

This slide deck contains a combination of “The College Board Pacing Guide for Flipped Classrooms” for AP English Literature and Composition and a modified pacing guide for *Literature & Composition, 2e*.



- The Units are color-coded and align with the number of weeks suggested by College Board.
- While planning, consider how to use the AP Classroom Topic Questions and Progress Checks for each Unit.

**Week 1: Jan. 4-8 – Unit 4****1.A, 1.C, 1.D, 2.B, 2.C, 3.A, 3.D**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	AP Daily Video 1	CHR-1.O: The significance of characters is often revealed through their agency and through nuanced descriptions. CHR-1.P: Characters' choices—in speech, action, and inaction—reveal what they value.	💡 Topic Questions
1.C: Explain the function of contrasting characters.	AP Daily Video 1	CHR-1.Q: The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature. CHR-1.R: Protagonists and antagonists may represent contrasting values.	💡 Topic Questions
1.D: Describe how textual details reveal nuances and complexities in characters' relationships with one another.	AP Daily Video 1 AP Daily Video 2	CHR-1.S: Conflict among characters often arises from tensions generated by their different value systems.	💡 Topic Questions
2.B: Explain the function of setting in a narrative.	AP Daily Video 1	SET-1.C: A setting may help establish the mood and atmosphere of a narrative.	💡 Topic Questions
2.C: Describe the relationship between a character and a setting.	AP Daily Video 1	SET-1.D: The environment a character inhabits provides information about that character.	💡 Topic Questions

***In Literature & Composition***

- Read or review Ch. 3 p. 79-95 (Close Reading: Analyzing Passage of Fiction)

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.A: Identify and describe how plot orders events in a narrative.	AP Daily Video 1	STR-1.R: Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.	 Topic Questions
3.D: Explain the function of contrasts within a text.	AP Daily Video 1 AP Daily Video 2	STR-1.S: The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.  STR-1.T: Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.	 Topic Questions




*In Literature & Composition*

- Read or review Ch. 3 p. 79-95 (Close Reading: Analyzing Passage of Fiction)




## Weeks 1 and 2A: Jan. 4-15 – Unit 4

## 4.A, 4.B, 4.C

## In *Literature & Composition*

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.A: Identify and describe the narrator or speaker of a text.	AP Daily Video 1	NAR-1.J: Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.	 Topic Questions
4.B: Identify and explain the function of point of view in a narrative.	AP Daily Video 1 AP Daily Video 2	NAR-1.K: Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.  NAR-1.L: Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.	 Topic Questions
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video 1 AP Daily Video 2	NAR-1.M: The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.  NAR-1.N: Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.  NAR-1.O: The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.	 Topic Questions

- Read or review Ch. 2 p. 33-34 (“Stream of Consciousness”)
- Read Ch. 5, “Connotation”
  - Complete
    - Ex. 1 (p. 303)
    - Ex. 2B (p. 305)
- Read Ch. 7, “Close Reading: Irony,” p. 626-628
  - Complete
  - Ex. 2, Q1, A2, Q3, Q4 (p. 628)
  - Ex. 3, Q1-7 (p. 629-630)
- Read Ch. 8, “Close Reading: Tone,” p. 827-829
  - Complete
  - Ex. 2, Q3, Q4, Q5, Q6 (p. 830-831)
  - Ex. 4 (p. 832)
- Read Ch. 9, “Close Reading: Syntax,” (p. 1059-1061)
  - Complete
    - Ex. 1, Q1-4, Q6, Q8 (p. 1063)
    - Ex. 2 (p. 1063)
    - Ex. 3 (p. 1064)

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.A: Identify and describe the narrator or speaker of a text.	AP Daily Video 1	NAR-1.J: Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.	 Topic Questions
4.B: Identify and explain the function of point of view in a narrative.	AP Daily Video 1 AP Daily Video 2	NAR-1.K: Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.  NAR-1.L: Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.	 Topic Questions
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video 1 AP Daily Video 2	NAR-1.M: The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.  NAR-1.N: Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.  NAR-1.O: The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.	 Topic Questions


*In Literature & Composition*

Choose 2-3 of the following stories and “Exploring the Text” question sets for students to practice analyzing short fiction:

- Ch. 5: Munro, “The Progress of Love”
  - Q1, Q2, Q4, Q5, Q7, Q8, Q9
- Ch. 6: Lessing, “The Old Chief Mshlanga”
  - Q1-Q5
- Ch. 7: Faulkner, “A Rose for Emily”
  - Q1-Q3, Q8
- Ch. 8: Melville, “Bartleby, the Scrivener”
  - Q1-Q7
- Ch. 9: Baldwin, “Sonny’s Blues”
  - Q1-Q9
- Ch. 10: Ozick, “The Shawl”
  - Q1-Q4, Q6, Q7

Choose 2 of the following stories and “Exploring the Text” or “Questions for Discuss” for students to practice writing an analysis of short fiction while focusing on paragraph coherence and integrating quotations:

- Ch. 5: Viramontes, “The Moths”
  - Q7
- Ch. 6: Oats, “Where Are You Going, Where Have You Been?”
  - Q4
- Ch. 7: Cisneros, “Woman Hollering Creek”
  - Q5
- Ch. 8: Danticat, “The Book of the Dead”
  - Q for Discussion 10
- Ch. 9: Aldiss, “Super-Toys Last All Summer Long”
  - Q5
- Ch. 10: Mukherjee, “The Management of Grief”
  - Q6

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video 1	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	 Topic Questions

7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.


AP Daily Video 1

LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.

LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.

LAN-1.M: The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.

LAN-1.N: Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.

 Topic Questions

Choose 2 of the following stories and “Exploring the Text” or “Questions for Discuss” for students to practice writing an analysis of short fiction while focusing on paragraph coherence and integrating quotations:

- Ch. 5: Viramontes, “The Moths”
  - Q7
- Ch. 6: Oats, “Where Are You Going, Where Have You Been?”
  - Q4
- Ch. 7: Cisneros, “Woman Hollering Creek”
  - Q5
- Ch. 8: Danticat, “The Book of the Dead”
  - Q for Discussion 10
- Ch. 9: Aldiss, “Super-Toys Last All Summer Long”
  - Q5
- Ch. 10: Mukherjee, “The Management of Grief”
  - Q6

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


AP Daily Video 1

LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.

LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

 Topic Questions

Choose 2 of the following stories and “Exploring the Text” or “Questions for Discuss” for students to practice writing an analysis of short fiction while focusing on paragraph coherence and integrating quotations:

- Ch. 5: Viramontes, “The Moths”
  - Q7
- Ch. 6: Oats, “Where Are You Going, Where Have You Been?”
  - Q4
- Ch. 7: Cisneros, “Woman Hollering Creek”
  - Q5
- Ch. 8: Danticat, “The Book of the Dead”
  - Q for Discussion 10
- Ch. 9: Aldiss, “Super-Toys Last All Summer Long”
  - Q5
- Ch. 10: Mukherjee, “The Management of Grief”
  - Q6



In *Literature & Composition*

Choose 2 of the following stories and “Exploring the Text” or “Questions for Discuss” for students to practice writing an analysis of short fiction while focusing on paragraph coherence and integrating quotations:

7.E: Demonstrate control over the elements of composition to communicate clearly.

AP Daily Video 1

LAN-1.O: Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.


LAN-1.P: Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.

 Topic Questions

 Personal Progress Check

- Ch. 5: Viramontes, “The Moths”
  - Q7
- Ch. 6: Oats, “Where Are You Going, Where Have You Been?”
  - Q4
- Ch. 7: Cisneros, “Woman Hollering Creek”
  - Q5
- Ch. 8: Danticat, “The Book of the Dead”
  - Q for Discussion 10
- Ch. 9: Aldiss, “Super-Toys Last All Summer Long”
  - Q5
- Ch. 10: Mukherjee, “The Management of Grief”
  - Q6

Review Ch4 pp. 118-122 and focus on closed and open forms of poetry. Choose 2+ poems from the following.

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
<b>Unit 5</b>			
3.C: Explain the function of structure in a text.	AP Daily Video 1 AP Daily Video 2	<p>STR-1.U: Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.</p> <p>STR-1.V: Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.</p> <p>STR-1.W: Structures combine in texts to emphasize certain ideas and concepts.</p>	 Topic Questions

**Ch 5**

- Coleridge, "Sonnet"
  - Exploring the Text Q5, Q6

**Ch 6**

- Pope, "The Quiet Life"
  - Exploring the Text Q3, Q4
- Wordsworth, "The World Is Too Much with Us"
  - Exploring the Text Q1, Q4
- Emerson, "The Apology"
  - Exploring the Text Q3, Q6
- Cullen, "Heritage"
  - Exploring the Text Q1, Q2
- Herrera, "Half-Mexican"
  - Exploring the Text Q4, Q6

**Ch7**

- Bishop, "One Art"
  - Exploring the Text Q2, Q4
- Lorde, "Movement Song"
  - Exploring the Text Q6, Q7
- Hirshfield, "This was once a love poem"
  - Exploring the Text Q1, Q2

**Ch 8**

- Woods, "Ghazal for White Hen Pantry"
  - Exploring the Text Q3, Q5

**Ch 9**

- Arnold, "Dover Beach"
  - Exploring the Text Q2, Q5
- Hopkins, "God's Grandeur"
  - Exploring the Text Q2, Q3, Q5

**Ch10**

- Hardy, "Channel Firing"
  - Exploring the Text Q6, Q7, Q8

Review Ch4 pp. 118-122 and focus on closed and open forms of poetry. Choose 2+ poems from the following.

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
<b>Unit 5</b>			
3.C: Explain the function of structure in a text.	AP Daily Video 1 AP Daily Video 2	<p>STR-1.U: Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.</p> <p>STR-1.V: Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.</p> <p>STR-1.W: Structures combine in texts to emphasize certain ideas and concepts.</p>	💡 Topic Questions

**Ch 5**

- Coleridge, "Sonnet"
  - Exploring the Text Q5, Q6

**Ch 6**

- Pope, "The Quiet Life"
  - Exploring the Text Q3, Q4
- Wordsworth, "The World Is Too Much with Us"
  - Exploring the Text Q1, Q4
- Emerson, "The Apology"
  - Exploring the Text Q3, Q6
- Cullen, "Heritage"
  - Exploring the Text Q1, Q2
- Herrera, "Half-Mexican"
  - Exploring the Text Q4, Q6

**Ch7**

- Bishop, "One Art"
  - Exploring the Text Q2, Q4
- Lorde, "Movement Song"
  - Exploring the Text Q6, Q7
- Hirshfield, "This was once a love poem"
  - Exploring the Text Q1, Q2

**Ch 8**

- Woods, "Ghazal for White Hen Pantry"
  - Exploring the Text Q3, Q5

**Ch 9**

- Arnold, "Dover Beach"
  - Exploring the Text Q2, Q5
- Hopkins, "God's Grandeur"
  - Exploring the Text Q2, Q3, Q5

**Ch10**

- Hardy, "Channel Firing"
  - Exploring the Text Q6, Q7, Q8

The skills in this unit can be practiced using poems from thematic chapters, although the following Close Reading sections and exercises will be useful groundwork for figurative language:

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.A: Distinguish between the literal and figurative meanings of words and phrases.	AP Daily Video 1	FIG-1.L: Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.	💡 Topic Questions
5.B: Explain the function of specific words and phrases in a text.	AP Daily Video 1	FIG-1.M: Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text. FIG-1.N: Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.	💡 Topic Questions
5.D: Identify and explain the function of an image or imagery.	AP Daily Video 1	FIG-1.O: Descriptive words, such as adjectives and adverbs, contribute to sensory imagery. FIG-1.P: An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses. FIG-1.Q: A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.	💡 Topic Questions

- Ch. 5 “Close Reading: Connotation” p. 303.
  - Complete
    - Exercise 1
    - Exercise 2A
    - Exercise 3
    - Exercise 4
- Read Ch 6, Close Reading: Figurative Language, p. 479- 480.
  - Complete
    - Exercise 1, Q2, Q4, Q7;
    - Exercise 2, Q2, Q3, Q5, Q6, Q7
- Read Ch 10, Close Reading: Imagery, p. 1236-1240
  - Complete
    - Exercise 1, Q5, Q6
    - Exercise 2, Q3, Q4, Q5;
    - Exercise 3; Exercise 4

6.B: Identify and explain the function of a metaphor.

AP Daily Video 1

FIG-1.R: Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.

FIG-1.S: Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.

FIG-1.T: An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.

FIG-1.U: Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.

6.C: Identify and explain the function of personification.

AP Daily Video 1

FIG-1.V: Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.



Topic Questions



Topic Questions

The skills in this unit can be practiced using poems from thematic chapters, although the following Close Reading sections and exercises will be useful groundwork for figurative language:

- Ch. 5 “Close Reading: Connotation” p. 303.
  - Complete
    - Exercise 1
    - Exercise 2A
    - Exercise 3
    - Exercise 4
- Read Ch 6, Close Reading: Figurative Language, p. 479- 480.
  - Complete
    - Exercise 1, Q2, Q4, Q7;
    - Exercise 2, Q2, Q3, Q5, Q6, Q7
- Read Ch 10, Close Reading: Imagery, p. 1236-1240
  - Complete
    - Exercise 1, Q5, Q6
    - Exercise 2, Q3, Q4, Q5;
    - Exercise 3; Exercise 4

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.A: Distinguish between the literal and figurative meanings of words and phrases.	AP Daily Video 1	FIG-1.L: Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.	💡 Topic Questions
5.B: Explain the function of specific words and phrases in a text.	AP Daily Video 1	FIG-1.M: Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text. FIG-1.N: Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.	💡 Topic Questions
5.D: Identify and explain the function of an image or imagery.	AP Daily Video 1	FIG-1.O: Descriptive words, such as adjectives and adverbs, contribute to sensory imagery. FIG-1.P: An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses. FIG-1.Q: A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.	💡 Topic Questions

This and the next slide include relevant poems. Choose 6-9 of these recommended texts and questions by thematic chapter:

## Ch 5



- Yeats, “A Prayer for My Daughter”
  - Exploring the Text Q1, Q3, Q4, Q6, Q8
- Oliver, “Wild Geese”
  - Exploring the Text Q2, Q3, Q6

## Ch 6

- Cullen, “Heritage”
  - Exploring the Text Q1, Q2, Q3, Q4, Q5
- Thomas, “Fern Hill”
  - Exploring the Text Q1, Q2, Q3, Q4, Q5, Q6, Q7

## Ch 7

- Bishop, “One Art”
  - Exploring the Text Q1, Q2, Q3, Q4
- Collins, “Weighing the Dog”
  - Exploring the Text Q1, Q2, Q3

<p>6.B: Identify and explain the function of a metaphor.</p>	<p>AP Daily Video 1</p>	<p>FIG-1.R: Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</p> <p>FIG-1.S: Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.</p> <p>FIG-1.T: An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.</p> <p>FIG-1.U: Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</p>	<p> Topic Questions</p>
<p>6.C: Identify and explain the function of personification.</p>	<p>AP Daily Video 1</p>	<p>FIG-1.V: Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.</p>	<p> Topic Questions</p>

## Ch 8





- Pope, “Sound and Sense”
  - Exploring the Text Q1, Q2, Q3
- Sexton, “Her Kind”
  - Exploring the Text Q2, Q5

## Ch 9

- Dickinson, “Crumbling is not an instant’s Act”
  - Exploring the Text Q1, Q2
- Swenson, “Goodbye, Goldeneye”
  - Exploring the Text Q1, Q2, Q3, Q4
- Whitman, “Mannahatta”
  - Exploring the Text Q4, Q5

## Ch 10

- Reed, “Naming of Parts”
  - Exploring the Text Q2, Q3, Q4
- Owen, “The Parable of the Old Man and the Young”
  - Exploring the Text Q1, Q4
- Owen, “Arms and the Boy”
  - Exploring the Text Q1, Q2

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
6.D: Identify and explain the function of an allusion.	AP Daily Video 1 AP Daily Video 2	FIG-1.W: Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.	 Topic Questions
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video 1	<p>LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>	 Topic Questions
7.E: Demonstrate control over the elements of composition to communicate clearly.	AP Daily Video 1	LAN-1.Q: Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.	 Topic Questions  Personal Progress Check

To write a full analysis of a poem, we recommend choosing 1 of the following texts and prompts:

Ch 5

- Rancourt, “Whose Mouth Do I Speak With”
  - Exploring the Text Q5

Ch 6

- Quinn, “Dolorosa”
  - Exploring the Text Q8

Ch 7

- Lorde, “Movement Song”
  - Exploring the Text Q8

Ch 8

- Woods, “Ghazal for White Hen Pantry”
  - Exploring the Text Q5

Ch 9

- Hopkins, “God’s Grandeur”
  - Exploring the Text Q4, Q5

Ch 10

- Che, “Split”
  - Exploring the Text Q6



## Week 6 Feb. 8-12 – Unit 6 – Week 1 of 2 *Hamlet* 1.A, 1.C, 1.E, 3.A, 3.B, 3.D

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	AP Daily Video 1	CHR-1.T: Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.	💡 Topic Questions
1.C: Explain the function of contrasting characters.	AP Daily Video 1	CHR-1.U: Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.	💡 Topic Questions
1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	AP Daily Video 1	CHR-1.V: Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values. CHR-1.W: A character's competing, conflicting, or inconsistent choices or	💡 Topic Questions
3.A: Identify and describe how plot orders events in a narrative.	AP Daily Video 1	STR-1.X: Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.	💡 Topic Questions
3.B: Explain the function of a particular sequence of events in a plot.	AP Daily Video 1	STR-1.Y: Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense or building tension.	💡 Topic Questions
3.D: Explain the function of contrasts within a text.	AP Daily Video 1	STR-1.Z: Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.	💡 Topic Questions

The College Board Pacing Guide for Flipped Classrooms allows only 2 weeks for Unit 6. While reading a full-length work might not be an option for you, The Folger Shakespeare Library offers great suggestions for ways to teach *Hamlet* in a matter of weeks.

For 1.A, 1.C, and 1.E

- Questions for Discussion Q2, Q4, Q6, Q8, Q11, Q13, Q15, Q16, Q17, Q18
- Questions on Style and Structure Q2
- Read Texts in Context, pp. 736-757 Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8


For 3.A, 3.B, and 3.D

- Questions for Discussion Q1, Q5
- Questions on Style and Structure Q1, Q6, Q7

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video 1 AP Daily Video 2	<p>NAR-1.P: The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.</p> <p>NAR-1.Q: The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.</p> <p>NAR-1.R: Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.</p> <p>NAR-1.S: A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.</p>	💡 Topic Questions
4.D: Explain how a narrator's reliability affects a narrative.	AP Daily Video 1	<p>NAR-1.T: Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.</p> <p>NAR-1.U: Readers who detect bias in a narrator may find that narrator less reliable.</p> <p>NAR-1.V: The reliability of a narrator may influence a reader's understanding of a character's motives.</p>	💡 Topic Questions

For 4.C and 4.D



- Questions for Discussion Q3, Q7, Q10, Q13, Q14, Q19
- Questions on Style and Structure Q3, Q8, Q10

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.C: Identify and explain the function of a symbol.	AP Daily Video 1 AP Daily Video 2	<p>FIG-1.X: When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.</p> <p>FIG-1.Y: A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.</p> <p>FIG-1.Z: Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.</p> <p>FIG-1.AA: When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.</p>	 Topic Questions

## Hamlet

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q5, Q9
- Questions on Style and Structure Q9, Q11
- Suggestions for Writing Q1, Q2, Q3, Q5, Q7, Q8, Q9, Q10,

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video 1	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	<p> Topic Questions</p>
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video 1 AP Daily Video 2	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p>	<p> Topic Questions</p>

## Hamlet

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q5, Q9
- Questions on Style and Structure Q9, Q11
- Suggestions for Writing Q1, Q2, Q3, Q5, Q7, Q8, Q9, Q10,







Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video 1	<p>LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>	

### ***Hamlet***

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q5, Q9
- Questions on Style and Structure Q9, Q11
- Suggestions for Writing Q1, Q2, Q3, Q5, Q7, Q8, Q9, Q10,

## Week 6 Feb. 8-12 – Unit 6 – Week 1 of 2 *Frankenstein* 1.A, 1.C, 1.E, 3.A, 3.B, 3.D

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	AP Daily Video 1	CHR-1.T: Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.	 Topic Questions
1.C: Explain the function of contrasting characters.	AP Daily Video 1	CHR-1.U: Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.	 Topic Questions
1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	AP Daily Video 1	CHR-1.V: Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.  CHR-1.W: A character's competing, conflicting, or inconsistent choices or	 Topic Questions
3.A: Identify and describe how plot orders events in a narrative.	AP Daily Video 1	STR-1.X: Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.	 Topic Questions
3.B: Explain the function of a particular sequence of events in a plot.	AP Daily Video 1	STR-1.Y: Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense or building tension.	 Topic Questions
3.D: Explain the function of contrasts within a text.	AP Daily Video 1	STR-1.Z: Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.	 Topic Questions

The College Board Pacing Guide for Flipped Classrooms allows only 2 weeks for Unit 6. While reading a full-length work might not be an option for you, the students could read a good portion of *Frankenstein* during these two weeks and could then finish it the first few weeks of Unit 7.

For 1.A, 1.C, and 1.E

- Questions for Discussion Q6, Q14, Q15, Q16, Q19
- Questions on Style and Structure Q6


For 3.A, 3.B, and 3.D

- Questions for Discussion Q4, Q7, Q8, Q11, Q12
- Questions on Style and Structure Q1, Q5, Q7, Q13

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video 1 AP Daily Video 2	<p>NAR-1.P: The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.</p> <p>NAR-1.Q: The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.</p> <p>NAR-1.R: Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.</p> <p>NAR-1.S: A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.</p>	💡 Topic Questions
4.D: Explain how a narrator's reliability affects a narrative.	AP Daily Video 1	<p>NAR-1.T: Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.</p> <p>NAR-1.U: Readers who detect bias in a narrator may find that narrator less reliable.</p> <p>NAR-1.V: The reliability of a narrator may influence a reader's understanding of a character's motives.</p>	💡 Topic Questions

For 4.C and 4.D

- Questions for Discussion Q5, Q9, Q11, Q17, Q20



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.C: Identify and explain the function of a symbol.	AP Daily Video 1 AP Daily Video 2	<p>FIG-1.X: When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.</p> <p>FIG-1.Y: A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.</p> <p>FIG-1.Z: Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.</p> <p>FIG-1.AA: When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.</p>	 Topic Questions

## Frankenstein

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q2, Q4, Q8, Q9, Q10
- Questions for Discussion Q2
- Suggestions for Writing Q1, Q3, Q4
- Read Texts in Contexts, pp. 971-994 and Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video 1	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	<p> Topic Questions</p>
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video 1 AP Daily Video 2	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p>	<p> Topic Questions</p>

## Frankenstein

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q2, Q4, Q8, Q9, Q10
- Questions for Discussion Q2
- Suggestions for Writing Q1, Q3, Q4
- Read Texts in Contexts, pp. 971-994 and Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video 1	<p>LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>	

## Frankenstein

For 5.C, 7.B, 7.C, and 7.D

- Questions on Style and Structure Q2, Q4, Q8, Q9, Q10
- Questions for Discussion Q2
- Suggestions for Writing Q1, Q3, Q4
- Read Texts in Contexts, pp. 971-994 and Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
2.B: Explain the function of setting in a narrative.	AP Daily Video TBD	SET-1.E: When a setting changes, it may suggest other movements, changes, or shifts in the narrative.  SET-1.F: Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.	💡 Topic Questions
2.C: Describe the relationship between a character and a setting.	AP Daily Video TBD	SET-1.G: The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.  SET-1.H: The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.	💡 Topic Questions
3.A: Identify and describe how plot orders events in a narrative.	AP Daily Video TBD	STR-1.AA: Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.	💡 Topic Questions

Read 2-3 of these stories and complete the listed questions.

Ch 5

- Viramontes, “The Moths”
  - Exploring the Text Q1, Q2, Q4, Q5, Q6, Q7, Q8

Ch 6

- Adichie, “Apollo”
  - Exploring the Text Q3, Q4, Q6, Q7, Q9

Ch 7

- Joyce, “The Dead”
  - Questions for Discussion Q4, Q6, Q7, Q11
  - Questions on Style and Structure Q3, Q5, Q7, Q14

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.B: Explain the function of a particular sequence of events in a plot.	AP Daily Video TBD	STR-1.AB: Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.	💡 Topic Questions
4.D: Explain how a narrator's reliability affects a narrative.	AP Daily Video TBD	NAR-1.W: Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.	💡 Topic Questions
5.C: Identify and explain the function of a symbol.	AP Daily Video TBD	FIG-1.AB: A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs. FIG-1.AC: Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.	💡 Topic Questions

Read 2-3 of these stories and complete the listed questions.

Ch 8

- Russell, “The Prospectors”
  - Exploring the Text Q1, Q2, Q3, Q4, Q5, Q7

Ch 9

- Kureishi, “We’re Not Jews”
  - Exploring the Text Q1, Q2, Q3, Q4, Q5, Q7, Q9

Ch10

- Tim O’Brien, “The Things They Carried”
  - Questions for Discussion Q1, Q2, Q3, Q4, Q6, Q7, Q10
  - Questions on Style and Structure Q1, Q2, Q3, Q4, Q8

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.C: Identify and explain the function of a symbol.	AP Daily Video TBD	<p>FIG-1.AB: A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.</p> <p>FIG-1.AC: Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.</p>	💡 Topic Questions
5.D: Identify and explain the function of an image or imagery.	AP Daily Video TBD	FIG-1.AD: A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.	💡 Topic Questions
6.A: Identify and explain the function of a simile.	AP Daily Video TBD	FIG-1.AE: The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.	💡 Topic Questions
6.C: Identify and explain the function of personification.	AP Daily Video TBD	FIG-1.AF: By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.	💡 Topic Questions

- Read Ch 6, Close Reading: Figurative Language, pp. 479-480.
- Complete
  - Exercise 1, Q1, Q3, Q5, Q6
  - Exercise 2, Q1, Q4, Q8, Q9
  - Exercises 3, 4, 5
- Read Ch 10, Close Reading: Imagery, pp. 1236-1240.
- Complete
  - Exercise 1, Q1-4
  - Exercise 2, Q1, Q2
  - Exercise 3
  - Exercise 4

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video TBD	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	💡 Topic Questions
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video TBD	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p> <p>LAN-1.U: More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>	💡 Topic Questions

Choose 1 of the following for a multiday assignment or 2 for in-class timed writing assignments. With both options, spend one day revising the first draft(s).

**Ch 5**

- Olsen, “I Stand Here Ironing”
  - Exploring the Text Q5 or Q7

**Ch 6**

- Hawthorne, “Young Goodman Brown”
  - Exploring the Text Q8

**Ch 7**

- Cisneros, “Woman Hollering Creek”
  - Exploring the Text Q7

**Ch8**



- Melville, “Bartleby, the Scrivener”
  - Exploring the Text Q8

**Ch9**

- Baldwin, “Sonny’s Blues”
  - Exploring the Text Q11

**Ch10**

- Ozick, “The Shawl”
  - Exploring the Text Q5

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video TBD	<p>LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p> <p>LAN-1.V: Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.</p>	<p> Topic Questions</p> <p> Personal Progress Check</p>

Choose 1 of the following for a multiday assignment or 2 for in-class timed writing assignments. With both options, spend one day revising the first draft(s).

Ch 5

- Olsen, “I Stand Here Ironing”
  - Exploring the Text Q5 or Q7

Ch 6

- Hawthorne, “Young Goodman Brown”
  - Exploring the Text Q8

Ch 7

- Cisneros, “Woman Hollering Creek”
  - Exploring the Text Q7

Ch8

- Melville, “Bartleby, the Scrivener”
  - Exploring the Text Q8

Ch9

- Baldwin, “Sonny’s Blues”
  - Exploring the Text Q11

Ch10

- Ozick, “The Shawl”
  - Exploring the Text Q5

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.C: Explain the function of structure in a text.	AP Daily Video TBD	<p>STR-1.AC: Ideas and images in a poem may extend beyond a single line or stanza.</p> <p>STR-1.AD: Punctuation is often crucial to the understanding of a text.</p> <p>STR-1.AE: When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.</p>	💡 Topic Questions
3.D: Explain the function of contrasts within a text.	AP Daily Video TBD	<p>STR-1.AF: Juxtaposition may create or demonstrate an antithesis.</p> <p>STR-1.AG: Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.</p> <p>STR-1.AH: Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.</p>	💡 Topic Questions
5.B: Explain the function of specific words and phrases in a text.	AP Daily Video TBD	FIG-1.AG: Ambiguity allows for different readings and understandings of a text by different readers.	💡 Topic Questions
5.C: Identify and explain the function of a symbol.	AP Daily Video TBD	FIG-1.AH: Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.	💡 Topic Questions

The skills in this unit can be practiced using poems from thematic chapters, although the following Close Reading sections and exercises will be useful groundwork:

- Read Ch 7, Close Reading: Irony, pp. 626-628.
- Complete
  - Exercise 2, Q5, Q6
  - Exercise 4
- Read Ch 8, Close Reading: Tone, pp. 827-829.
- Complete
  - Exercise 2 Q1, Q2, Q7, Q8
  - Exercise 3
- Read Ch 9, Close Reading: Syntax, pp. 1061-1062
- Complete
  - Exercise 1, Q5, Q7
  - Exercise 4



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
6.B: Identify and explain the function of a metaphor.	AP Daily Video TBD	<p>FIG-1.AI: A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.</p> <p>FIG-1.AJ: Often, conceits are used to make complex comparisons between the natural world and an individual.</p> <p>FIG-1.AK: Multiple comparisons, representations, or associations may combine to affect one another in complex ways.</p>	💡 Topic Questions
6.D: Identify and explain the function of an allusion.	AP Daily Video TBD	FIG-1.AL: Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.	💡 Topic Questions

Choose 4+ recommended texts and questions by thematic chapters 5-10:

Ch 5

- Coleridge, “Sonnet: On Receiving a Letter Informing Me of the Birth of a Son”
  - Exploring the Text Q4, Q5, Q6
- Lee, “The Hammock”
  - Exploring the Text Q1, Q2, Q5, Q6

Ch 6

- Brooks, “We Real Cool”
  - Exploring the Text Q1, Q3, Q4
- Diaz, “The Facts of Art”
  - Exploring the Text Q4, Q5, Q7

Ch 7

- Donne, “The Flea”
  - Exploring the Text Q2, Q4
- Atwood, “Siren Song”
  - Exploring the Text Q3, Q6
- Eady, “I’m a Fool to Love You”
  - Exploring the Text Q1, Q5, Q6
- Donne, “A Valediction: Forbidding Mourning”
  - Exploring the Text Q4, Q5, Q6

Choose 4+ recommended texts and questions by thematic chapters 5-10:

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
6.B: Identify and explain the function of a metaphor.	AP Daily Video TBD	<p>FIG-1.AI: A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.</p> <p>FIG-1.AJ: Often, conceits are used to make complex comparisons between the natural world and an individual.</p> <p>FIG-1.AK: Multiple comparisons, representations, or associations may combine to affect one another in complex ways.</p>	💡 Topic Questions
6.D: Identify and explain the function of an allusion.	AP Daily Video TBD	FIG-1.AL: Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.	💡 Topic Questions

Ch 8

- Dickinson, “Much Madness is divinest Sense—”
  - Exploring the Text Q1, Q2, Q3
- Hayes, “Talk”
  - Exploring the Text Q1, Q5, Q7

Ch 9

- Yeats, “The Second Coming”
  - Exploring the Text Q2, Q3, Q5
- Blanco, “Mother Country”
  - Exploring the Text Q1, Q2, Q4

Ch 10

- Atwood, “It Is Dangerous to Read Newspapers”
  - Exploring the Text Q1, Q3, Q5
- Mikhail, “The War Works Hard”
  - Exploring the Text Q2, Q4, Q5

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video TBD	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	💡 Topic Questions
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video TBD	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p> <p>LAN-1.U: More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>	💡 Topic Questions

Choose 1 of the following for a multiday assignment or 2 for in-class timed writing assignments. With both options, spend one day revising the first draft(s).

Ch 5

- Hazelton, “My Husband”
  - Exploring the Text Q5

Ch 6

- Herrera, “Half-Mexican”
  - Exploring the Text Q6

Ch 7

- Rich, “A Valediction Forbidding Mourning”
  - Exploring the Text Q6 and/or Q7

Ch 8,

- Lewis, “Art & Craft”
  - Exploring the Text Q6
- Auden, “The Unknown Citizen”
  - Exploring the Text Q7

Ch 9

- Arnold, “Dover Beach”
  - Exploring the Text Q5

Ch 10

- Majmudar, “Welcome Home, Troops!”
  - Exploring the Text Q6

Choose 1 of the following for a multiday assignment or 2 for in-class timed writing assignments. With both options, spend one day revising the first draft(s).

Skill	Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video TBD	<p>LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>	💡 Topic Questions
7.E: Demonstrate control over the elements of composition to communicate clearly.	AP Daily Video TBD	LAN-1.W: Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.	💡 Topic Questions 📝 Personal Progress Check

**Ch 5**

- Hazelton, “My Husband”
  - Exploring the Text Q5

**Ch 6**

- Herrera, “Half-Mexican”
  - Exploring the Text Q6

**Ch 7**

- Rich, “A Valediction Forbidding Mourning”
  - Exploring the Text Q6 and/or Q7

**Ch 8,**

- Lewis, “Art & Craft”
  - Exploring the Text Q6
- Auden, “The Unknown Citizen”
  - Exploring the Text Q7

**Ch 9**

- Arnold, “Dover Beach”
  - Exploring the Text Q5

**Ch 10**

- Majmudar, “Welcome Home, Troops!”
  - Exploring the Text Q6

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.B: Explain the function of a character changing or remaining unchanged.	AP Daily Video TBD	<p>CHR-1.AE: Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.</p> <p>CHR-1.AF: Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.</p>	💡 Topic Questions
1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	AP Daily Video TBD	<p>CHR-1.AG: A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.</p> <p>CHR-1.AH: Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.</p>	💡 Topic Questions

**The College Board Pacing Guide for Flipped Classrooms allows 3 weeks for Unit 9.**



- Questions for Discussion Q4, Q6, Q9, Q12
- Suggestions for Writing Q1

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.E: Explain the function of a significant event or related set of significant events in a plot.	AP Daily Video TBD	<p>STR-1.AI: Significant events often illustrate competing value systems that relate to a conflict present in the text.</p> <p>STR-1.AJ: Events in a plot collide and accumulate to create a sense of anticipation and suspense.</p>	💡 Topic Questions
3.F: Explain the function of conflict in a text.	AP Daily Video TBD	<p>STR-1.AK: The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.</p> <p>STR-1.AL: Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.</p> <p>STR-1.AM: Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</p>	💡 Topic Questions

- Questions for Discussion Q10

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video TBD	<p>NAR-1.X: Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.</p> <p>NAR-1.Y: A narrator or speaker may change over the course of a text as a result of actions and interactions.</p> <p>NAR-1.Z: Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.</p>	💡 Topic Questions

- Questions for Discussion Q5
- Suggestions for Writing Q3

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video TBD	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	<p> Topic Questions</p>
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video TBD	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p> <p>LAN-1.U: More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>	<p> Topic Questions</p>

- Questions on Style and Structure Q3, Q5, Q10
- Suggestions for Writing Q1, Q2, Q3, Q4



**Skill**

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

**Recommended Asynchronous Student Assignments**

AP Daily Video TBD

**Options for Synchronous Instructional Focus\***



LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

LAN-1.J: Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.

LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

**Check for Understanding**

-  Topic Questions
-  Personal Progress Check

- Questions on Style and Structure Q3, Q5, Q10
- Suggestions for Writing Q1, Q2, Q3, Q4


Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.B: Explain the function of a character changing or remaining unchanged.	AP Daily Video TBD	<p>CHR-1.AE: Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.</p> <p>CHR-1.AF: Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.</p>	💡 Topic Questions
1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	AP Daily Video TBD	<p>CHR-1.AG: A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.</p> <p>CHR-1.AH: Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.</p>	💡 Topic Questions

**The College Board Pacing Guide for Flipped Classrooms allows 3 weeks for Unit 9.**



- Questions for Discussion Q1, Q14, Q15, Q17
- Questions on Style and Structure Q20
- Suggestions for Writing Q2

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.E: Explain the function of a significant event or related set of significant events in a plot.	AP Daily Video TBD	<p>STR-1.AI: Significant events often illustrate competing value systems that relate to a conflict present in the text.</p> <p>STR-1.AJ: Events in a plot collide and accumulate to create a sense of anticipation and suspense.</p>	💡 Topic Questions
3.F: Explain the function of conflict in a text.	AP Daily Video TBD	<p>STR-1.AK: The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.</p> <p>STR-1.AL: Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.</p> <p>STR-1.AM: Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</p>	💡 Topic Questions

- Questions for Discussion Q2, Q7, Q16
- Questions on Style and Structure Q1, Q8, Q12
- Suggestions for Writing Q9

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video TBD	<p>NAR-1.X: Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.</p> <p>NAR-1.Y: A narrator or speaker may change over the course of a text as a result of actions and interactions.</p> <p>NAR-1.Z: Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.</p>	 Topic Questions

- Questions for Discussion Q4, Q9, Q11, Q18
- Questions on Style and Structure Q4, Q5, Q15, Q16, Q18, Q19
- Read Texts in Context, pp. 386-416
  - Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video TBD	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	 Topic Questions
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video TBD	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p> <p>LAN-1.U: More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>	 Topic Questions

- Suggestions for Writing Q1, Q2, Q3, Q4, Q6, Q9

**Skill**

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

**Recommended Asynchronous Student Assignments**

AP Daily Video TBD

**Options for Synchronous Instructional Focus\***



LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

LAN-1.I: Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

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LAN-1.K: Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

**Check for Understanding**

-  Topic Questions
-  Personal Progress Check

- Suggestions for Writing Q1, Q2, Q3, Q4, Q6, Q9

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.B: Explain the function of a character changing or remaining unchanged.	AP Daily Video TBD	<p>CHR-1.AE: Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.</p> <p>CHR-1.AF: Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.</p>	💡 Topic Questions
1.E: Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	AP Daily Video TBD	<p>CHR-1.AG: A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.</p> <p>CHR-1.AH: Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.</p>	💡 Topic Questions


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- Questions for Discussion Q1, Q5, Q6, Q8, Q17, Q19, Q20, Q24
- Questions on Style and Structure Q7, Q8
- Suggestions for Writing Q2



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.E: Explain the function of a significant event or related set of significant events in a plot.	AP Daily Video TBD	<p>STR-1.AI: Significant events often illustrate competing value systems that relate to a conflict present in the text.</p> <p>STR-1.AJ: Events in a plot collide and accumulate to create a sense of anticipation and suspense.</p>	💡 Topic Questions
3.F: Explain the function of conflict in a text.	AP Daily Video TBD	<p>STR-1.AK: The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.</p> <p>STR-1.AL: Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.</p> <p>STR-1.AM: Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</p>	💡 Topic Questions

- Questions for Discussion Q7, Q11, Q13, Q15
- Questions on Style and Structure Q4, Q5, Q10, Q12, Q13, Q15
- Suggestions for Writing Q6



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	AP Daily Video TBD	<p>NAR-1.X: Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.</p> <p>NAR-1.Y: A narrator or speaker may change over the course of a text as a result of actions and interactions.</p> <p>NAR-1.Z: Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.</p>	 Topic Questions

- Questions for Discussion Q2, Q3, Q4, Q10, Q16, Q22, Q23
- Questions on Style and Structure Q8, Q9
- Suggestions for Writing Q1, Q5, Q7, Q8
- Read Texts in Context, pp. 1160-1183
  - Literature in Conversation Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	AP Daily Video TBD	<p>LAN-1.D: A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.</p> <p>LAN-1.E: A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>	 Topic Questions
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video TBD	<p>LAN-1.F: A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G: A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</p> <p>LAN-1.U: More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>	 Topic Questions

- Suggestions for Writing Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8

**Skill**

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

**Recommended Asynchronous Student Assignments**

AP Daily Video TBD

**Options for Synchronous Instructional Focus\***



LAN-1.H: Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

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**Check for Understanding**

-  Topic Questions
-  Personal Progress Check

- Suggestions for Writing Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8