



Thematic Unit-Based Pacing Guide for the 2019 AP® Course Framework *Jago, Literature & Composition, 2nd Edition*

| AP® Unit 1 - Short Fiction I Suggested Length: ~10 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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 | Ch2: pp. 19-21 | 1 day |
| | | Practice analysis of character | Ch2: Activity, p. 22 | |
| Setting | Skill 2.A: Identify and describe specific textual details that convey or reveal a setting. | Introduce setting | Ch2: pp. 22-27 | |
| | | Practice analysis of setting | Ch2: Activity, pp. 27-28 | |
| Structure | Skill 3.A: Identify and describe how plot orders events in a narrative. | Introduce plot | Ch2: pp. 16-19 | 1 day |
| | Skill 3.B: Explain the function of a particular sequence of events in a plot. | Practice analysis of plot | Ch2: Activity, p. 19 | |
| Narration | Skill 4.A: Identify and describe the narrator or speaker of a text. | Introduce perspective and point of view | Ch2: pp. 28-34 | |

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| | Skill 4.B: Identify and explain the function of point of view in a narrative. | Deepen discussion: layered points of view | Ch2: pp. 36-40 | |
| | | Practice perspective and point of view | Activity pp. 34-36, 39-40 | |
| | Apply Skills | Read and Analyze Short Fiction | Unit 1 Thematic Focus: Chapter 5: Home & Family For each piece of short fiction, have students focus on the skills introduced above by discussing character, setting, structure, narration. Suggested questions by story: Tillie Olsen, "I Stand Here Ironing" pp. 248-253: Q1, Q2, Q3, Q5, Q6, Q7, Q8. Helena Maria Viramontes, "The Moths" pp. 254-258: Q1, Q2, Q3, Q5, Q6, Q8, Q9 Alice Munro, "The Progress of Love" pp. 258-274: Q2, Q3, Q5, Q6, Q7, Q8, Q9 * Also – teachers might consider combining Units 1, 2, and 3 and going through one theme for the first three units. Chapters 5 and 6 both offer a wealth of short fiction options and poetry options. Staying with one theme -- either Home and Family (Ch. 5) or Identity and Culture (Ch. 6) -- for the first three units might be a good hook for holding student interest. | 3 days |
| 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 | Ch2: pp. 45-50 (This section includes discussion of themes in literature, a significant 'why does it matter' feature of literature. This is a viable avenue for making deeper, more nuanced argumentative claims about literature and worthy of examination here.) Ch3: pp. 96-100 or Ch2: pp. 59-70 (Note: this section includes Glaspell's short play <i>Trifles</i> , and the skills work in this section of Ch2 is | 3 days |

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| | | | appropriate for this unit; the AP Course Framework combines longer drama with longer fiction in Units 3, 6 and 9.) | |
| | | Develop a Thesis | Ch2: Activity, p. 70 Ch3: pp. 100-101 (Note: this is an excellent explanation of the difference between a weak claim or thesis and a strong argumentative claim or thesis.) | |
| | | Introduce structure and support | Ch2: pp. 71-74 Ch3: pp. 101-102 | |
| | | Sample student essay | Ch2: pp. 74-77 Ch3: pp.103-104 Possible student individual or group activity: students might color code copies of the student essays so students can more readily identify the various parts of the paragraph. Choose one color each for claims, evidence, and commentary (which includes proper introductions to textual evidence). | |
| | | Writing a paragraph | Possible writing prompts based on activities: Ch2: Activity, p. 77 Ch3: p. 104, question 5 Possible student full class activity: draft a paragraph together to identify a viable argumentative claim, evidence to support, and then smaller groups could draft the commentary and in the full class evaluate the various small group commentary together. | |
| | | Practice writing a literary analysis paragraph | Students should choose one or more of the short fiction pieces above for this task. To frame their proper understanding of how to make a significant argumentative claim about the literature, students might <u>write a one sentence 'answer' to one of</u> | 2 days |

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| | | | <p><u>the questions listed above</u>, then look in the text for evidence to support this claim. As they build their paragraph, discuss body paragraphs in the student sample papers (listed above). Examine and identify claims, evidence, and commentary.</p> <p>Peer review and teacher review should be part of this task.</p> <p>Rewriting and revising the paragraphs to remove simplistic summary and enhance explanations and commentary would be very helpful.</p> | |
| | | | | 10 Class Periods |

| AP® Unit 2 – Poetry I Suggested Length: ~10 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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 (and speaker) | Read Ch4 pp. 107-114, which gives an overview of many of the skills defined in AP Unit 2. | 1 day |
| | | Practice analysis of character. | Activity, Ch4 pp. 114-115, Browning’s “My Heart and I” | |
| Structure | Skill 3.C: Explain the function of structure in a text. Skill 3.D: Explain the function of contrasts within a text. | Introduce contrasts (shifts) and structure | Read Ch4 p. 113 and pp. 118-120 (structure) | 1 day |
| | | Practice analysis of structure | Activity, Ch4 p. 120, Dunbar-Nelson’s “Sonnet” | |
| Figurative Language | Skill 5.B: Explain the function of specific words and | Introduce figurative language | Read Ch4 pp. 115-117, Reading for Detail Read Ch4 pp. 121-122, Sound and Rhyme | 2 days |

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| | <p>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> | | <p>Read Ch4 pp. 123-126, Connecting Poetic Elements of Style</p> <p>Read Close Reading: Figurative Language, pp. 479-480, choice of exercises pp. 480-484</p> | |
| | | Practice analysis of figurative language | Activity, Ch4 pp. 117-118, Walcott's "XIV" | |
| | Apply Skills | Read and analyze poetry | <p>Unit 2 Thematic Focus: Chapter 6, Identity and Culture (or, as described above, you might consider sticking with Chapter 5, Home and Family, if you like the poetry in that chapter and want to continue that thematic discussion with Unit 2, Poetry; if you choose Kafka's <i>Metamorphosis</i> or Wilson's <i>Fences</i> for Unit 3, Longer works of fiction or drama, either choice will continue the Home and Family theme)</p> <p>Unit 2 suggests beginning with poems that explore character. Recommended texts and questions for discussion of the elements of poetry in thematic chapter 6:</p> <p>Emily Dickinson, "I'm Nobody! Who are you?" pp. 449-450 Q1, Q4</p> <p>Countee Cullen, "Heritage" pp. 450-452 Q1, Q3, Q4, Q5, Q6, Q7, Q8</p> <p>Robert Frost, "The Most of It" pp. 453-454 Q1, Q3, Q6, Q9</p> <p>Mahmoud Darwish, "Identity Card" pp. 458-460 Q2, Q3, Q4, Q5</p> | 2 days |

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| | | | <p>Kamau Brathwaite, "Ogun" pp. 460-462 Q1, Q2, Q4, Q5, Q6, Q7</p> <p>Nathalie Handal, "Caribe in Nueva York" pp. 462-463 Q1, Q3, Q4, Q6</p> <p>Gregory Pardlo, "Written by Himself" pp. 468-469 Q1, Q2, Q3, Q5</p> <p>Juan Felipe Herrera, "Half-Mexican" pp. 469-470 Q3, Q5</p> <p>Paired poems: John Milton, "When I consider how my light is spent" pp. 471-472 Q1, Q4, Q5 Jorge Luis Borges, "A Blind Man" pp. 472-473 Q1, Q2, 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 writing literary analysis of poetry | <p>Read Ch4 pp. 126-138, From Analysis to Essay: Writing a Close Analysis Essay</p> <p>Note: Although this section discusses essays rather than paragraphs, the literary argumentation skills are consistent.</p> | 2 days |
| | | Practice Writing an Analysis of Poetry | <p>Activity Ch4 p. 138. To more closely hit this skill, consider adding a step that asks them to select evidence for each topic sentence.</p> <p>To write a paragraph about a poem, we recommend the following texts and prompts.</p> <p>These questions might need to be adapted to instruct the students to answer in a well-supported paragraph.</p> <p>Choose one of the following avenues:</p> <p>(1) Writing prompts for particular poems:</p> | 2 days |

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| | | | <p>Using the list of poems and questions above, have students choose one poem and one question and build their paragraph by writing an argumentative claim in answer to the question. This will be their topic sentence.</p> <p>(2) Suggestions for Writing, p. 485 (These prompts suggest using 2 or more texts. Have students choose 1 poem.) Q1, Q2, Q4,</p> <p>Directions: Students will write their paragraph with an argumentative topic sentence as their thesis in answer to the question. They should choose evidence to support their thesis. In writing their paragraph, they should focus on the commentary to properly set up and introduce their evidence and to connect to and explain their thesis.</p> <p>It may be helpful to do two paragraphs on two different poems for extra practice. Students might do peer review and rewrite to improve their paragraphs.</p> <p>Teachers might display or project some of the best paragraphs and discuss the features that make these paragraphs strong.</p> | |
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| AP® Unit 3 - Longer Fiction or Drama Suggested Length: ~17 Days | | | | |
| Option 1: Kafka's <i>The Metamorphosis</i> (Chapter 5, pp.195-225) (Thematic focus links to Unit 1/Chapter 5: Home and Family) | | | | |
| If teachers choose option 1, they may be able to connect thematically to the Home and Family theme begun in Unit 1 and perhaps continued in Unit 2. | | | | |
| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e Instruction/Practice | Pacing (50-min Class Periods) |
| Character | Skill 1.A: Identify and describe what specific textual details reveal about a | Discuss and analyze the development of character through descriptions, perspectives, contrasts | Questions for Discussion p. 225, Q1, Q2, Q3, Q9, Q10 Questions on Style and Structure p. 226, Q1, Q9 | 5 days |

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| | <p>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> | and actions. | | |
| Setting | <p>Skill 2.A: Identify and describe specific textual details that convey or reveal a setting.</p> | Explain the function of setting. | <p>Questions for Discussion Q3, Q4, Q7, Q8</p> <p>Questions on Style and Structure Q7</p> <p>Read Texts in Context, pp. 229-232</p> <p>Literature in Conversation Q2, Q3, Q4</p> | 2 days |
| 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> | Discuss and analyze how events and conflicts in a plot convey meaning. | <p>Questions for Discussion Q5, Q6, Q9, Q11, Q12, Q13, Q14</p> <p>Questions on Style and Structure Q4, Q5, Q6, Q11, Q12</p> | 5 days |
| Literary Argumentation | <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: Develop a thesis statement that conveys a defensible claim about an interpretation of</p> | Practice writing paragraphs interpreting a text that include a purposeful thesis statement, relevant evidence and logical commentary. | <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>Many of the Questions on Style and Structure could be paragraph assignments to develop Skills 7 A-E. We recommend Q1, Q2, Q3, Q5, Q7, Q8, Q9.</p> <p>The following questions might need to be limited and adapted to instruct the students to answer in a well-supported paragraph: Suggestions for Writing Q1, Q2, Q3, Q4</p> | 5 days |

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| | <p>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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | | | |
| 17 Class Periods | | | | |

| AP® Unit 3 - Longer Fiction or Drama Suggested Length: ~17 Days | | | | |
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| Option 2: Wilde's <i>The Importance of Being Earnest</i> (Chapter 7, pp. 518-555) (Thematic focus links to Unit 4/Chapter 7: Love and Relationships) | | | | |
| If teachers choose option 2, the theme of Love and Relationships is the same one used for Unit 4, short fiction, below. | | | | |
| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e Instruction/Practice | Pacing (50-min Class Periods) |
| Character | Skill 1.A: Identify and describe what specific textual | Discuss and analyze the development of character through descriptions, perspectives, contrasts | The following questions for Wilde's <i>The Importance of Being Earnest</i> (Unit 7, pp. 518-555) reinforce Unit 3 skills. | 5 days |

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| | <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> | and actions. | <p>Questions for Discussion p. 556, Q1, Q3, Q7, Q8</p> <p>Questions on Style and Structure p. 557, Q5, Q7</p> | |
| Setting | <p>Skill 2.A: Identify and describe specific textual details that convey or reveal a setting.</p> | Explain the function of setting. | <p>Questions for Discussion Q1, Q6, Q9, Q10</p> <p>Questions on Style and Structure Q1, Q6</p> <p>Read Texts in Context, pp. 558- 561</p> <p>Literature in Conversation Q2</p> | 3 days |
| 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> | Discuss and analyze how events and conflicts in a plot convey meaning. | <p>Questions for Discussion Q4, Q5, Q6</p> <p>Questions on Style and Structure Q2, Q3, Q4, Q10</p> | 4 days |
| Literary Argumentation | <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: Develop a thesis statement that conveys a defensible claim about an interpretation of</p> | Practice writing essays interpreting a text that include a purposeful thesis statement, relevant evidence and logical commentary. | <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>Many of the Questions on Style and Structure could be paragraph assignments to develop Skills 7 A-E. We recommend Q5, Q6, Q8, Q9.</p> <p>The following questions might need to be limited and adapted to instruct the students to answer in a well-supported paragraph. Suggestions for Writing, Q1, Q2, Q3,</p> | 5 days |

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| | <p>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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | | Q4, Q5 | |
| 17 Class Periods | | | | |

| AP® Unit 4 - Short Fiction II Suggested Length: ~17 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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</p> | Discuss and analyze how contrasting characters and purposeful language reveals character. | Read Ch3, pp. 79-95 | 3 days |

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| | <p>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> | | | |
| 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> | Discuss and analyze how language helps establish atmosphere/mood of a setting. | | |
| Structure | <p>Skill 3.A: Identify and describe how plot orders events in a narrative.</p> <p>Skill 3.D: Explain the function of contrasts within a text.</p> | Discuss and analyze how contrasts in the plot reveal conflicts in values or ideas (themes). | | |
| 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</p> | Discuss and analyze tone and stream of consciousness narration. | <p>Read Ch2: p. 33-34</p> <p>Read Ch5, Close Reading: Connotation, p. 303. Complete Exercise 1, Exercise 2B</p> <p>Read Ch7, Close Reading: Irony, pp. 626-628. Complete Exercise 2, Q1, Q2, Q3, Q4; Exercise 3, Q1-7</p> | 3 days |

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| | <p>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> | | <p>Read Ch8, Close Reading: Tone, pp. 827-829. Complete Exercise 2 Q3, Q4, Q5, Q6; Exercise 4</p> <p>Read Ch9, Close Reading: Syntax, pp. 1059-1061. Complete exercise 1, Q1-4, Q6, Q8; Exercise 2; Exercise 3</p> | |
| | <p>Apply Skills</p> | <p>Practice analyzing short fiction.</p> | <p>Unit 4 Thematic Focus: Chapter 7, Love and Relationships</p> <p>James Joyce, "The Dead" pp. 489-515</p> <p>Suggested approach:</p> <p>(1) assign students to read the story at home or in class; possible pre-reading assignment, see TE p. 489, research.</p> <p>(2) as they read, assign tasks such as:</p> <ul style="list-style-type: none"> • characterization chart (see teaching idea p. 490 in Teacher's Edition) • tracking interactions between Gabriel and guests (see teaching idea p. 491 in Teacher's Edition) • word choice chart for life/death words (see teaching idea p. 491 in Teacher's Edition) <p>(3) in class close reading discussion of particularly resonant passages (see teaching ideas pp. 513-515 in Teacher's Edition)</p> <p>(4) assign questions appropriate to Unit 4 understandings, skills, and knowledge:</p> <ul style="list-style-type: none"> • Questions for Discussion, pp. 515-516: Q1, Q2, Q3, Q4, Q5, Q6, Q8, Q9, Q11, Q13 • Questions on Style and Structure, pp. 516-517: Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13 <p>Katherine Mansfield, "Bliss" pp. 576-584, Q1, Q2, Q3, Q4, Q5, Q7, Q9</p> <p>William Faulkner, "A Rose for Emily" pp. 584-590, Q1, Q2,</p> | <p>4 days</p> |

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| | | | Q3, Q4, Q5, Q6, Q8 Sandra Cisneros, "Woman Hollering Creek" pp. 591-598, Q1, Q2, Q3, Q4, Q5, Q6, Q8, Q9 | |
| 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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | Practice writing analysis of short fiction and passages, focusing on paragraph coherence and integrating quotations. | <p>Read Ch3: pp. 96-104</p> <p>Chapter 5: Love and Relationships Reading and Writing options</p> <p>To practice Unit 4 literary argumentation skills, students should be writing a full length paper analyzing short fiction. Students should pay close attention to the line of reasoning. Overarching thesis and subsequent claims, paragraph by paragraph, should support a clear line of reasoning.</p> <p>Sample student essay: Ch. 3, pp. 103-105</p> <p>Writing prompts based on short fiction in Ch. 7 listed above:</p> <p>James Joyce, "The Dead": Questions for Writing, p. 517 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Students may choose any one of these questions to develop into a full length literary argument:</p> <p>Katherine Mansfield, "Bliss" pp. 576-584, Q1, Q2, Q3, Q4, Q5, Q7, Q9</p> <p>William Faulkner, "A Rose for Emily" pp. 584-590, Q1, Q2, Q3, Q4, Q5, Q6, Q8</p> <p>Sandra Cisneros, "Woman Hollering Creek" pp. 591-598, Q1, Q2, Q3, Q4, Q5, Q6, Q8, Q9</p> | 6 days |

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| | | | Possible avenues: peer editing, revising and rewriting papers | |
| | | | | 16 Class Periods |

| AP® Unit 5 – Poetry II Suggested Length: ~17 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e Instruction/Practice | Pacing (50-min Class Periods) |
| Structure | Skill 3.C: Explain the function of structure in a text. | Identify and analyze closed and open forms of poetry. | <p>Review Ch4 pp. 118-122 and focus on closed and open forms of poetry.</p> <p>Unit 5 Thematic Focus: Chapter 8, Conformity and Rebellion</p> <p>Recommended texts and questions for discussion of the elements of poetry in thematic chapter 8:</p> <p>Alexander Pope, “Sound and Sense” pp. 800-801 Q2, Q3, Q4</p> <p>Percy Bysshe Shelley, “Song: To the Men of England” pp. 801-802 Q3, Q4, Q5, Q6, Q7</p> <p>Emily Dickinson, “Much Madness is divinest Sense –” p. 803 Q1, Q2, Q3</p> <p>Wallace Stevens, “Disillusionment of Ten O’Clock” pp. 804-805 Q2, Q3, Q4, Q5, Q6</p> <p>E.E. Cummings, “anyone lived in a pretty how town” pp. 805-806 Q1, Q2, Q3, Q4, Q5</p> | 4 days |

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| | | | <p>Dylan Thomas, "Do not go gentle into that good night" pp. 806-807 (extended metaphor is a feature of this poem) Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Gwendolyn Brooks, "The Chicago <i>Defender</i> Sends a Man to Little Rock" pp. 808-810 Q2, Q3, Q4, Q5</p> <p>Anne Sexton, "Her Kind" pp. 810-811 Q1, Q2, Q3, Q4, Q5</p> <p>Frank O'Hara, "The Day Lady Died" pp. 811-812 Q1, Q2, Q3</p> <p>Allen Ginsberg, "Is About" pp. 813-814 Q2, Q3, Q5</p> <p>Terrance Hayes, "Talk" pp. 814-816 Q2, Q4, Q5, Q6, Q7</p> <p>Woods, "Ghazal for White Hen Pantry" pp. 818-819 Q3, Q5</p> | |
| Figurative Language | <p>Skill 5.A: Distinguish between the literal and figurative 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</p> | Discuss and analyze the purpose of word choice in poetry by focusing on descriptive words, hyperbole, imagery, metaphor (including extended metaphor), personification and allusion. | <p>The skills in this unit can be practiced through close reading and discussion of poems from the thematic chapter (as listed above). The following Close Reading sections and exercises will be useful groundwork for figurative language:</p> <p>Read Ch5, Close Reading: Connotation, pp. 303. Complete Exercise 1, Exercise 2A, Exercise 3, Exercise 4</p> <p>Read Ch6, Close Reading: Figurative Language, pp. 479-480. Complete Exercise 1, Q2, Q4, Q7; Exercise 2, Q2, Q3, Q5, Q6, Q7</p> | 3 days |

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| | <p>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>Read Ch10, Close Reading: Imagery, pp. 1236-1240. Complete Exercise 1, Q5, Q6; Exercise 2, Q3, Q4, Q5; Exercise 3; Exercise 4</p> | |
| | Apply Skills | Practice reading and analyzing poetry. | Continue to expand the close reading and discussion by choosing from the poems listed above. | 5 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</p> | Practice writing an analysis of poetry, focusing on multiple interpretations of a text and on transitions within an essay. | <p>To write a full analysis of a poem, we recommend one of two avenues:</p> <p>(1) Have students choose one to three of the poems listed above and use one of the writing prompts in Suggestions for Writing p. 833: Q2, Q4, Q6</p> <p>(2) Have students choose one poem they enjoyed reading from the selection for this thematic unit and write their analysis starting with the following generic prompt:</p> <p><u>Poet</u> argues ____ in his/her poem <u>title</u>. <u>Poet</u> expresses the significance of ____.</p> <p>Example: Robert Frost argues that nature and beautiful natural things are short-lived and ephemeral in his poem, “Nothing Gold Can Stay.” Frost expresses the significance of the losses that come from the awareness that nothing beautiful can last and that everything is subject to decay.</p> | 5 days |

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| | <p>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>Students should work on peer critique of one another's papers by any of the following means:</p> <ul style="list-style-type: none"> a) analyze the line of reasoning by identifying the argumentative overarching thesis and identifying subsequent argumentative claims throughout the paper that support this thesis; b) eliminate tangential, inadequate, or summative statements that attempt to be claims; c) evaluate the effectiveness of the evidence from the text(s) which have been chosen to support the claims; d) identify grammatical issues and clarity issues and rewrite, clarify, and rearrange. | |
| 17 Class Periods | | | | |

| AP® Unit 6 - Longer Works of Fiction or Drama II Suggested Length: ~17 Days | | | | |
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| Option 1: Shakespeare's <i>Hamlet</i> (Chapter 8, pp. 651-731) (Thematic focus links to Unit 5/Chapter 8: Conformity and Rebellion) | | | | |
| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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</p> | Discuss and analyze how characters are revealed through internal and external conflicts and through foil characters. | <p>Questions for Discussion p. 732, Q2, Q4, Q6, Q8, Q11, Q13, Q15, Q16, Q17, Q18</p> <p>Questions on Style and Structure p. 733, Q2</p> <p>Read Texts in Context, pp. 736-757</p> <p>Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8</p> | 5 days |

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| | that character, and explain the function of those complexities. | | | |
| 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> <p>Skill 3.D: Explain the function of contrasts within a text.</p> | Discuss and analyze the purposes of plot structure, with emphasis on non-chronological elements of plot and of contrasting scenes. | <p>Questions for Discussion Q1, Q5</p> <p>Questions on Style and Structure Q1, Q6, Q7</p> | 2 days |
| 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>Skill 4.D: Explain how a narrator's reliability affects a narrative.</p> | Discuss and analyze how tone and reliability reveal a narrator's or speaker's perspective. | <p>Questions for Discussion Q3, Q7, Q10, Q13, Q14, Q19</p> <p>Questions on Style and Structure Q3, Q8, Q10</p> | 4 days |
| Figurative Language | <p>Skill 5.C: Identify and explain the function of a symbol.</p> | Discuss and analyze the function of symbols and other figurative language. | Questions on Style and Structure Q5, Q9 | 2 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</p> | Practice writing literary analysis of a complete text with focus on acknowledging alternative interpretations and on the use of purposeful | <p>Questions on Style and Structure Q9, Q11</p> <p>Suggestions for Writing Q1, Q2, Q3, Q5, Q7, Q8, Q9, Q10,</p> | 4 days |

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| | <p>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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | sentence variety. | | |
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17 Class Periods

AP® Unit 6 - Longer Fiction or Drama II Suggested Length: ~17 Days
Option 2: Shelley's *Frankenstein* (Chapter 9, pp. 852-965) (Thematic focus links to Unit 7/Chapter 9: Tradition and Progress)

| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e Instruction/Practice | Pacing (50-min Class Periods) |
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| 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> | Discuss and analyze how characters are revealed through internal and external conflicts and through foil characters. | <p>Questions for Discussion p. 965, Q6, Q14, Q15, Q16, Q19</p> <p>Questions on Style and Structure p. 967, Q6</p> | 4 days |

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| | <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> | | | |
| 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> <p>Skill 3.D: Explain the function of contrasts within a text.</p> | Discuss and analyze the purposes of plot structure, with emphasis on non-chronological elements of plot and of contrasting scenes. | <p>Questions for Discussion Q4, Q7, Q8, Q11, Q12</p> <p>Questions on Style and Structure Q1, Q5, Q7, Q13</p> | 4 days |
| 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>Skill 4.D: Explain how a narrator’s reliability affects a narrative.</p> | Discuss and analyze how tone and reliability reveal a narrator’s or speaker’s perspective. | Questions for Discussion Q5, Q9, Q11, Q17, Q20 | 3 days |

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| Figurative Language | <p>Skill 5.C: Identify and explain the function of a symbol.</p> | Discuss and analyze the function of symbols and other figurative language | Questions on Style and Structure Q2, Q4, Q8, Q9, Q10, | 2 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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | Practice writing literary analysis of a complete text with focus on acknowledging alternative interpretations and on the use of purposeful sentence variety. | <p>Questions for Discussion Q2</p> <p>Suggestions for Writing p. 969, Q1, Q3, Q4</p> <p>Read Texts in Contexts, pp. 971-994 and Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7</p> | 4 days |
| 17 Class Periods | | | | |

| AP® Unit 7 - Short Fiction III Suggested Length: ~17 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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> | Discuss and analyze the purpose of character development, including through epiphanies and through conflict with society. | <p>Students take their analysis of short fiction deeper in Unit 7, recognizing that their impressions and analysis of a text may shift as they read further into the text.</p> <p>In-depth full class and small group conversations about the nuances of text will make up most of time in class periods.</p> <p>Unit 7 Thematic focus: Chapter 9, Tradition and Progress</p> <p>Short fiction pieces to study and questions to support Unit 7 skills:</p> | 7 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> | Discuss and analyze changes in setting and the relationships between character and setting | <p>Flannery O'Connor, "A Good Man is Hard to Find" pp. 837-849 – Teacher's edition includes rich and varied teaching ideas that can drive classroom discussion and analysis of O'Connor's complex and nuanced story, excellent for enhancing Unit 7 skills.</p> <p>Questions for Discussion and Questions on Style and Structure, pp. 849-850, are all helpful in directing students toward the conversations they need to be having in this unit.</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> | Discuss and analyze the purpose of pacing in a text | <p>James Baldwin, "Sonny's Blues" pp. 996-1015 Q1, Q2, Q3, Q5, Q6, Q7, Q9, Q10, Q11, Q12, Q13</p> <p>Alice Walker, "Everyday Use" pp. 1016-1022 Q1, Q2, Q3, Q4, Q5, Q7, Q8, Q9, Q10</p> | |
| Narration | <p>Skill 4.D: Explain how a narrator's reliability affects a narrative.</p> | Discuss and analyze the reliability of narrators and characters. | Hanif Kureishi, "We're Not Jews" pp. 1022-1028 Q1, Q2, Q3, Q4, Q5, Q7, Q9 | |

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| 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> | Discuss and analyze the purposes of symbolic settings, motif, simile, personification and other figurative language | <p>Read Ch6, Close Reading: Figurative Language, pp. 479-480. Complete Exercise 1, Q1, Q3, Q5, Q6; Exercise 2, Q1, Q4, Q8, Q9; Exercises 3, 4, 5.</p> <p>Read Ch10, Close Reading: Imagery, pp. 1236-1240. Complete Exercise 1, Q1-4; Exercise 2, Q1, Q2; Exercise 3; Exercise 4</p> | 3 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</p> | Practice writing literary analysis of short fiction and passages, with focus on themes and on revising textual evidence | <p>Questions for writing prompts:</p> <p>Flannery O'Connor, "A Good Man is Hard to Find" pp. 837-849 Questions for Writing, p. 851 Q1-6</p> <p>James Baldwin, "Sonny's Blues" pp. 996-1015 p. 1015 Q5, Q8</p> <p>Alice Walker, "Everyday Use" pp. 1016-1022 p. 1021-22 Q1, Q9, Q10</p> <p>Hanif Kureishi, "We're Not Jews" pp. 1022-1028 p. 1028 Q3, Q8, Q10</p> <p>Suggested approaches: (1) Students should be outlining, drafting, soliciting feedback, and revising their papers.</p> | 7 days |

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| | to both develop and support a line of reasoning. | | (2) Teachers can scaffold these steps beginning with evaluation of the overarching thesis, and then evaluation of line of reasoning and argumentative claims in support of this thesis. (3) Students should take care to avoid summary and be critical of the depth of their arguments, from claims to choice of evidence, to commentary. | |
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| AP® Unit 8 - Poetry III Suggested Length: ~17 Days | | | | |
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| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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> | Discuss and analyze how ideas develop in a poem through structural patterns, syntax, juxtaposition, irony, paradox. | <p>The following Close Reading sections and exercises will be useful groundwork for the skills presented in Unit 8:</p> <p>Read Ch7, Close Reading: Irony, pp. 626-628. Complete Exercise 2, Q5, Q6; Exercise 4</p> <p>Read Ch8, Close Reading: Tone, pp. 827-829. Complete Exercise 2 Q1, Q2, Q7, Q8; Exercise 3</p> <p>Read Ch9, Close Reading: Syntax, pp. 1061-1062. Complete exercise 1, Q5, Q7; exercise 4</p> <p>Unit 8 Thematic Focus: Chapter 10, War and Peace Recommended texts and questions for discussion of the elements of poetry in thematic Chapter 10:</p> <p>Julia Ward Howe, “Battle Hymn of the Republic” pp. 1207-1208 Q1, Q2, Q3, Q4, Q5</p> <p>Walt Whitman, “Vigil Strange I Kept on the Field One Night” pp. 1208-1209</p> | 8 days |
| Figurative Language | <p>Skill 5.B: Explain the function of specific words and phrases in a text.</p> <p>Skill 5.C: 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> | Discuss and analyze ambiguity, symbols, metaphors, allusions and other figurative language. | | |

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| | | | <p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Thomas Hardy, "Channel Firing" pp. 1210-1211 Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8</p> <p>Siegfried Sassoon, "Lamentations" pp. 1211-1212 Q1, Q2, Q3, Q4</p> <p>Wilfred Owen, "Dulce et Decorum Est" pp. 1212-1214 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Anna Akhmatova, "The First Long-Range Artillery Shell in Leingrad" pp. 1214-1215 Q1, Q2, Q3, Q4</p> <p>Henry Reed, "Naming of Parts" pp. 1215-1216 Q1, Q2, Q3, Q4</p> <p>Richard Wilbur, "First Snow in Alsace" p. 1217 Q1, Q2, Q3, Q4, Q5</p> <p>Margaret Atwood, "It is Dangerous to Read Newspapers" pp. 1218-1219 Q1, Q2, Q3, Q4, Q5</p> <p>Wisława Szymborska, "The Terrorist, He Watches" pp. 1219-1220 Q1, Q2, Q3, Q4, Q5</p> <p>Dunya Mikhail, "The War Works Hard" pp. 1220-1221 Q1, Q2, Q3, Q4, Q5</p> <p>Brian Turner, "Sadiq" p. 1222 Q1, Q2, Q3</p> | |
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| | | | <p>Cathy Linh Che, “Split” p. 1223-1224 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Jill McDonough, “Twelve-Hour Shifts” pp. 1224-1225 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Amit Majmudar, “Welcome Home, Troops!” pp. 1225-1226 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Solmaz Sharif, “Safe House” pp. 1227-1228 Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Paired Poems: Richard Lovelace, “To Lucasta, Going to the Wars” pp. 1229-1231 Q1, Q2, Q3, Q4, Q5 and Robert Graves, “To Lucasta on Going to the War – for the Fourth Time” p. 1230 Q1, Q2, Q3, Q4</p> <p>Thomas Hardy, “A Wife in London (December, 1899) p. 1231-1232 Q1, Q2, Q3, Q4 and Yusef Komunyakaa, “Between Days” pp. 1232-1233 Q1, Q2, Q3, Q4</p> <p>Wilfred Owen, “The Parable of the Old Man and the Young” pp. 1233-1234 Q1, Q2, Q3, Q4</p> | |
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| | | | and Wilfred Owen, "Arms and the Boy" pp. 1234-1235 Q1, Q2, Q3, Q4, Q5 | |
| 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 support a line of reasoning.</p> <p>Skill 7.E: Demonstrate control over the elements of composition to communicate clearly.</p> | Practice Writing an Analysis of poetry, including citing outside sources | <p>To write a full analysis of a poem, we recommend the following texts and prompts:</p> <p>Julia Ward Howe, "Battle Hymn of the Republic" pp. 1207-1208 Q4</p> <p>Walt Whitman, "Vigil Strange I Kept on the Field One Night" pp. 1208-1209 Q1, Q2</p> <p>Thomas Hardy, "Channel Firing" pp. 1210-1211 Q8</p> <p>Wilfred Owen, "Dulce et Decorum Est" pp. 1212-1214 Q6, Q7</p> <p>Anna Akhmatova, "The First Long-Range Artillery Shell in Leingrad" pp. 1214-1215 Q4</p> <p>Henry Reed, "Naming of Parts" pp. 1215-1216 Q5, Q6</p> <p>Richard Wilbur, "First Snow in Alsace" p. 1217 Q5</p> <p>Margaret Atwood, "It is Dangerous to Read Newspapers" pp. 1218-1219 Q3</p> | 9 days |

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| | | | <p>Wisława Szymborska, "The Terrorist, He Watches" pp. 1219-1220 Q4</p> <p>Dunya Mikhail, "The War Works Hard" pp. 1220-1221 Q5</p> <p>Brian Turner, "Sadiq" p. 1222 Q4</p> <p>Cathy Linh Che, "Split" p. 1223-1224 Q6</p> <p>Jill McDonough, "Twelve-Hour Shifts" pp. 1224-1225 Q6</p> <p>Amit Majmudar, "Welcome Home, Troops!" pp. 1225-1226 Q5, Q6</p> <p>Solmaz Sharif, "Safe House" pp. 1227-1228 Q6</p> <p>Paired Poems: Richard Lovelace, "To Lucasta, Going to the Wars" pp. 1229-1231 and Robert Graves, "To Lucasta on Going to the War – for the Fourth Time" p. 1230 Focus on Comparison and Contrast Q1, Q2, Q3, Q3 Writing Assignment p. 1231</p> <p>Thomas Hardy, "A Wife in London (December, 1899) p.</p> | |
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| | | | <p>1231-1232 and Yusef Komunyakaa, “Between Days” pp. 1232-1233 Focus on Comparison and Contrast Q1, Q2, Q3 Writing Assignment p. 1233</p> <p>Wilfred Owen, “The Parable of the Old Man and the Young” pp. 1233-1234 and Wilfred Owen, “Arms and the Boy” pp. 1234-1235 Focus on Comparison and Contrast Q1, Q2, Q3 Writing Assignment p. 1235</p> | |
| 17 Class Periods | | | | |

| AP® Unit 9 - Longer Fiction or Drama III Suggested Length: ~17 Days | | | | |
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| Option 1: Wilson's <i>Fences</i> (Chapter 5, pp. 151-191) (Thematic focus links to Chapter 5: Home and Family) | | | | |
| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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> | Discuss and analyze the function of minor characters and the purpose of changes in a character over the course of a text. | <p>Questions for Discussion p. 192, Q4, Q6, Q9, Q12</p> <p>Suggestions for Writing p. 193, Q1</p> | 5 days |
| Structure | Skill 3.E: | Discuss and analyze the | Questions for Discussion p. 192, Q10 | 3 days |

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| | <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>purpose of conflict, suspense, contrast, and resolution (or lack of resolution)</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>Discuss and analyze the function of contrasting and changing perspectives</p> | <p>Questions for Discussion p. 192, Q5</p> <p>Suggestions for Writing p. 192, Q3</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 support a line of reasoning.</p> | | <p>Questions on Style and Structure, p. 192 Q3, Q5, Q10</p> <p>Suggestions for Writing p. 193, Q1, Q2, Q3, Q4</p> | 5 days |
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AP® Unit 9 - Longer Fiction or Drama III Suggested Length: ~17 Days
Option 2: Conrad's *Heart of Darkness* (Chapter 6, pp. 327-382) (Thematic focus links to Chapter 6: Identity and Culture)

| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e Instruction/Practice | Pacing (50-min Class Periods) |
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| 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> | Discuss and analyze the function of minor characters and the purpose of changes in a character over the course of a text. | <p>Questions for Discussion p. 382, Q1, Q14, Q15, Q17</p> <p>Questions on Style and Structure p. 383, Q20</p> <p>Suggestions for Writing p. 385 Q2</p> | 5 days |
| 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> | Discuss and analyze the purpose of conflict, suspense, contrast, and resolution (or lack of resolution) | <p>Questions for Discussion Q2, Q7, Q16</p> <p>Questions on Style and Structure Q1, Q8, Q12</p> <p>Suggestions for Writing Q9</p> | 4 days |
| 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> | Discuss and analyze the function of contrasting and changing perspectives | <p>Questions for Discussion Q4, Q9, Q11, Q18</p> <p>Questions on Style and Structure Q4, Q5, Q15, Q16, Q18, Q19</p> <p>Read Texts in Context, pp. 386-416</p> <p>Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7</p> | 3 days |
| Literary Argumentation | <p>Skill 7.B: Develop a thesis statement that conveys</p> | | Suggestions for Writing Q1, Q2, Q3, Q4, Q6, Q9 | 5 days |

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| | <p>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 support a line of reasoning.</p> | | | |
| 17 Class Periods | | | | |

| AP® Unit 9 - Longer Fiction or Drama III Suggested Length: ~17 Days | | | | |
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| Option 3: Shakespeare's <i>Othello</i> (Chapter 10, pp. 1086-1155) (Thematic focus links to Unit 8/Chapter 10: War and Peace) | | | | |
| Big Idea/EU | AP® Skill | Instructional Purpose | Literature & Composition 2e 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</p> | Discuss and analyze the function of minor characters and the purpose of changes in a character over the course of a text. | <p>Questions for Discussion p. 1156, Q1, Q5, Q6, Q8, Q17, Q19, Q20, Q24</p> <p>Questions on Style and Structure p. 1157, Q7, Q8</p> <p>Suggestions for Writing p. 1158, Q2</p> | 4 days |

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| | that character, and explain the function of those complexities. | | | |
| 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> | Discuss and analyze the purpose of conflict, suspense, contrast, and resolution (or lack of resolution) | <p>Questions for Discussion Q7, Q11, Q13, Q15</p> <p>Questions on Style and Structure Q4, Q5, Q10, Q12, Q13, Q15</p> <p>Suggestions for Writing Q6</p> | 3 days |
| 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> | Discuss and analyze the function of contrasting and changing perspectives | <p>Questions for Discussion Q2, Q3, Q4, Q10, Q16, Q22, Q23</p> <p>Questions on Style and Structure Q8, Q9</p> <p>Suggestions for Writing Q1, Q5, Q7, Q8</p> <p>Read Texts in Context, pp. 1160-1183</p> <p>Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8</p> | 5 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> | | Suggestions for Writing Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8 | 5 days |

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| | Skill 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning. | | | |
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