

AP ENGLISH LITERATURE AND COMPOSITION

AP Pacing Guide for Flipped Classrooms: Jan.–April 2021

Overview


Due to the challenges associated with hybrid and remote learning in 2020–21, a significant amount of the content and skills colleges are requiring for credit will likely need to be assigned to students as homework or independent learning. This guide allows students who are currently behind to complete all course topics from the course and exam description by May. This guide assumes students will complete approximately 30 minutes of AP Daily videos (~10 minutes each) and topic questions each day in lieu of, or addition to, assignments the teacher would ordinarily give.

How to Implement

This guide assumes students covered only 26% of the course content and skills in the fall of 2020. For classes that have been forced off schedule, there may not be time for teacher-led instruction of all remaining topics.

- Teachers should **assign the AP Daily videos and topic questions** listed below as student assignments each week.
- Using the reports generated by the topic questions, teachers should focus their limited, direct class time on the Essential Knowledge where students need more help.
- If students are ahead of the pace indicated below, teachers will be able to incorporate additional days or weeks to spend more time on challenging topics, practicing course skills, or reviewing for the exam.

Week 1: Jan. 4–8 Unit 4



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

*Prioritize the most challenging Essential Knowledge for your students for direct, synchronous instruction.


Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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

 **Week 2: Jan. 11–15**



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
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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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


 **Week 3: Jan. 18–22**

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	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. 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.	 Topic Questions



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video 1	<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.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.</p> <p>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.</p>	💡 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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.	<ul style="list-style-type: none">  Topic Questions  Personal Progress Check

Unit 5





3.C: Explain the function of structure in a text.	AP Daily Video 1 AP Daily Video 2	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. 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. STR-1.W: Structures combine in texts to emphasize certain ideas and concepts.	<ul style="list-style-type: none">  Topic Questions
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 **Week 4: Jan. 25–29 Unit 5**

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.	<ul style="list-style-type: none">  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.	<ul style="list-style-type: none">  Topic Questions






Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.D: Identify and explain the function of an image or imagery.	AP Daily Video 1	<p>FIG-1.O: Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.</p> <p>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.</p> <p>FIG-1.Q: A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.</p>	💡 Topic Questions
6.B: Identify and explain the function of a metaphor.	AP Daily Video 1	<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>	💡 Topic Questions
6.C: Identify and explain the function of personification.	AP Daily Video 1	<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>	💡 Topic Questions

 **Week 5: Feb. 1–5**




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.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	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. 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.	 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 AP Daily Video 2	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.	 Topic Questions
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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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.	<ul style="list-style-type: none">  Topic Questions  Personal Progress Check

 **Week 6: Feb. 8–12 Unit 6**





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	<p>CHR-1.V: Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.</p> <p>CHR-1.W: A character’s competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.</p>	 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

 **Week 7: Feb. 15–19**



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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
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

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
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







 **Week 8: Feb. 22–26 Unit 7**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	AP Daily Video 1	<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>	 Topic Questions
7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	AP Daily Video 1 AP Daily Video 2	<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 AP Daily Video 2	<p>LAN-1.R: Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.</p> <p>LAN-1.S: Writers use words that enhance the clear communication of an interpretation.</p> <p>LAN-1.T: Punctuation conveys relationships between and among parts of a sentence.</p>	 Topic Questions  Personal Progress Check






 **Week 8: Feb. 22–26 cont. Unit 7**



Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
<p>1.B: Explain the function of a character changing or remaining unchanged.</p>	<p>AP Daily Video 1 AP Daily Video 2 AP Daily Video 3</p>	<p>CHR-1.X: Often the change in a character emerges directly from a conflict of values represented in the narrative.</p> <p>CHR-1.Y: Changes in a character’s circumstances may lead to changes in that character.</p> <p>CHR-1.Z: While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.</p> <p>CHR-1.AA: An epiphany may affect the plot by causing a character to act on his or her sudden realization.</p>	<p> Topic Questions</p>
<p>1.D: Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</p>	<p>AP Daily Video 1 AP Daily Video 2</p>	<p>CHR-1.AB: A group or force can function as a character.</p> <p>CHR-1.AC: When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.</p> <p>CHR-1.AD: 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.</p>	<p> Topic Questions</p>

 **Week 9: Mar. 1–5**


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 1	<p>SET-1.E: When a setting changes, it may suggest other movements, changes, or shifts in the narrative.</p> <p>SET-1.F: Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.</p>	 Topic Questions
2.C: Describe the relationship between a character and a setting.	AP Daily Video 1	<p>SET-1.G: The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.</p> <p>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.</p>	 Topic Questions
3.A: Identify and describe how plot orders events in a narrative.	AP Daily Video 1	<p>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.</p>	 Topic Questions
3.B: Explain the function of a particular sequence of events in a plot.	AP Daily Video 1	<p>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.</p>	 Topic Questions
4.D: Explain how a narrator’s reliability affects a narrative.	AP Daily Video 1	<p>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.</p>	 Topic Questions
5.C: Identify and explain the function of a symbol.	AP Daily Video 1 AP Daily Video 2	<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

 **Week 10: Mar. 8–12**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.D: Identify and explain the function of an image or imagery.	AP Daily Video 1	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 1	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 1	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
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 AP Daily Video 2	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. 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.	 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 AP Daily Video 2	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.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.	 Topic Questions

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> <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>

 **Week 11: Mar. 15–19 Unit 8**

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 1 AP Daily Video 2	<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>	<p> Topic Questions</p>






Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.D: Explain the function of contrasts within a text.	AP Daily Video 1 AP Daily Video 2	STR-1.AF: Juxtaposition may create or demonstrate an antithesis. 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. 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.	💡 Topic Questions
5.B: Explain the function of specific words and phrases in a text.	AP Daily Video 1	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 1	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

 **Week 12: Mar. 22–26**




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 1 AP Daily Video 2	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. FIG-1.AJ: Often, conceits are used to make complex comparisons between the natural world and an individual. FIG-1.AK: Multiple comparisons, representations, or associations may combine to affect one another in complex ways.	💡 Topic Questions
6.D: Identify and explain the function of an allusion.	AP Daily Video 1	FIG-1.AL: Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.	💡 Topic Questions

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	<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





 **Week 13: Mar. 29–Apr. 2**

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>	<p> Topic Questions</p>
7.E: Demonstrate control over the elements of composition to communicate clearly.	AP Daily Video 1	LAN-1.W: Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.	<p> Topic Questions</p> <p> Personal Progress Check</p>
Unit 9			
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>	<p> Topic Questions</p>
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>	<p> Topic Questions</p>

 **Week 14: Apr. 5–9 Unit 9**

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
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

 **Week 15: Apr. 12–16**

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>
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> Topic Questions</p> <p> Personal Progress Check</p>