write a thesis statement with an argumentative claim about an interpretation of literature	Read Student Writing - Close Reading Drama pp. 1019-1021 Read <i>The Writer’s Craft</i> -- Close Reading, Syntax Ch. 10, pp. 1317-1321 Practice identifying syntax and discussing effect: Exercises pp. 1321-1323 Refer to <i>Organizing an Essay Using Multiple Texts</i> pp. 149-154 for reminders on structuring an essay and incorporating textual evidence	5 days

	<p>the line of reasoning, and the claim.</p> <p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p>	<p>Develop commentary with textual support in a literary essay that follows a logical line of reasoning</p>	<p><i>Hamlet</i> p. 832 Suggestions for Writing Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10</p> <p><i>Daisy Miller</i> p. 1210 Suggestions for Writing Q1, Q2, Q3, Q4, Q5</p>	
				17 Class Periods

AP® Unit 7 - Short Fiction Suggested Length: ~17 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	<p>Skill 1.B: Explain the function of a character changing or remaining unchanged.</p> <p>Skill 1.D: Describe how textual details reveal nuances and complexities in characters' relationships with one another.</p>	Character + plot (esp. epiphany)	<p>Read Ch. 7, The Writer's Craft -- Close Reading, Irony, pp. 711-714</p> <p>Practice identifying irony: Exercises pp. 714-716</p> <p>Recommended texts and questions by thematic chapter:</p> <p>Ch. 5: *James Joyce, "The Dead" p. 162 Questions for Discussion Q1, Q3, Q4, Q6, Q7, Questions on Style and Structure Q2, Q3, Q12, Q13, Q14</p> <p>May-Lee Chai, "Saving Sourdi" p. 281</p>	10 days
Setting	<p>Skill 2.B: Explain the function of setting in a narrative.</p>	Character + setting	Exploring the Text Q1, Q2, Q5, Q6	

	<p>Skill 2.C: Describe the relationship between a character and a setting.</p>		<p>Ch. 6: Ana Menendez, “In Cuba I Was a German Shepherd” Exploring the Text Q2, Q6, Q7, Q9</p> <p>Ch. 7: Anton Chekov, “The Lady with the Little Dog” p. 634 Exploring the Text Q1, Q3, Q5, Q6, Q9</p> <p>Ch. 8: Herman Melville, “Bartleby, the Scrivener: A Story of Wall Street” p. 854 Exploring the Text Q1, Q2, Q7, Q8, Q9</p> <p>Ch. 9: Raymond Carver, “Cathedral” p. 1079 Exploring the Text Q1, Q2, Q6, Q7</p>	
Structure	<p>Skill 3.A: Identify and describe how plot orders events in a narrative.</p> <p>Skill 3.B: Explain the function of a particular sequence of events in a plot</p>	Understand sequence in plot and its function		
Perspective	<p>Skill 4.D: Explain how a narrator’s reliability affects a narrative.</p>	Reliable/unreliable narrators	Ch. 10: Baxter, “Fenstad’s Mother” p. 1233 Exploring the Text Q1, Q2, Q3,	
Figurative Language	<p>Skill 5.C: Identify and explain the function of a symbol.</p> <p>Skill 5.D: Identify and explain the function of an image or imagery.</p> <p>Skill 6.A: Identify and explain the function of a simile.</p> <p>Skill 6.C: Identify and explain the function of personification.</p>	Examine and analyze use of symbol, an image or imagery, simile, metaphor, personification and the effect on meaning	Ch. 11: Bharati Mukherjee, “The Management of Grief” p. 1400 Exploring the Text Q1, Q2, Q3, Q6	Review, if necessary, Writer’s Craft sections: Ch. 9 Figurative Language p. 1158, Ch. 11 Imagery p.1463

<p>Literary Argumentation</p>	<p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>Build on writing and analyzing skills in an extended literary analysis.</p>	<p>Recommended texts and questions for writing:</p> <p>Ch. 5: * James Joyce, "The Dead" p. 162 Questions on Style and Structure Q14, Suggestions for Writing Q11, Q13</p> <p>Ch. 6: Joyce Carol Oates, "Where Are You Going, Where Have You Been?" Exploring the Text Q8, Q9</p> <p>Ch. 7: Katherine Mansfield, "Bliss" Exploring the Text Q6, Q8</p> <p>Ch. 8: Herman Melville, "Bartleby, the Scrivener: A Story of Wall Street" Exploring the Text Q9, Q10</p> <p>Ch. 9: Raymond Carver, "Cathedral" p. 1079 Exploring the Text Q3, Q5, Q8</p> <p>Ch. 10: Baxter, "Fenstad's Mother" p. 1233 Exploring the Text Q4, Q6, Q7</p> <p>Ch. 11: Bharati Mukherjee, "The Management of Grief" p. 1400 Exploring the Text Q4, Q10</p>	<p>7 days</p>
<p>17 Class Periods</p>				

AP® Unit 8 - Poetry Suggested Length: ~17 Days

Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Structure	<p>Skill 3.C: Explain the function of structure in a text.</p> <p>Skill 3.D: Explain the function of contrasts within a text.</p>	Read and analyze poetry with an eye for structural choices that create meaning (for example, punctuation, patterns, juxtapositions to create an antithesis, situational or verbal ironies, paradox)	<p>Recommended texts and questions for analysis by thematic chapter:</p> <p>Ch. 5: Anne Bradstreet, “Before the Birth of One of Her Children,” p. 298 Exploring the Text Q1, Q2, Q5, Q6</p> <p>Ch. 6: Sherman Alexie, “The Powwow at the End of the World,” Exploring the Text Q1, Q2, Q5, Q7, Q8</p> <p>Ch. 7: Jane Hirshfield, “This was once a love poem,” p. 682 Exploring the Text Q1, Q2, Q4</p> <p>Ch. 8: Emily Dickinson, “Much Madness is divinest Sense,” p. 919 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 9: Wallace Stevens, “Thirteen Ways of Looking at a Blackbird,” p. 1108 Exploring the Text Q1, Q2, Q4, Q5, Q6</p> <p>Ch. 10: William Butler Yeats, “The Second Coming,” p. 1272 Exploring the Text Q1, Q2, Q3, Q4, Q5</p> <p>Ch. 11: Yusef Komunyakaa, “Facing It,” p. 1453 Exploring the Text Q1, Q2, Q3, Q5</p>	4 days
Figurative Language	<p>Skill 5.B: Explain the function of specific words and phrases in a text.</p> <p>Skill 5.C:</p>	Read and analyze poetry with an eye for choices in figurative language that create meaning (for example, ambiguity, the use of a conceit)	<p>Recommended texts and questions for analysis by thematic chapter:</p> <p>Ch. 5: William Butler Yeats, “A Prayer for My Daughter,” p. 302 Exploring the Text Q1, Q5, Q6, Q9</p> <p>Ch. 6: Gary Soto, “Mexicans Begin Jogging,”</p>	4 days

	<p>Identify and explain the function of a symbol.</p> <p>Skill 6.B: Identify and explain the function of a metaphor.</p> <p>Skill 6.D: Identify and explain the function of an allusion.</p>		<p>Exploring the Text Q1, Q2, Q3, Q4, Q5</p> <p>Ch. 7: John Donne, "The Flea," Exploring the Text Q1, Q2, Q4, Q5, Q8</p> <p>Ch. 8: E. E. Cummings, "anyone lived in a pretty how town," p. 921 Exploring the Text Q1, Q2, Q3, Q4, Q5</p> <p>Ch. 9: Alexander Pope, "Sound and Sense," p. 1095 Exploring the Text Q1, Q2, Q3, Q4, Q5</p> <p>Ch. 10: Carl Sandburg, "Chicago," p. 1290 Exploring the Text Q1, Q2, Q3, Q4, Q5</p> <p>Ch. 11: Brian Turner, "Sadiq," p. 1434 Exploring the Text Q1, Q2, Q3, Q4</p>	
Literary Argumentation	<p>Skill 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Skill 7.D:</p>	Build on writing and analyzing skills in an extended literary analysis.	<p>Refer to writing sections from Ch. 2 and 4 accessed in Units 2 and 5 as necessary.</p> <p>To write a full analysis of a poem, we recommend the following texts and prompts:</p> <p>Ch. 5: Langston Hughes, "Mother to Son," p. 305 Exploring the Text Q1, Q2, Q3, Q4</p> <p>Ch. 6: Emily Dickinson, "I'm Nobody! Who are you?," Exploring the Text Q1, Q3, Q4</p> <p>Ch. 7: Elizabeth Bishop, "One Art," p. 677 Exploring the Text Q1, Q2, Q3</p> <p>Ch. 8: Nazim, Hikmet, "On Living," p. 923 Exploring the Text Q1, Q5</p>	9 days

	<p>Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p>		<p>Ch. 9: Mary Oliver, "Singapore," p. 1113 Exploring the Text Q1, Q4, Q5</p> <p>Ch. 10: Derek Walcott, "Forth Acres," p. 1287 Exploring the Text Q1, Q3, Q6</p> <p>Ch. 11: Natasha Trethewey, "Elegy for the Native Guards," p. 1437 Exploring the Text Q1, Q2, Q3, Q4</p>	
17 Class Periods				

AP® Unit 9 - Longer Works of Fiction (and Drama) Suggested Length: ~17 Days				
Big Idea/EU	AP® Skill	Instructional Purpose	Literature & Composition 1e Instruction/Practice	Pacing (50-min Class Periods)
Character	<p>Skill 1.B: Explain the function of a character changing or remaining unchanged.</p> <p>Skill 1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p>	<p>Explain changes in character, how complexities in a character are revealed through choices, speech and action</p> <p>Discuss how inconsistencies and unexpected developments in a character affect readers' interpretations</p> <p>Explain how a character's response to resolution in a narrative reveal a character's values</p>	<p>For Unit 9, we recommend either Sophocles's, <i>Antigone</i> (Ch11, pp. 1327-1367) or Oscar Wilde's <i>The Importance of Being Earnest</i> (Ch6, pp. 574-619).</p> <p>Recommended questions for discussion and study are as follows:</p> <p><i>Antigone</i> p. 1367 Questions for Discussion Q1 Questions on Style and Structure Q6</p> <p><i>The Importance of Being Earnest</i> p. 619 Questions for Discussion Q2 Questions on Style and Structure Q7</p>	4 days
Structure	Skill 3.E:		<i>Antigone</i> p. 1367	3 days

	<p>Explain the function of a significant event or related set of significant events in a plot.</p> <p>Skill 3.F: Explain the function of conflict in a text.</p>		<p>Questions for Discussion Q2, Q9, Q10 Questions on Style and Structure Q2, Q10, Q12</p> <p><i>The Importance of Being Earnest</i> p. 619 Questions for Discussion Q5, Q6 Questions on Style and Structure Q1, Q3, Q4, Q5, Q6</p>	
Narration	<p>Skill 4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p>		<p><i>Antigone</i> p. 1369 Questions for Discussion Q11, Q12 Questions on Style and Structure Q5</p> <p><i>The Importance of Being Earnest</i> p. 619 Questions for Discussion Q3, Q4, Q7, Q9</p>	4 days
Literary Argumentation	<p>Skill 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>Skill 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>Skill 7.D: Select and use relevant and sufficient evidence to both develop and</p>	Build on writing and analyzing skills in an extended literary analysis.	<p><i>Antigone</i> p. 1367 Suggestions for Writing Q1, Q3, Q4, Q5</p> <p><i>The Importance of Being Earnest</i> p. 621 Suggestions for Writing Q1, Q2, Q3, Q4</p>	6 days

	support a line of reasoning.			
				17 Class Periods