

Based on MyPerspectives Pearson Grade 12

PACING Guide SY 2020-2021

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter Skills review Close reading and Essay Writing</p> <p>Resumes College Essays Scholarships College applications ACT Prep</p> <p>Vocabulary Grammar Forging a hero: A World of Heroes, From Beowulf Poetry: To Lucasta, on Going to the Wars, The Charge of the Light Brigade,</p>	<p>Unit One</p> <p>Writing Standards: Text Types & Purposes</p> <p>6. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the <i>effective selection, organization, and analysis of content.</i></p> <p>a. <i>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</i></p> <p>b. <i>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</i></p> <p>c. <i>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify</i></p>	<p>How do different cultures interpret heroes- what do they look for?</p> <p>What makes a hero?</p> <p>What is world literature and why do we read it?</p>	<p>-Students will get to know each other</p> <p>-Students will review and understand syllabus and class rules</p> <p>Students will be able to review the following reading strategies: Annotation Determining Audience Determining author’s purpose Inference Paraphrase Terms: Characterization Diction Detail</p> <p>Students will be able to review the following writing strategies:: The process of Composition Prewriting -consideration of audience -determination of purpose -generation of ideas -organization of ideas</p>	<p>Academic Language: -Infer -Deduce -Compare/Contrast -Elaborate -Summarize -Analyze -Synthesize -Speculate -Claim -Evidence (textual) -Clarify</p> <p>Figurative Language: Simile Metaphor Personification Hyperbole Imagery Idioms Analogy</p> <p>Literary Terms: Protagonist Antagonist Foil Static & Dynamic</p>

<p>The Song of the Mud, Dulce et Decorum Est The Battle of Maldon Nonfiction: How Did Harry Patch Become an Unlikely WWI hero?, Accidental Hero, The New Psychology of Leadership, Speech before Her Troops, Defending Nonviolent Resistance, Pericles' Funeral Oration Writing: Argument</p> <p>Reflecting on Society: Argument, Satire, and Reform Standing up to Absolute Power, Canterbury Tales</p>	<p><i>the relationships among complex ideas and concepts.</i></p> <p>d. <i>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</i></p> <p>e. <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p>f. <i>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.W.2)</i></p> <p>Reading Standards for Literature</p> <p>1. <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RL.1)</i></p> <p>2. <i>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.RL.2)</i></p> <p>4. <i>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (11-12.RL.4)</i></p> <p>5. <i>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a</i></p>	<p>What is the point of hero stories- what do they do for people?</p> <p>What does it mean to carry on a tradition? How important is it?</p> <p>What impact do we have on society?</p>	<ul style="list-style-type: none"> -selection of topic -drafting -revision of multiple drafts Structural Elements Introduction Body -incorporation of quotes -topic sentence -use of commentary -use of evidence Organization: Patterns Transitions Style and Voice Structure Sentence Variety Selection of Detail Selection of Vocabulary Use of Literary Elements and Techniques 	<p>Plot Terms: Exposition, Rising Action, Climax, Falling Action, Denouement</p> <p>Archetypes</p> <p>Myths, legends, fables</p> <p>Themes</p>
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<p>Prologue, from The Rape of the Lock, from Candide Poetry: On Seeing England for the first time, XXII from Midsummer, Poetry of Benjamin Zephaniah Nonfiction: The Worms of the Earth Against the Lions, Shakespeare’s Sister, Passenger Manifest for the MV Empire Windrush, Occupy LSX May be Gone, but the Movement Won’t be Forgotten, Today’s Pygmy Protesters Are No Heirs to Martin Luther King, Inequality and</p>	<p><i>comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.RL.5)</i></p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.RL.7)</p> <p>9. <i>Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11-12.RL.9)</i></p> <p>Production and Distribution of Writing</p> <p>7. <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (11-12.W.4)</i></p> <p>8. <i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)</i></p> <p>Speaking and Listening Standards Comprehension & Collaboration</p> <p>1. <i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,</i></p>		<p>-Students will analyze the characteristics of characters in the readings</p> <p>-Students will understand the characters, theme, and story arc of the short stories.</p> <p>-Students will understand the symbolism in heraldry</p> <p>-Students will compare and contrast two works of literature with the same characters but different authors</p> <p>-Students will compare different media about similar stories.</p>	
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<p>the Crisis: Still Pre-Occupied, What We Mean When We Say People,</p> <p>Writing: Explanatory Essay</p> <p>Play: The Importance of Being Earnest</p>	<p><i>building on others' ideas and expressing their own clearly and persuasively.</i></p> <ol style="list-style-type: none"> a. <i>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i> b. <i>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</i> c. <i>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</i> d. <i>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.SL.1)</i> 			
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<p>Quarter 2</p> <p>Facing the Future, Confronting the Past: Shakespeare Extended Study</p> <p>Macbeth/Hamlet (Text and Graphic Novel) Poetry: Shakespeare Sonnets 12, 60,73 Sonnet 32 Wroth, Sonnet 75 Spenser, Ozymandias, Why Brownlee Left, Man’s Short Life ad Foolish Ambition Nonfiction: Criticism Brooks and Kermode, What’s Your time</p>	<p>READING: INFORMATIONAL TEXT: Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>READING INFORMATIONAL TEXT: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>How do I relate to Shakespeare’s message?</p> <p>What does it mean to be on a journey?</p> <p>Is it always necessary to cheat to get ahead?</p> <p>In society, there are many different kinds of people who make life interesting. How does point-of-view add to maintaining a reader’s interest?</p>	<p>Examine Shakespeare and techniques he uses</p> <p>Use close reading skills to track how an argument is developed in essays and editorials. Be able to identify and analyze the use of text structures (compare/contrast, chronological, process, cause & effect, description/classification)</p> <p>-Create visuals that explain the rules for using semicolons, colons, and commas in writing.</p> <p>Analyze Shakespearean sonnets.</p>	<p>TEXT STRUCTURES & CLOSE READING SKILLS:</p> <p>Annotate Context Clues: Synonyms, Antonyms, Cause & Effect, Grouping Compare & Contrast Chronological/Sequential Cause & Effect Formal Tone</p> <p>Rhetoric:</p> <p>-Pathos, ethos, logos -Analogy - -False analogy -Poisoning the well -False Premise</p> <p>GRAMMAR:</p> <p>-Clauses and Phrases Independent/Dependent Clauses -Subject & Predicate -Conjunctions: coordinating & subordinate -Semicolon -Colons</p>

<p>Perspective? Does Time Pass? Drama: From Oedipus Rex Short Story: The Lagoon</p>	<p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>WRITING</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the</p>		<p>Analyze critical analysis</p>	
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	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>LANGUAGE:</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>SPEAKING/LISTENING</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and tas</p>			
<p>QUARTER 3 (Semester 2) Seeing Things New</p> <p>The Assignment of</p>	<p>READING LITERATURE: <i>Reading Literature: Key Idea and Details</i> <i>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12 R.L.1)</i></p>	<p>How does culture help us “see” the world?</p> <p>How does fiction and non-fiction texts help</p>	<p>Read a variety of cultural texts and identify how cultural bias affects the narrator or protagonist.</p>	<p>Literary Terms:</p> <p>Elements of Drama</p> <p>Epic Poem Point-of-View</p>

<p>My Life, from Gulliver’s Travels, Araby, from Pilgrim’s Progress, from The Pillow Book, Nova Science Now</p> <p>Poetry: A Valediction: Forbidding Mourning, Holy Sonnet 10, To His Coy Mistress, To the Virgins, Make much of time, Youth’s the Season Made for Joys, From The Divine Comedy, The Second Coming, the Explosion, Old Love, The Lamb, The Tiger, The Chimney Sweeper, Kubla Khan</p>	<p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12 R.L.2)</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12 R.L.3)</p> <p>Reading Literature: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (11-12.RL.4)</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (11-12.RL.5)</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (11-12.RL.6)</p> <p>READING: INFORMATIONAL TEXT: Key Ideas and Details</p>	<p>people understand society throughout the world?</p> <p>Examine poetry and techniques used by the author</p>	<p>Analyze prose and poetry by examining word choice, structure, symbolism, and allusion.</p> <p>Use close reading skills to examine texts on issues affecting the world.</p> <p>Evaluate electronic sources for bias, fallacious reasoning, and credibility.</p> <p>Create comics and memory boxes to understand plot.</p> <p>Compare and contrast characters using author’s description and dialogue.</p> <p>Write a reflective essay</p> <p>Examine poetry and excerpts from novels.</p> <p>Compare poems and poets.</p>	<p>Analogy Protagonist Antagonist Symbolism Fallacious Reasoning Credibility</p> <p>Poetry terms: Apostrophe Metaphor Metonymy Oxymoron Paradox Simile Alliteration Assonance Consonance Meter Onomatopoeia Allusion Hyperbole Irony</p>
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<p>Writing: A Reflective Narrative</p> <p>Discovering the Self: Early Dismissal, Lines Composed a Few Miles Above Tintern Abbey, from The Prelude, Ode to a Nightingale, Ode to the West Wind, from Frankenstein, from Mrs. Dalloway, Apostrophe to the Ocean, The World is Too Much with Us, London, 1802, The Madeline, The Most Forgetful Man in the World, When Memories Never Fade, the Past can Poison the</p>	<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>READING INFORMATIONAL TEXT: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>WRITING : Text Types and Purposes</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>Who am I and where am I going?</p>	<p>Identify and analyze the techniques the poet uses.</p> <p>Write a reflective narrative.</p>	
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<p>Present, Seeing Narcissists Everywhere, A Year in a Word: Selfie, From Time and Free Will, from The Portrait of a Lady</p> <p>Writing: Personal Narrative</p> <p>Novel: Frankenstein Wuthering Heights</p> <p>Quarter 4</p> <p>Finding a Home: Home Away from Home, Back to My Own Country, Shooting an Elephant, A History of the English Church and People, History of Jamaica, The Seafarer,</p>	<p>organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic</p> <p>SPEAKING/LISTENING</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Where is home? What does it mean to be home?</p>	<p>Examine nonfiction works and compare to life today.</p> <p>Write a personal narrative.</p> <p>Examine a novel and analyze the techniques the author uses to create character, setting, plot, point of view etc.</p>	
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<p>Dover Beach, Escape from the Old Country, The Widow at Windsor, From Lucy: Englan' Lady, St. Crispin's Day Speech, Home thoughts from Abroad, From The Buried Giant, My Old Home, Writing as an Act of Hope</p> <p>Novel: Brave New World</p> <p>Writing: Informative Essay</p>	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>READING LITERATURE: KEY IDEAS AND DETAILS</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as</p>	<p>What will the future be like? What is utopia, distopia?</p>	<p>Compare and analyze poetry and non-fiction selections.</p> <p>Show comprehension and analysis of Brave New World</p> <p>Compare our world to the Brave New World Society.</p> <p>Write an informative essay.</p>	
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	<p>well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>READING LITERATURE: CRAFT AND STRUCTURE</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>READING LITERATURE: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7).</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced</p>			
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	<p>searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). (11-12.W.9)</p>			

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