AP English Literature & Composition

CRISTO REY
JESUIT

Course Scope and Sequence

Course: AP English Literature & Composition	**Department**: English	**Grade Level**: 12
Course Description: In AP English Literature, students will engage with literature both as scholars and as authors, reading and analyzing world literature from various time periods while continuously writing about their questions, interpretations, and insights. Through the study of short fiction, poetry, novels, and plays, students will develop the ability to craft textually substantiated analyses of entire works and their components. At the same time, students will explore their own creative voices by writing original literature—including short stories, poems, and a novel chapter or dramatic scene—while experimenting with character, setting, plot, structure, and narrative voice. By studying the choices authors make in language, imagery, and literary devices, students will refine their own craft and deepen their understanding of how literature invites readers to ask complex questions and discover new ways of seeing the world. [Old Scope & Sequence]		

Unit Overview	
Semester 1	**Semester 2**
Quarter 1	**Quarter 3**
Unit 1: Elements of Storytelling **Unit 2:** Poetry & Word Choice	**Unit 5:** Form & Structure in Poetry **Unit 6:** Novel: Exploring Perspectives & Making Meaning
Quarter 2	**Quarter 4**
Unit 3: Novel Study: Character Change & Conflict **Unit 4:** Literary Criticism	**Unit 7:** Drama **Unit 8:** Poetry & Review **Unit 9:** Publishing & Podcast

Unit 1: Elements of Storytelling

Timeframe (# of Days): 12	**Texts/Technology/Other Resources**: ● "Perfumer" excerpt from *All the Light We Cannot See* by Anthony Doerr ● Student choice of short fiction?: ○ "Zoom Yoga" by Liza Monroy ○ "New Fruit" by Te-Ping Chen ○ "Gubenikou Spirit" by Te-Ping Chen ○ "Flying Machine" by Te-Ping Chen

Unit Outcomes

Essential Questions:

- What makes a story engaging and impactful?

Enduring Understandings:

- Why study literature?
  - Literary texts can inspire curiosity and new ideas, functioning as a "door" that helps us learn more about the world, humanity, and even ourselves.
  - Literature can help us examine and explore an idea or issue from multiple perspectives.
- The people involved in storytelling include: **writer**, **narrator**, **characters**, and **reader** (audience).
- Reader Interpretation & Response:
  - Literary texts can often be interpreted in multiple ways.
  - As readers, our knowledge and experiences influence our interpretation of a text.
  - "Just as stories vary depending on who is telling them, so their meanings vary depending on who is [reading and] responding to them." —*The Norton Introduction to Literature 15th Edition*, pg 18
  - "Our responses to a work of fiction are largely guided by the designs and values implied in a certain way of telling the story." Because of this, "questions about narration and point of view can often lead to good essay topics." —*The Norton Introduction to Literature 15th Edition*, pg 192
- Authors use literary techniques to explore and convey ideas and information.

	• Storytelling elements include characterization, setting, plot and a narrator. • Characterization in literature is achieved through dialogue, thoughts, actions, description, and a character's effect on others. • Setting includes the historical, social, and cultural context during which the events of the text occur. • Characterization, setting, and plot **influence one another** to produce a story. • Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships. • A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text. • Character agency and character change contribute to a sense of meaning and engagement in a story. • Aspects of narration include narrator point of view, narrative structure, narrative pacing, narrative distance, narrative style and voice. • Plot and exposition focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting. • Universal & profound

Benchmarks - AP English Literature Skills:

- CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- SET 2.A Identify and describe specific textual details that convey or reveal a setting.
- STR 3.A Identify and describe how plot orders events in a narrative.
- STR 3.B Explain the function of a particular sequence of events in a plot.
- NAR 4.A Identify and describe the narrator or speaker of a text.
- NAR 4.B Identify and explain the function of point of view in a narrative.
- LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Unit Skills:	**Unit Content and Vocabulary**:
Write a character sketch using highly specific details and imagery to reveal a character's perspective in a particular setting.	Point of View: pronouns & perspectives Imagery / Sensory Details Concrete vs. Abstract Indirect Characterization / STEAL

Explain how specific details in a text influence our interpretation of the story and contribute to universal and profound themes. Write an evidence-based essay analyzing how specific details relating to characterization, plot, and narration influence our interpretation of a short fiction story. Revise your character sketch to improve your use of specific details and imagery to convey complex, nuanced and profound ideas. Write an author's commentary essay explaining your inspiration, writing process, and connections between craft choices and complex, universal and profound ideas explored in the story. Write a detailed feedback letter in response to a classmate's literary work. Use appropriate capitalization, punctuation, spelling, and grammar	Perspective Motivation Values & Beliefs Setting - Plot Narrative Structure Interpret Theme Highly Specific Details Particular vs. Universal Claim Evidence Commentary / Reasoning Context Writer vs Narrator vs Character vs Reader Metafiction

Anticipated Misconceptions:

- In analysis writing, being able to *interpret* a story and describe *how* an author's choice of literary techniques *influence* our understanding of the story and its themes, rather than simply *defining* the techniques that are used.
- Understanding the difference between plot & narrative structure vs. narrative pacing.
- Mistaking direct characterization for indirect characterization
- "Telling" instead of "showing"
- Not noticing highly specific details and how they contribute to the reader's understanding of a character or setting
- Using explicit statements as text evidence, which leads to shallow discussions of the piece, rather than deeply meaningful interpretations → instead, explicit statements can be paraphrased (or embedded) to provide context
- Difficulty identifying universal and profound themes → staying shallow in analysis & interpretation

Assessment Pacing Plan

Summatives	Formatives
1.1: **Character Sketch** - rubric	1.1a: Author Bio & Reflection w/ Imagery & Specific Concrete Details Brainstorm
	1.1b: Characterization & Setting Notes
	1.1c: Intro to Storytelling Terminology Quiz
1.2: **Short Fiction Analysis**	1.2a: Short Fiction Notes & Annotations
	1.2b: Unit 1 Progress Check MCQ
	1.2c: Short Fiction Terminology Quiz

1.3: Feedback Letter - rubric	1.3a: Themes & Analytical Feedback
	1.3b: Narrative Revision Notes
	1.3c: Author's Commentary - rubric

Unit 1 Calendar / Pacing Plan

Back to Unit Overview

Unit 2: Poetry & Word Choice	
Timeframe (# of Days): 12	**Texts/Technology/Other Resources**: ● Selected poems from *We Borrowed Gentleness* by J. Estanislao Lopez ● Craft reading TBD ● Poetry Interpretation: "Claribel Alegria's 'Sorrow': In Defiance of the Space Which Separates" by Teresa Longo → also include handout with quotes from (1) John Berger essays ("The Hour of Poetry" and others), Claribel Alegria's essay "The Writer's Commitment", and other quotes on poetry, politics and social consciousness – also follow up with lesson on how to do research for historical context and conceptual ideas – also draft step-by-step for note-taking, and for writing the reading response or essay (blog post) ● On being bystanders during suffering: QUESTIONS TO ADD TO LESSON – How do these ideas relate to current events and social/national/global situations? How do you relate to these events and situations? How might writing/literary practice help us develop a sense of agency, purpose, and discernment in connection with a social/political issue? ○ Breughel's *Landscape with the Fall of Icarus* ○ "Musee des Beaux Arts" by W.H. Auden ○ Jehanne Dubrow's "Essay, MAde of Antique Glass" in Exhibitions - "Suffering, as Auden tells us, occurs close by." (44)

Unit Outcomes

Essential Questions:

- How do we convey complexity and nuance in poetry?
- How does poetry connect with our imagination to convey profound ideas?

Enduring Understandings:

A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.

Juxtaposition and contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.

Shifts may be signaled by a word, a structural convention, or punctuation.

An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.

Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.

Words or phrases may be repeated to emphasize ideas or associations.

Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.

Interpretation of a 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.

Benchmarks - AP English Literature Skills:

- CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
- STR 3.C Explain the function of structure in a text.
- STR 3.D Explain the function of contrasts within a text.
- FIG 5.B Explain the function of specific words and phrases in a text. (word choice)
- NAR 4.A Identify and describe the narrator or speaker of a text.
- NAR 4.B Identify and explain the function of point of view in a narrative.
- NAR 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- FIG 6.A Identify and explain the function of a simile.
- FIG 6.B Identify and explain the function of a metaphor.
- LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Unit Skills:	**Unit Content and Vocabulary**:

Students will be able to do the following skills: Identify and explain how specific imagery, metaphors, personification, juxtaposition, and word choice influence our interpretation of a poem and contribute to a nuanced and profound central thesis. Write a one-sentence thesis statement summarizing the nuanced and profound central thesis of a complex poem. Write a poem using imagery, word choice, and figurative language to convey complexity and meaning. Write an author's commentary essay explaining your inspiration, writing process, and connections between craft choices and the complex, nuanced and profound ideas you explore in your poem. Draft an evidence-based outline that previews your line of reasoning and thesis statement interpreting a poem. Write an evidence-based essay analyzing how specific imagery, metaphors, personification, juxtaposition, and word choice influence our interpretation of a complex poem. Use appropriate capitalization, punctuation, spelling, and grammar	Word Choice Imagery Metaphor Simile Personification Juxtaposition / Contrast Shift Structure Complexity Style Diction Syntax Speaker Perspective Interpret Theme Highly Specific Details Particular vs. Universal Claim Evidence Commentary / Reasoning Context

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
2.1: Author's Commentary	2.1a: Poetry Annotation
	2.1b: Poetry Discussion (Small Group Audio Recording)
	2.1c: Poem Draft with Imagery & Figurative Language
2.2: Poetry Interpretation Essay	2.2a: Poetry Terminology Quiz
	2.2b: Unit 2 Progress Check MCQ
	2.2c: Thesis & Line of Reasoning / Blog Post Draft
2.3: N/A	2.3a: N/A
	2.3b: N/A

	2.3c: N/A

Unit 2 Calendar / Pacing Plan

Back to Unit Overview

Unit 3: Novel Study: Character Change & Conflict	
Timeframe (# of Days): 12	**Texts/Technology/Other Resources**: ● *1984* by George Orwell or *Crime and Punishment* by Fyodor Dostoyevsky ● Excerpts from nonfiction texts - need selection of texts that covers a variety of concepts, craft, and historical context

Unit Outcomes

Essential Questions:	**Enduring Understandings:**
● How does great literature inspire us to examine our own lives?	● "Who am I?" as dramatic question ● Plot arises from character and vice versa ● Internal & external conflict ● Novel vs. short fiction ● Emotional impact ● Social & political issues ● Themes ● Motifs ● What makes great literature

Benchmarks:

- CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
- CHR 1.B Explain the function of a character changing or remaining unchanged.
- CHR 1.C Explain the function of contrasting characters.
- CHR 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- SET 2.A Identify and describe specific textual details that convey or reveal a setting.
- SET 2.B Explain the function of setting in a narrative.
- SET 2.C Describe the relationship between a character and a setting.
- STR 3.A Identify and describe how plot orders events in a narrative.
- STR 3.D Explain the function of contrasts within a text.
- STR 3.E Explain the function of a significant event or related set of significant events in a plot.
- STR 3.F Explain the function of conflict in a text.

Unit Skills:	**Unit Content and Vocabulary**: Historical & Social Context Character Setting Plot Values Motivations Perspective Contrasting Characters / Foil Character Relationships Internal vs. External Conflict Character Development / Character Change Plot Significant Events

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
3.1: Socratic Seminar: Context & Character Change	3.1a: Reading & Vocabulary Quiz #1
	3.1b: Reading & Analysis Quiz #2: Character Change, Conflict, Significant Events, Juxtapositions, Motifs, Symbols
	3.1c: Critical Questions Online Discussion
	3.1d: Opening Chapter Creative Draft / Blog Post Draft
3.2: Novel FRQ	3.2a: Unit 3 Progress Check MCQ
	3.2b: N/A
	3.2c: N/A
3.3: N/A	3.3a: N/A
	3.3b: N/A
	3.3c: N/A

Unit 3 Calendar / Pacing Plan

Back to Unit Overview

Unit 4: Literary Criticism

Timeframe (# of Days): 12	**Texts/Technology/Other Resources**: ● *1984* by George Orwell or *Crime and Punishment* by Fyodor Dostoyevsky ● Excerpts from nonfiction texts - need selection of texts that covers a variety of concepts, craft, and historical context

Unit Outcomes

Essential Questions: *How can our writing, reasoning, and conversations lead us to new insights?* *How do we revise, edit and prepare our work for publication?*	**Enduring Understandings:** ● Conversations can help us discover and uncover new ideas and insights ● Writing can help us clarify and deepen our inquiry, ideas, and understanding ●

Benchmarks - AP English Literature Skills:

- LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit Skills: Select an appropriate organizational pattern (e.g., chronological, compare-contrast, cause-effect, general to specific, order of importance, part-to-whole) to organize your line of reasoning in an analytical essay.	**Unit Content and Vocabulary**: Thesis Statement Line of Reasoning Text Structure / Organization Claim Evidence Commentary / Reasoning Context Literary Theory / Lenses Theme

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
4.1: Literary Criticism Essay / Discussion Audio Recording	4.1a: Literary Theory/Criticism & Thesis Quiz
	4.1b: Socratic Seminar /Group Discussion Preparation - Critical Question & Dialogue
	4.1c: Research Notes for Literary Criticism
	4.1d: Thesis & Outline / Blog Post Draft
4.2: N/A	4.2a: N/A
	4.2b: N/A
	4.2c: N/A
4.3: N/A	4.3a: N/A
	4.3b: N/A
	4.3c: N/A

Unit 4 Calendar / Pacing Plan

Back to Unit Overview

Unit 5: Form & Structure in Poetry	
Timeframe (# of Days): 8	**Texts/Technology/Other Resources**: • Selected poetry • Selection of craft texts/excerpts, artwork, music, film

Unit Outcomes

Essential Questions:	**Enduring Understandings:**
How do we use poetic form and language to explore and express ideas?	**Closed forms** of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. **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.

	Words with multiple meanings or **connotations** add nuance or complexity that can contribute to interpretations of a text. **Descriptive words**, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text. **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. 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. **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. 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. 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

Benchmarks - AP English Literature Skills:

- STR 3.C Explain the function of structure in a text.
- FIG 5.A Distinguish between the literal and figurative meanings of words and phrases.
- FIG 5.B Explain the function of specific words and phrases in a text.
- FIG 5.D Identify and explain the function of an image or imagery.
- FIG 6.B Identify and explain the function of a metaphor.
- FIG 6.C Identify and explain the function of a personification.
- FIG 6.B Identify and explain the function of an allusion.
- LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

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

Unit Skills: *Students will be able to do the following skills:*	**Unit Content and Vocabulary**: Word Choice Form Structure Poetry vs. Prose Genre Prose Poem Stanza Spacing Line break Enjambment Reader Response Revision Theme Author's Purpose Imagery Juxtaposition / Contrast Shift Metaphor Simile Personification Allusion Symbol Literal vs. Figurative

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
5.1: Poetry Podcast	5.1a: Poetry Analysis Notes
	5.1b: Sonnet Annotation
	5.1c: Sonnet Check for Understanding (MCQ in AP Classroom) - scoring guide
5.2:N/A	5.2a: N/A
	5.2b: N/A
	5.2c: N/A
5.3: N/A	5.3a: N/A

	5.3b: N/A
	5.3c: N/A

Unit 5 Calendar / Pacing Plan

Back to Unit Overview

Unit 6: Novel: Exploring Perspectives & Making Meaning	
Timeframe (# of Days):	**Texts/Technology/Other Resources**: ● *Their Eyes Were Watching God* by Zora Neale Hurston - OR - ● *The Odyssey* by Homer translated by Robert Fagles

Unit Outcomes	
Essential Questions: *How does literature inspire curiosity and discussion?* *How do writers explore contrasts and complexities in human nature?*	**Enduring Understandings:** 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. Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values. A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text. 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. Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers. The syntactical arrangement of phrases and clauses in

	a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.

Benchmarks - AP English Literature Skills:

- CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- CHR 1.C Explain the function of contrasting characters.
- CHR 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- SET 2.B Explain the function of setting in a narrative.
- SET 2.C Describe the relationship between a character and a setting.
- STR 3.B Explain the function of a particular sequence of events in a plot.
- STR 3.D Explain the function of contrasts within a text.
- STR 3.E Explain the function of a significant event or related set of significant events in a plot.
- STR 3.F Explain the function of conflict in a text.
- NAR 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- NAR 4.D Explain how a narrator's reliability affects a narrative.
- FIG 5.C Identify and explain the function of a symbol.
- LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit Skills:
Students will be able to do the following skills:

Research and discuss information about your book and/or the author, including historical and cultural context.

Identify and discuss contradictions and contrasts within and between characters.

Write a one-paragraph using claim, evidence and commentary to compare and contrast two characters in your book.

Describe and discuss an author's writing style.

Identify and discuss examples of flashbacks, foreshadowing, in medias res, stream of consciousness, suspense and tension in a literary text.

Discuss the concepts of diction, syntax and tone, and consider ways in which authors use diction and syntax to create a narrative voice.

Unit Content and Vocabulary:

Character Contrasts & Complexities
- Foil Characters
- Internal Conflict
- Thoughts vs actions
- Nuance, ambiguity, contradiction

Narrative Structure & chronology
- flashback
- foreshadowing,
- in medias res
- stream of consciousness
- style & structure

Narrator voice - reliability, bias, perspective, tone
Suspense & Tension, reader expectations
Syntax, word choice, tone
Symbolism
Motifs
Themes
Archetypal symbols
Literary criticism / interpretation
- commentary to explain a logical relationship between the evidence and the claim

Identify and record text evidence and commentary related to a theme, motif or symbol in your novel. Analyze and discuss literary elements within the context of a theme, motif or symbol. Apply a critical lens related to a theme, motif or symbol in your novel. Write a 3-4 paragraph literary interpretation essay that includes a defensible thesis statement and presents a clear line of reasoning that includes a relevant claim, evidence and commentary.	• recursive process of building an interpretation Creative Writing Workshop

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
6.1: Intersectional Reading Notes	6.1a: Metaphor for Your Life
	6.1b: Metaphor for Your Life
	6.1c: N/A
6.2: Student Lectures	6.2a: Literature Seminar Discussion
	6.2b: Unpacking Prompt & FRQ Quiz
	6.2c: N/A
6.3: Unit 6 Summative MCQ	6.3a: Unit 6 Progress Check MCQ
	6.3b: N/A
	6.3c: N/A

Unit 6 Calendar / Pacing Plan

Back to Unit Overview

Unit 7: Exploration & Adventure	
Timeframe (# of Days): 14	**Texts/Technology/Other Resources**: ● *The Alchemist* by Paulo Coelho ● Selected poems, essays, artwork, music, podcasts and articles

Unit Outcomes	
Essential Questions: *How do the elements of drama combine to create exciting stories?* *How can we explore and express ideas in dramatic works of literature?*	**Enduring Understandings:** Often the change in a character emerges directly from a conflict of values represented in the narrative The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group. The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit 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. 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. 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. 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.

Benchmarks:

- CHR 1.B Explain the function of a character changing or remaining unchanged.
- CHR 1.C Explain the function of contrasting characters.
- CHR 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- CHR 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- SET 2.B Explain the function of setting in a narrative.
- SET 2.C Describe the relationship between a character and a setting.
- STR 3.B Explain the function of a particular sequence of events in a plot.
- STR 3.D Explain the function of contrasts within a text.
- STR 3.E Explain the function of a significant event or related set of significant events in a plot.
- STR 3.F Explain the function of conflict in a text.
- NAR 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- NAR 4.D Explain how a narrator's reliability affects a narrative.
- FIG 5.C Identify and explain the function of a symbol.
- FIG 5.D Identify and explain the function of an image or imagery.
- FIG 6.A Identify and explain the function of a simile.
- FIG 6.C Identify and explain the function of a personification.
- LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit Skills:
Students will be able to do the following skills:

Describe and explain the interrelationship between character change, character choices/actions, and plot.

Describe and explain internal and external conflicts in a story or play.

Examine and discuss narrative pacing in a story or play.
Diagram, compare and contrast the plot of a story and its structure.

Write a literary interpretation that explains how the broader historical and/or social context influences your interpretation of the literary work.

Write a scene for a play/movie that includes characterization, conflict, character change, dialogue, action and plot.

Give positive constructive feedback on a classmate's creative

Unit Content and Vocabulary:
Students will know the following information:

Character Change

- internal/external conflict & change
- circumstances
- gradual change vs. epiphany (sudden change as the result of a moment of realization)
- connection between Character Development & Action/Plot

Character's relationship to group and/or society
inclusion/exclusion
Values & Contrasts
Characters
Settings
Narrative Pacing
description vs action
details
scene vs summary
Narrator perspective
Symbols, setting as symbol

work, analyzing use of characterization, conflict, character change, dialogue, action and plot.	Motifs Themes Simile, Metaphor Personification Literary criticism - AP FRQ Practice ● broader context ● revision your interpretation based on additional evidence Creative Writing Dialogue (see notes & The Making of a Story: A Norton Guide to Creative Writing pg 343-356) Writing a scene for a play/movie Dramatic storytelling - characterization, conflict, character change, dialogue, action, plot

Anticipated Misconceptions:

-

Assessment Pacing Plan

Summatives	Formatives
7.1: Short Film Adaptation	7.1a: Reading Notes
	7.1b: Script or Storyboard
	7.1c: N/A
7.2: Artist's Commentary	7.2a: Unit 7 MCQ
	7.2b: FRQ Practice
	7.2c: N/A
7.3: N/A	7.3a: N/A
	7.3b: N/A
	7.3c: N/A

Unit 7 Calendar / Pacing Plan

Unit 7 (old) Calendar / Pacing Plan

Back to Unit Overview

Unit 8: Poetry & Review	
Timeframe (# of Days):	**Texts/Technology/Other Resources**: ● On Poetry, Agency and Social Change

Unit Outcomes	
Essential Questions: *How does poetry inspire curiosity and discussion?* *How do poets capture and express a feeling or a moment?* *How do poets help us look at timeless and universal ideas in new ways?*	**Enduring Understandings:** When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis. 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. 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. Ambiguity allows for different readings and understandings of a text by different readers 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. Often, conceits are used to make complex comparisons between the natural world and an individual. Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings. Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.
Benchmarks: ●	
Unit Skills: *Students will be able to do the following skills:* Examine and discuss how a poet's use of punctuation and	**Unit Content and Vocabulary**: Word Choice Form

spacing influences interpretation of a poem. Examine and explain how a juxtaposition or paradox influences interpretation of a poem. Examine and discuss how a conceit influences the complexity of a poem. Identify and explain allusions in a poem. Write a poem that includes at least three literary techniques. Write a literary interpretation that acknowledges and explains multiple/alternative interpretations of a poem.	Structure Imagery Juxtaposition / Contrast Shift Metaphor Simile Personification Allusion Symbol Literal vs. Figurative Poetry Punctuation & Spacing Structural patterns, emphasis (when the pattern is interrupted) Sonnets Juxtaposition Irony ● situational - when events or statements in a text are inconsistent with the expectations readers bring to a text ● verbal - when events or statements in a text are inconsistent with the expectations established by the text itself Paradox - when seemingly contradictory elements are juxtaposed, but the contradiction reveals a hidden or unexpected idea. Different interpretations based on different readers' attitudes or perspectives ● Word Choice - ambiguity & associations ● Symbolism ● Figurative language Conceit - a complex extended metaphor that presents images, concepts, and associations in surprising or paradoxical ways; often used to make complex comparisons between the natural world and an individual Allusion - shared knowledge about a reference creates emotional or intellectual associations and understandings Creative Writing - Citing Sources

Anticipated Misconceptions - AP English Literature Skills**:**

- STR 3.C Explain the function of structure in a text.
- STR 3.D Explain the function of contrasts in a text.
- FIG 5.A Distinguish between the literal and figurative meanings of words and phrases.
- FIG 5.B Explain the function of specific words and phrases in a text.
- FIG 5.C Identify and explain the function of a symbol.
- FIG 5.D Identify and explain the function of an image or imagery.
- FIG 6.A Identify and explain the function of a simile.

- FIG 6.B Identify and explain the function of a metaphor.
- FIG 6.C Identify and explain the function of a personification.
- FIG 6.B Identify and explain the function of an allusion.
- LAN 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7.E Demonstrate control over the elements of composition to communicate clearly.

Assessment Pacing Plan	
Summatives	**Formatives**
8.1: Poem Revision & Commentary	8.1a: Poem Draft
8.2: AP Exam Practice MCQ	8.2a: Unit 5 Progress Check MCQ
	8.2b: Unit 7 Progress Check MCQ
	8.2c: FRQ Review Quiz
8.3: N/A	8.3a: N/A
	8.3b: N/A
	8.3c: N/A

Unit 8 Calendar / Pacing Plan

Back to Unit Overview

Unit 9: Publishing & Podcast

Timeframe (# of Days):	**Texts/Technology/Other Resources**:

Unit Outcomes	
Essential Questions: •	**Enduring Understandings:** •
Benchmarks:	

•	
Unit Skills: *Students will be able to do the following skills:*	**Unit Content and Vocabulary**: *Students will know the following information:*
Anticipated Misconceptions: •	

Assessment Pacing Plan	
Summatives	**Formatives**
9.1: Literary Magazine Submission	9.1a: Literary Writing Revision
	9.1b: POTA Folder
	9.1c: Author's Commentary / Blog Post Draft
9.2: Podcast Episode (final edited version)	9.2a: Reading & Research Notes + Questions
	9.2b: Preinterview Notes & Podcast Outline
	9.2c: Podcast Recording
	9.2d: Edited Transcript
9.3: N/A	9.3a: N/A
	9.3b: N/A
	9.3c: N/A

Unit 9 Calendar / Pacing Plan

Back to Unit Overview