AP Literature 12th Grade Pacing Plan

Teacher: Ms. James
Duration: September 29, 2025 – January 26, 2026
Schedule: 5 Days per Week (45 Minutes)
Standards: College Board AP Literature — Analysis of prose, drama, and poetry; literary argument writing; synthesis across texts
Protocols: HMH Into Literature + ACE Writing Strategy (Answer → Cite → Explain)

Schoolwide Focus:

- **Reading Protocol:** Three Reads — Comprehension → Analysis → Connection to Context

- **Writing Protocol:** ACE Writing — Answer → Cite → Explain

Unit 1: Human Choices and Consequences

Texts:
"The Necklace" by Guy de Maupassant
A Streetcar Named Desire by Tennessee Williams

Week of September 29 – October 4
Focus: Introduction to Short Fiction & Drama
Learning Targets:

- I can identify the main idea and theme of a short story.

- I can annotate a text for comprehension using the Three Reads Protocol.

- I can write an ACE paragraph that clearly answers a text-based question.
  Activities:

- First Read of *The Necklace* for comprehension.

- Vocabulary: envy, pride, irony, misfortune.

- ACE Writing: "What is the central lesson of *The Necklace*?"

Week of October 6 – October 10
Focus: Character Motivation and Theme Development
Learning Targets:

- I can analyze how an author develops character through choices.

- I can connect textual evidence to a central theme.

- I can use the ACE format to support my ideas with textual evidence.
  Activities:

- Second and Third Reads of *The Necklace*.

- Discussion: "How do decisions shape outcomes?"

- ACE Writing: "How does Madame Loisel's character affect the story's outcome?"

Week of October 13 – October 17
Focus: Introduction to Drama – *A Streetcar Named Desire*
Learning Targets:

- I can identify elements of a play and analyze dramatic structure.

- I can interpret dialogue to understand character motivation.

- I can apply the Three Reads Protocol to analyze key scenes.
  Activities:

- Read Scenes 1–2 of *Streetcar*.

- Vocabulary: desire, illusion, reality, tension.

- ACE Writing: "What does Blanche's behavior reveal about her character?"

Week of October 20 – October 24
Focus: Conflict, Desire, and Dramatic Tension
Learning Targets:

- I can analyze how dialogue and stage directions reveal conflict.

- I can connect textual evidence to character development.

- I can make text-to-world connections using Three Reads.
  Activities:

- Read Scenes 3–4, annotate for tension and symbolism.

- Group discussion: "How do personal desires drive conflict?"

- ACE Writing: "How does Stanley's behavior intensify the conflict?"

Week of October 27 – November 1
Focus: Synthesizing Themes and End-of-Unit Assessment
Learning Targets:

- I can compare and contrast themes across two texts.

- I can explain how authors use characters to convey moral lessons.

- I can produce a literary analysis essay using ACE structure.
  Activities:

- Read the final scenes of *Streetcar*.

- Write a comparative essay: "How do choices and desires shape human outcomes in *The Necklace* and *Streetcar*?"

- End-of-Unit Assessment (HMH): Literary Analysis Essay

Unit 2: Choices, Consequences, and Identity

Text: *Beloved* by Toni Morrison

Unit Question: How do choices and circumstances shape identity and legacy?

Week of November 10 – November 15
Focus: Introduction to Memoir and Historical Context
Learning Targets:

- I can summarize key events in a novel and identify narrative perspectives.

- I can analyze Morrison's narrative style and the historical context of slavery and Reconstruction.

- I can write an ACE paragraph connecting events to character identity.
  Activities:

- Read Preface + Chapters 1–3.

- Vocabulary: trauma, memory, haunting, identity.

- ACE Writing: "How does Morrison use memory and narrative structure to introduce Sethe's character?"

Week of November 18 – November 22
Focus: Motifs and Symbols
Learning Targets:

- I can identify recurring motifs and symbols that develop themes.

- I can connect character decisions to broader societal pressures.

- I can apply ACE structure to interpret textual evidence.
  Activities:

- Read Chapters 4–7.

- Three Reads Protocol (Analysis Focus).

- ACE Writing: "How does the motif of 'rememory' develop the theme of trauma and survival?"

Week of December 2 – December 6
Focus: Character Development and Theme
Learning Targets:

- I can analyze how character arcs reflect tension between personal agency and societal constraints.

- I can identify figurative language and narrative structure that develops theme.

- I can support claims with textual evidence.
  Activities:

- Read Chapters 8–12.

- Vocabulary: haunting, redemption, motherhood, legacy.

- ACE Writing: "How do Sethe's decisions illustrate the tension between personal agency and societal constraints?"

Week of December 9 – December 13
Focus: Narrative Perspective and Symbolism
Learning Targets:

- I can analyze Morrison's use of nonlinear narrative and multiple perspectives.

- I can connect symbolism to character development and theme.

- I can write analytical paragraphs that synthesize multiple literary elements.
  Activities:

- Read Chapters 13–18.

- Discussion: "How does Morrison's narrative style shape our understanding of trauma and identity?"

- ACE Writing: "How does Morrison's use of nonlinear narrative shape our understanding of trauma?"

Week of December 16 – December 20
Focus: End-of-Unit Assessment & Comparative Analysis
Learning Targets:

- I can synthesize themes across multiple texts (*Beloved*, *The Necklace*, *Streetcar*).

- I can construct a literary argument using ACE and AP standards.

- I can self-assess my growth in analytical reading and writing.
  Activities:

- Review all Unit 2 texts.

- End-of-Unit Assessment: Essay — "How do choices, circumstances, and historical context shape identity and legacy across these texts?"

- Portfolio reflection using ACE structure.

Unit 3: Perseverance, Identity, and Synthesis

Texts: Selected Poetry and Memoirs from HMH AP Literature Alignment:

- Poetry: "The Road Not Taken" by Robert Frost, selections from Langston Hughes, Gwendolyn Brooks

- Memoirs: *The Story of My Life* by Helen Keller, *The Struggle to Be an All-American Girl* by Elizabeth Wong

Unit Question: How do personal challenges and historical context shape identity and resilience?

Week of January 6 – January 10
Focus: Poetry – Choice and Individuality
Learning Targets:

- I can determine the theme and analyze how figurative language creates meaning.

- I can compare poetic techniques across multiple poets.

- I can use ACE structure to interpret imagery and tone.
  Activities:

- Read and annotate selected poems.

- ACE Writing: "How does Frost use imagery and structure to convey choice and consequence?"

- Compare poems by Hughes and Brooks on identity and social context.

Week of January 13 – January 17
Focus: Memoir and Identity
Learning Targets:

- I can analyze point of view, tone, and narrative style in memoirs.

- I can compare themes of perseverance and self-definition across texts.

- I can write ACE paragraphs linking personal challenges to identity.
  Activities:

- Read *The Story of My Life* and *The Struggle to Be an All-American Girl*.

- Three Reads Protocol (Analysis & Connection).

- ACE Writing: "How do the authors' experiences shape their understanding of personal growth?"

Week of January 21 – January 26
Focus: Synthesis and AP Exam Preparation
Learning Targets:

- I can synthesize ideas across fiction, poetry, and memoir.

- I can construct literary arguments that integrate multiple texts.

- I can self-assess my analytical reading and writing skills.
  Activities:

- Review all Unit 3 texts.

- End-of-Unit Assessment: Essay — "How do authors across genres explore the ways challenges and choices shape identity?"

- Portfolio reflection using ACE structure and AP-style rubrics.

Ongoing Skills Across All Units:

- Weekly vocabulary quizzes aligned with HMH selections.

- Independent reading journals applying Three Reads Protocol.

- Writing workshops emphasizing ACE paragraph structure and AP-style literary argument.

- Socratic seminars, peer discussions, and student-led analysis for speaking and listening skills.