

# AP Literature and Composition ELA Pacing Guide

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.*

<b>Marking Period 1</b> <b>40 Days</b> <i>Unit 1: Elizabethan/Early Modern Era</i>	<b>Marking Period 2</b> <b>45 Days</b> <i>Unit 2: The Romantic Period</i>	<b>Marking Period 3</b> <b>50 Days</b> <i>Unit 3: The Victorian Period</i>	<b>Marking Period 4</b> <b>45 Days</b> <i>Unit 4: Realism</i>
Week 1: Define <ul style="list-style-type: none"> <li>British Literary Movements</li> <li>Text specific vocabulary and literary devices.</li> <li>Old English literature</li> <li>Literary Genres: epic poetry, Shakespearean sonnet, tragedy</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>Text specific vocabulary and literary devices.</li> <li>British Romantic Movement</li> <li>Literary Genres: science fiction, pastoral elegy</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>Text specific vocabulary and literary devices.</li> <li>British Victorian writing</li> <li>Literary Genres: play, dramatic comedy, social satire</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>Critical Analysis</li> <li>Text specific vocabulary and literary devices.</li> <li>British Realism literary movement</li> <li>Industrial Revolution</li> <li>Literary Genres: political essay, research essay, new women</li> </ul>
Week 2: Understand <ul style="list-style-type: none"> <li>Discuss how poetry expresses thematic experiences</li> <li>Explain how poetic language functions</li> <li>Classify poem types and forms</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>Discuss how historical events affect the creation of literature</li> <li>Explain how poetry is used to comment on society</li> <li>Classify types of fiction by common features</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>Discuss how shifts in cultural values affect the creation of literature</li> <li>Explain the influence of British imperialism on literature</li> <li>Classify main ideas and themes within the anchor texts</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>Discuss how new technology affects the creation of literature</li> <li>Explain the influence of the visual arts in Realism text</li> <li>Classify main ideas and themes within the anchor texts</li> </ul>
Week 3: Apply <ul style="list-style-type: none"> <li>Interpret the symbols found in the anchor text</li> <li>Implement knowledge of Elizabethan history</li> <li>Sketch out the progression of the plot of the anchor</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>Interpret Romantic poetry</li> <li>Implement knowledge of the Romantic movement</li> <li>Demonstrate understanding of imagery</li> <li>Sketch notes to show</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>Interpret Victorian poetry</li> <li>Implement knowledge of Victorian society</li> <li>Demonstrate knowledge of British geography in the texts</li> </ul>	Week 3: Apply <ul style="list-style-type: none"> <li>Interpret how the Industrial Age pre-war culture changed the way people viewed life</li> <li>Implement knowledge of radical changes in visual</li> </ul>

<p>text</p> <ul style="list-style-type: none"> <li>● Execute use of strong diction based on connotation</li> </ul>	<p>understanding of Romantic poetry</p>	<ul style="list-style-type: none"> <li>● Sketch found poetry using Victorian poetry as a source</li> </ul>	<p>arts</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of interdisciplinary criticism</li> <li>● Sketch out a comparison between literary and visual metaphor</li> </ul>
<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Connect the anchor text to historical events and places</li> <li>● Breakdown Shakespearean English into contemporary English</li> <li>● Find uses of metaphors in the anchor text</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Differentiate British Romanticism from American Romanticism</li> <li>● Organize the format of the anchor text and how it develops the protagonist</li> <li>● Examine bias in the characterization of the anchor text</li> <li>● Compare the anchor text to other monster stories</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Differentiate Victorian writing from Romantic</li> <li>● Organize plot elements in an original narrative writing</li> <li>● Examine the use of archetypes in the anchor text</li> <li>● Compare character motives in the anchor text</li> </ul>	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> <li>● Differentiate between the struggles of the individual against an unequal society</li> <li>● Organize claims for more impactful writing</li> <li>● Examine supplemental texts through different critical lens</li> <li>● Compare the values of different critical readings of a text</li> </ul>
<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Justify character motivations in the anchor text</li> <li>● Defend the how actors characterize the protagonist in performances</li> <li>● Use appropriate jargon to discuss the play.</li> <li>● Produce an analytical performance</li> <li>● Select relevant monologues and scenes to perform</li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend the author's choice in structure.</li> <li>● Justify the sequence of the structure.</li> <li>● Critique the characters' actions in the text</li> <li>● Use textual evidence to critique the author's craft and writing technique.</li> <li>● Produce a journal entry that emulates the style of the anchor text</li> <li>● Experiment with diction vocabulary throughout anchor text and in writing</li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend the playwright's tone in the anchor text</li> <li>● Justify actor's performance choices</li> <li>● Critique the effectiveness of the author's expression of the theme in the text</li> <li>● Use literary devices to critique the author's craft and writing technique.</li> <li>● Produce a debate argument with a group</li> <li>● Experiment with strong vocabulary throughout anchor text and in writing</li> </ul>	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend a specific critical reading of the anchor text</li> <li>● Justify the description of the purposed setting of the anchor text</li> <li>● Critique the character's actions and feelings in the anchor text</li> <li>● Use literary devices to critique the author's craft and writing technique.</li> <li>● Produce a debate argument on the relevance of the anchor text</li> <li>● Experiment with strong vocabulary throughout anchor text and in writing</li> </ul>

<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>● Formulate a written response with anchor text</li> <li>● Construct an essay arguing the purpose of a character</li> <li>● Investigate how the anchor text is similar to other writing during the Elizabethan period period</li> <li>● Design a contemporary retelling of the anchor text</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>● Construct a literary analysis comparing character growth in the text</li> <li>● Develop a strong and defensible thesis based on the text</li> <li>● Formulate a strong AP-style essay</li> <li>● Investigate the effects of the anchor text after its publication</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>● Design a journal for a character in the anchor text</li> <li>● Construct an original epilogue for the anchor text</li> <li>● Investigate two texts that include commonality in order to construct analysis on commonalities.</li> <li>● Research informational topics and connect to themes of anchor text</li> </ul>	<p>Week 6: Create</p> <ul style="list-style-type: none"> <li>● Design a narrative base don the themes of the anchor text</li> <li>● Construct a story more relevant to modern society</li> <li>● Investigate multiple informational texts on the treatment of minority people in contemporary society</li> </ul>
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