

**Warren County Schools**  
**English IV Pacing Guide**  
**2018-2019**

**North Carolina English Language Arts Standard Course of Study:**

Each unit includes the 2017 Adopted English Language Arts Standards that are directly aligned to the Unit Summative Assessments. “Sample Learning Targets” and “Sample Formative Assessments” are designed to help the teacher align instruction between the 2017 Adopted ELA Standards and the Summative Assessments. Teachers will determine how those standards will be met by aligning daily assessments, instruction, and curriculum with particular students/classes in PLCs. Teachers are encouraged to investigate supplementary works that are appropriate to the theme of the unit and the NC ELA Standards. The units are organized by theme, with specific NC ELA Standards aligned to each unit so that students are building skills to meet every NC ELA Standard.

**Time:**

The pacing of the curriculum guide aligns with a block schedule (1 semester, 90 minute classes) broken into three units, each expected to take approximately six weeks. It is recommended that each unit include a novel, drama, or epic poem as an anchor text, complemented by short stories, poetry, non-fiction texts, and media texts. Each unit will also include necessary remediation and end-of-course review (practice released questions, test-taking strategies, etc). Teachers are encouraged to determine the most effective time frame for instruction to ensure mastery of ELA standards. For those schools on a yearlong schedule requiring six units, there is an additional resource that breaks up the three units found in this pacing guide into six units.

**Vocabulary:**

In each unit, there is essential vocabulary that is separated into two categories: **Academic Vocabulary**, which are words that are traditionally used in academic dialogue/text and appear in many disciplines; and **Literary Terms**, which are content specific words used to analyze and explain literature. In addition to these vocabulary words, lessons should include words that are derived from SAT/ACT assessments and continuously build upon students’ vocabulary skills.

**Suggested Texts:**

In each unit, there is a list of suggested texts including short stories, excerpts, poems, and informational texts. At the end of this pacing guide, there is an additional table with anchor texts that includes longer works such as novels, novellas, dramas, and epics. Teachers are always encouraged to use their favorite texts and those that contain the interests of the students while meeting the 2017 Adopted NC ELA Standards.

### **Summative/Formative Assessments and the English IV NCFE:**

Each unit is designed around NC ELA Standards and a Summative Assessment so that teachers and PLCs may practice “backwards design” (a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment) within each unit towards what students should know, conceptualize, and be able to do. The Sample Formative Assessments are the daily, non-graded assessments that help determine effect/direction of instruction. The English IV NCFE contains literary selections, multiple-choice questions, and constructed response questions. Additional resources to assess for the standards include but are not limited to: ACT tests, SAT/PSAT tests, Schoolnet, and released English IV NCFE tests. Additionally, please always remember released tests from other states that are aligned to the Common Core may also be helpful when finding short passages with standards-based questions.

### **Information and Technology Standards for English IV:**

Teachers are expected to incorporate standards for technology into their lesson/unit plans. These instructional decisions should be based on the availability of technology resources, implementation of the English I curriculum as described in the Common Core State Standards and 21st Century Skills framework, specified below:

<i>Sources of Information:</i>	
HS.SI.1	Evaluate resources needed to solve a given problem
<i>Technology as a Tool:</i>	
HS.TT.1	Use technology and other resources for assigned tasks
<i>Research Process:</i>	
HS.RP.1	Design project-based products that address global problems
<i>Safety and Ethical Issues:</i>	
HS.SE.1	Analyze issues and practices of responsible behavior when using resources

**Academic Skills:**  
**(derived from NC ELA CCR Anchor Standards)**

Academic Skills:	Derived From NC ELA Anchor Standard(s):	Revised Bloom's Taxonomy Level:					
		Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyze	Level 5: Evaluate	Level 6: Create
Acquire	CCSS.ELA-LITERACY.CCRA.L.6	✓					
Analyze	CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.9 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.2				✓		
Apply	CCSS.ELA-LITERACY.CCRA.L.3			✓			
Argue	CCSS.ELA-LITERACY.CCRA.W.1						✓
Assess	CCSS.ELA-LITERACY.CCRA.R.6 CCSS.ELA-LITERACY.CCRA.W.6					✓	
Cite Evidence	CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.W.1	✓					
Clarify	CCSS.ELA-LITERACY.CCRA.L.4	✓	✓				
Compare/Contrast	CCSS.ELA-LITERACY.CCRA.R.9				✓		
Connect	CCSS.ELA-LITERACY.CCRA.R.10	✓		✓	✓	✓	✓

Convey	CCSS.ELA-LITERACY.CCRA.W.2		✓	✓			
Delineate	CCSS.ELA-LITERACY.CCRA.R.8		✓		✓		
Demonstrate	CCSS.ELA-LITERACY.CCRA.W.5 CCSS.ELA-LITERACY.CCRA.L.1 CCSS.ELA-LITERACY.CCRA.L.2 CCSS.ELA-LITERACY.CCRA.L.5 CCSS.ELA-LITERACY.CCRA.L.6		✓	✓			
Determine	CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.L.4		✓		✓		✓
Develop	CCSS.ELA-LITERACY.CCRA.W.3			✓		✓	✓
Examine	CCSS.ELA-LITERACY.CCRA.W.2			✓	✓		
Express	CCSS.ELA-LITERACY.CCRA.SL.1		✓	✓			
Evaluate	CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.8 CCSS.ELA-LITERACY.CCRA.SL.2 CCSS.ELA-LITERACY.CCRA.SL.3					✓	✓
Gather	CCSS.ELA-LITERACY.CCRA.W.6	✓		✓			
Infer	CCSS.ELA-LITERACY.CCRA.R.1		✓		✓		
Integrate	CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.W.6 CCSS.ELA-LITERACY.CCRA.SL.2					✓	✓
Interpret	CCSS.ELA-LITERACY.CCRA.R.4		✓	✓	✓		
Organize	CCSS.ELA-LITERACY.CCRA.W.2		✓	✓	✓	✓	

Prepare	CCSS.ELA-LITERACY.CCRA.SL.1		✓	✓		✓	
Present	CCSS.ELA-LITERACY.CCRA.SL.4	✓	✓				
Reason	CCSS.ELA-LITERACY.CCRA.W.1		✓			✓	✓
Relate	CCSS.ELA-LITERACY.CCRA.R.5	✓		✓	✓	✓	
Select	CCSS.ELA-LITERACY.CCRA.W.2	✓	✓		✓	✓	✓
Summarize	CCSS.ELA-LITERACY.CCRA.R.2	✓			✓		✓
Support	CCSS.ELA-LITERACY.CCRA.R.1					✓	✓
Use	CCSS.ELA-LITERACY.CCRA.W.3 CCSS.ELA-LITERACY.CCRA.W.4 CCSS.ELA-LITERACY.CCRA.SL.5 CCSS.ELA-LITERACY.CCRA.L.6			✓			
Write	CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.2 CCSS.ELA-LITERACY.CCRA.W.3	✓	✓	✓	✓	✓	✓

## 2017 Adopted NC ELA Standards:

<b>Reading Standards for Literature:</b>	
<i>Key Ideas and Evidence:</i>	
RL.11-12.1	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.
RL.11-12.2	Determine two or more themes 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.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
<i>Craft and Structure:</i>	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
RL.11-12.5	Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.
RL.11-12.6	Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.
<i>Integration of Ideas and Analysis:</i>	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
RL.11-12.8	Not applicable to literature.
RL.11-12.9	Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.
<i>Range of Reading and Level of Complexity:</i>	
RL.11-12.10	By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**Reading Standards for Informational Text:**

*Key Ideas and Evidence:*

RI.11-12.1	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.
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

*Craft and Structure:*

RI. 11-12.4	Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

*Integration of Ideas and Analysis:*

RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.
RI.11-12.9	Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.

*Range of Reading and Level of Complexity:*

RI.11-12.10

By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.



**Writing Standards:**

*Text Types, Purposes, and Publishing:*

W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	A.	Organize information and ideas around a topic to plan and prepare to write.
	B.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	C.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
	D.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	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.
	F.	Provide a concluding statement or section that follows from and supports the argument presented.
	G.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
	A.	Organize information and ideas around a topic to plan and prepare to write.
	B.	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, graphics, and multimedia when useful to aiding comprehension.
	C.	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.

	D.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	E.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	F.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	G.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	H.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.3		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	A.	Organize information and ideas around a topic to plan and prepare to write.
	B.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	C.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	D.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
	E.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	F.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	G.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.4	Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research</i>	
W.11-12.5	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.
W.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced 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.

**Speaking and Listening Standards:**

*Collaboration and Communication:*

SL.11-12.1	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, building on others’ ideas and expressing their own clearly and persuasively.
	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.
	B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	C. 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.
	D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on 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.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems,

	evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<i>Presentation of Knowledge and Ideas:</i>	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Language Standards:**

*Conventions of Standard English:*

L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.
-----------	---

L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.
-----------	---

*Knowledge of Language:*

L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-----------	---

A.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
----	--

*Vocabulary Acquisition and Use:*

L.11-12.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
-----------	---

L.11-12.5	Demonstrate understanding of figurative language and nuances in word meanings.
-----------	--

A.	Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
----	--

B.	Analyze nuances in the meaning of words with similar denotations.
----	---

L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-----------	--

### Scope and Sequence:

<b>Reading Standards for Literature: (50-55% of NCFE)</b>		<b>1st 6 Weeks</b>	<b>2nd 6 Weeks</b>	<b>3rd 6 Weeks</b>
<i>Key Ideas and Evidence:</i>				
RL.11-12.1	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	✓	✓	✓
RL.11-12.2	Determine two or more themes 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.	✓	✓	✓
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	✓	✓	✓
<i>Craft and Structure:</i>				
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.	✓	✓	✓
RL.11-12.5	Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.	✓	✓	✓
RL.11-12.6	Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.	✓	✓	✓
<i>Integration of Ideas and Analysis:</i>				
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		✓	✓
RL.11-12.8	Not applicable to literature.			

RL.11-12.9	Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.		✓	✓
<i>Range of Reading and Level of Complexity:</i>				
RL.11-12.10	By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			✓

<b>Reading Standards for Informational Text: (30-35% of NCFE)</b>		<b>1st 6 Weeks</b>	<b>2nd 6 Weeks</b>	<b>3rd 6 Weeks</b>
<i>Key Ideas and Evidence:</i>				
RI.11-12.1	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.	✓	✓	✓
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	✓	✓	✓
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	✓	✓	✓
<i>Craft and Structure:</i>				
RI. 11-12.4	Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	✓	✓	✓
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	✓	✓	✓
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.	✓	✓	✓
<i>Integration of Ideas and Analysis:</i>				
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.		✓	✓
RI.11-12.8	Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.		✓	✓
RI.11-12.9	Analyze foundational U.S. and/or British documents of historical and literary significance for their themes,		✓	✓



	purposes, and rhetorical features.			
<i>Range of Reading and Level of Complexity:</i>				
RI.11-12.10	By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			✓

<b>Writing Standards: (0% of NCFE)</b>		<b>1st 6 Weeks</b>	<b>2nd 6 Weeks</b>	<b>3rd 6 Weeks</b>
<i>Text Types, Purposes, and Publishing:</i>				
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	✓	✓	✓
	A. Organize information and ideas around a topic to plan and prepare to write.	✓	✓	✓
	B. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	✓	✓	✓
	C. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	✓	✓	✓
	D. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	✓	✓	✓
	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.	✓	✓	✓
	F. Provide a concluding statement or section that follows from and supports the argument presented.	✓	✓	✓
	G. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	✓	✓	✓
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		✓	✓
	A. Organize information and ideas around a topic to plan and prepare to write.		✓	✓

	B.	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, graphics, and multimedia when useful to aiding comprehension.		✓	✓
	C.	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.		✓	✓
	D.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		✓	✓
	E.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		✓	✓
	F.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		✓	✓
	G.	Provide a concluding statement or section that follows from and supports the information or explanation presented.		✓	✓
	H.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		✓	✓
W.11-12.3		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			✓
	A.	Organize information and ideas around a topic to plan and prepare to write.			✓
	B.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			✓
	C.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			✓

	D.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.			✓
	E.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			✓
	F.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			✓
	G.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			✓
W.11-12.4		Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			✓
<i>Research</i>					
W.11-12.5		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.			✓
W.11-12.6		Gather relevant information from multiple authoritative print and digital sources, using advanced 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.			✓

<b>Speaking and Listening Standards: (0% of NCFE)</b>		<b>1st 6 Weeks</b>	<b>2nd 6 Weeks</b>	<b>3rd 6 Weeks</b>
<i>Collaboration and Communication:</i>				
SL.11-12.1	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, building on others’ ideas and expressing their own clearly and persuasively.	✓	✓	✓
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.	✓	✓	✓
B.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	✓	✓	✓
C.	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.	✓	✓	✓
D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on 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.	✓	✓	✓
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		✓	✓
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		✓	✓
<i>Presentation of Knowledge and Ideas:</i>				
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the			✓

	organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			✓

<b>Language Standards: (10-15% of NCFE)</b>		<b>1st 6 Weeks</b>	<b>2nd 6 Weeks</b>	<b>3rd 6 Weeks</b>
<i>Conventions of Standard English:</i>				
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.		✓	✓
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.		✓	✓
<i>Knowledge of Language:</i>				
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		✓	✓
A.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		✓	✓
<i>Vocabulary Acquisition and Use:</i>				
L.11-12.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	✓	✓	✓
L.11-12.5	Demonstrate understanding of figurative language and nuances in word meanings.	✓	✓	✓
A.	Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.	✓	✓	✓
B.	Analyze nuances in the meaning of words with similar denotations.	✓	✓	✓
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to			✓

	comprehension or expression.			
--	------------------------------	--	--	--



### Semester Long Pacing Guide Overview:

Units:	Enduring Understanding:	Essential Questions:
<p><b>1st Six Weeks:</b> Coming of Age, Personal Growth, or Self-Awareness</p>	<p>As students mature, their understanding of their global and local environments shifts. At this stage in their growth, it becomes imperative that students expand their cognitive development, including abstract, hypothetical, and logical thinking.</p>	<ul style="list-style-type: none"> <li>• What does it mean for an individual to “come of age”?</li> <li>• How does one’s environment or society influence their maturation?</li> <li>• What complicates an individual’s sense of self in an ever changing world?</li> <li>• In what ways does one adapt or grow his/her individual personality as he/she obtains a broader understanding of global issues?</li> </ul>
<p><b>2nd Six Weeks:</b> Human Rights and Responsibilities</p>	<p>Every human possesses universal, fundamental rights. The misarticulation, denial, or abuse of these rights often leads to discrimination, intolerance, injustice, and oppression. Students will explore human rights and local and global responsibility through a variety of texts, as well as through completion of a research-based project.</p>	<ul style="list-style-type: none"> <li>• In what ways should we be globally responsible?</li> <li>• Why must we be so in present and beyond?</li> <li>• What global issues are connected to human rights and responsibility?</li> <li>• How do you justify your solution to a global issue?</li> <li>• What is humanity’s responsibility towards cultural atrocities and human rights violations?</li> </ul>
<p><b>3rd Six Weeks:</b> Critical Lenses, Leadership, and Advocacy</p>	<p>As students grow and mature, their perspective of others should expand. This newly expanded lens allows them to comprehend global issues from the perspective of the concerned party and not exclusively from that student’s individual perspective. In this final unit, students will learn how leadership creates and alleviates these global issues. Students will come to understand the power of rhetoric and its uses by those in power to create situations in which power is sustained. Additionally, students will learn to speak truth to power, building power within themselves to become activists for issues that concern them most both locally and globally.</p>	<ul style="list-style-type: none"> <li>• Why is it important to explore other perspectives?</li> <li>• How does analyzing literature through different lenses broaden your interpretation of the text?</li> <li>• How do your cultural and societal expectations influence the way you perceive contemporary global issues?</li> <li>• How does cultural awareness engender empathy for other cultures?</li> <li>• How do leaders use rhetoric to communicate?</li> <li>• How might power be corruptive?</li> <li>• How does corrupt power maintain its status?</li> <li>• What is the responsibility of the audience/citizen?</li> </ul>

**Unit 1 (1st Six Weeks):**  
Coming of Age, Personal Growth, or Self-Awareness

**Enduring Understanding:**

- As students mature, their understanding of their global and local environments shifts. At this stage in their growth, it becomes imperative that students expand their cognitive development, including abstract, hypothetical, and logical thinking.

**Essential Questions:**

- What does it mean for an individual to “come of age”?
- How does one’s environment or society influence their maturation?
- What complicates an individual’s sense of self in an ever changing world?
- In what ways does one adapt or grow his/her individual personality as he/she obtains a broader understanding of global issues?
- What events can contribute to personal growth or self-awareness?

### **Unit 1 Learning Targets:**

*Students will be able to complete a variety of the following, including but not limited to:*

#### **Content:**

- Apply knowledge of “Coming of Age” as a theme in literature by comparing and contrasting, in a written essay, characters in stories from two distinct cultural traditions.
- Apply knowledge of “Coming of Age” as a theme in literature and life by comparing and contrasting the student’s own Coming of Age experience with that of a character from literature.
- Maintain character logs to follow any development and growth of the main characters.

#### **Skills (from Standards):**

##### **Reading:**

- Deliberately choose evidence that is detailed for support
- Analyze what the text directly states as well as what the text indirectly states
- Use evidence to support conclusions
- Establish two or more themes in a literary text
- Examine how themes evolve and interact to create multiple layers of meaning
- Summarize text objectively
- Examine the effects of the author’s choices in how he/she creates and connects parts of a story or drama (setting, event organization, etc.)
- Examine text to understand meaning of words/phrases, using context
- Consider how particular words/phrases influence meaning and tone
- Examine how an author crafted a portion of text to add to structure, meaning, and effect on reader
- Identify verbal irony (irony, sarcasm, satire, and paradox) in a work to discover author’s true perspective and purpose
- Establish two or more central ideas in a text
- Examine how two or more central ideas evolve and interact to create multiple layers of meaning
- Examine how a multi-faceted set of ideas or sequence of events connect and evolve throughout a text
- Consider how authors use and clarify keyword(s) throughout their work
- Critically examine and critique how an author chooses to organize his/her explanation or argument
- Determine if author’s structural choices are effective in defining an author’s argument, use of rhetoric, and gaining reader’s attention
- Establish the author’s point of view or intention in an exemplar text that illustrates powerful rhetoric

- Examine use of language and subject matter and recognize its impact on power of persuasiveness

**Language:**

- Figure out and/or confirm the meaning of words/phrases that are unfamiliar or have multiple meanings
- Demonstrate an understanding of figurative language and subtle differences in word meanings

**Unit 1 Focus Standards:**

**Bold Standards** are new to this Unit, *Italicized Standards* are reinforced from previous Units.

<b>RL:</b>	<b>RI:</b>	<b>W:</b>	<b>SL:</b>	<b>L:</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>
<b>2</b>	<b>2</b>			<b>5</b>
<b>3</b>	<b>3</b>			
<b>4</b>	<b>4</b>			
<b>5</b>	<b>5</b>			
<b>6</b>	<b>6</b>			

**Unit 1 Suggested Vocabulary:**

Allegory	Alliteration	Allusion	Analogy	Anecdote	Antagonist
Anticlimax	Audience	Bildungsroman	Characterization	Characters	Climax
Comedy	Connotation	Couplet	Denotation	Dialect	Diction
Drama	Dramatic Irony	Dynamic Character	Ethos	Explicit	Exposition
External Conflict	Fable	Falling Action	Fiction	First-person P.O.V.	Fixed Form
Flashback	Foreshadowing	Genre	Hyperbole	Imagery	Implicit
Internal Conflict	Irony	Logos	Metaphor	Monologue	Mood
Moral	Motif	Narrator	Objective	Onomatopoeia	Parallelism
Pathos	Personification	Perspective	Playwright	Plot	Point of View
Prose	Protagonist	Resolution	Rhetorical Devices	Rising Action	Satire
Second-Person P.O.V.	Setting	Short Story	Simile	Situational Irony	Soliloquy
Speaker	Stanza	Static Character	Style	Subjective	Symbol
Syntax	Theme	Thesis	Third-Person Limited P.O.V.	Third-Person Omniscient P.O.V.	Third-Person P.O.V.
Tone	Tragedy	Understatement	Verbal Irony		

**Unit 1 Suggested Texts:**

\*Teachers are always encouraged to use their favorite texts and those that contain the interests of the students. These texts below are recommended components of a complete text set.

<b>Short Stories, Excerpts</b>	<b>Poems</b>	<b>Informational Texts</b>
“Where Are You Going, Where Have You Been?” Joyce Carol Oates	“On Being Brought from Africa to America” Phyllis Wheatley	“Politics and the English Language” George Orwell
“A Good Man is Hard to Find” Flannery O’Connor	“Ode on a Grecian Urn” John Keats	“Abraham Lincoln and the Self-Made Myth” Richard Hofstadter
“The Jilting of Granny Weatherall” Katherine Anne Porter	“Song of Myself” Walt Whitman	“On Civil Disobedience” Mohandas K. Gandhi
“The Man Who Was Almost a Man” Richard Wright	“Because I could Not Stop for Death” Emily Dickinson	“Coming of Age in Mississippi” Anne Moody
“The Minister’s Black Veil” Nathaniel Hawthorne	“Song VII” Rabindranath Tagore	“The Travels of Marco Polo” Marco Polo
“Eve’s Diary” Mark Twain	“The Love Song of J. Alfred Prufrock” T.S. Eliot	“Lecture to a Missionary” Red Jacket
“Sunshine Sketches of a Little Town” Stephen Leacock	“Mirror” Sylvia Plath	“Self-Reliance” Ralph Waldo Emerson
	“Self in 1958” Anne Sexton	“Civil Disobedience” Henry David Thoreau
	“Lady Lazarus” Sylvia Plath	

### Unit 1 Formative Assessment Options:

**Option A:** Rewrite an essential scene from a work from a minor character’s point of view. Ensure that the rewrite appropriately reflects that character’s feelings and opinions on the scene according to the author’s characterization.

**Option B:** Conduct a seminar discussing and comparing/contrasting symbolism and themes in two works.

**Option C:** Annotate/Highlight key words that convey tone and central idea.

**Option D:** Create a Body/Character Map showing characterization (speech, thoughts, effects on others, actions, looks) including textual evidence.

**Option E:** GIST - Students must find x number of words from a text that they would have to include in an objective summary. Then, they must write an objective summary using all of those words.

**Option F:** Create a life graph for a character and yourself to brainstorm for summative assessment (list of positive, negative, and neutral events in a lifetime).

**Option G:** Graphic Organizers

**Option H:** Create your own.

### Unit 1 Summative Assessment Options:

**Option A:** Write a personal narrative essay illustrating three events that have shaped your coming of age experience.

**Option B:** Write a narrative depicting an experience in which the character comes of age. This character can be either yourself or one you create.

**Option C:** Compare a personal coming of age experience with a character from one of the texts we read during this unit.

**Option D:** Make a documentary that depicts an accurate portrayal of the day in the life of an adolescent student in the Warren County School District.

**Option E:** Create a Journal that depicts one’s coming of age journey, filled with pictures, short “journal” entries (geared towards specific standards as needed), and poems regarding the theme.

**Option F:** Create Your Own

**Unit 2 (2nd Six Weeks):**  
**Human Rights and Responsibilities**

**Enduring Understanding:**

• Every human possesses universal, fundamental rights. The misarticulation, denial, or abuse of these rights often leads to discrimination, intolerance, injustice, and oppression. Students will explore human rights and local and global responsibility through a variety of texts, as well as through completion of a research-based project.

**Essential Questions:**

- In what ways should we be globally responsible?
- Why must we be so in present and beyond?
- What global issues are connected to human rights and responsibility?
- How do you justify your solution to a global issue?
- What is humanity's responsibility towards cultural atrocities and human rights violations?



## **Unit 2 Learning Targets:**

*Students will be able to complete a variety of the following, including but not limited to:*

### **Content:**

- Examine conflict (internal, external, person vs. person, person vs. society, person vs. nature) within the text.

### **Skills (from Standards):**

#### **Reading:**

- Examine several different versions of a text by comparing and assessing how each version portrays the original text
- Examine how multiple texts from the same time period address, develop, and represent the same themes or topics in different ways
- Select and combine relevant information to answer a question or solution to a problem
- Determine the value and validity of information to assist answering questions or solving problems
- Describe and assess the logic behind texts important to the United States or British history
- Examine U.S. or British primary source documents that reflect important historic times and have literary influence, identifying themes, intents, and language

#### **Writing:**

- Write arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis

#### **Speaking and Listening:**

- Lead and contribute to discussions on topics, texts, and issues through clear and convincing communication
- Combine multiple sources of information to make educated decisions and offer plausible solutions to problems
- Assess the reliability and validity of sources
- Assess a speaker's point of view, reasoning and/or use of evidence and rhetoric by inspecting position on topic, basis for view, connection between ideas, points emphasized, and diction and tone

#### **Language:**

- Employ knowledge of language to understand how it is used in different contexts
- Choose words to create meaning or style
- Reference Language Continuums Guide for Grammar and Conventions for learning targets from Standards 1 and 2

**Unit 2 Focus Standards:**

**Bold Standards** are new to this Unit, *Italicized Standards* are reinforced from previous Units.

<b>RL:</b>	<b>RI:</b>	<b>W:</b>	<b>SL:</b>	<b>L:</b>
<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<b>1</b>
<i>2</i>	<i>2</i>	<b>2</b>	<b>2</b>	<b>2</b>
<i>3</i>	<i>3</i>		<b>3</b>	<b>3</b>
<i>4</i>	<i>4</i>			<i>4</i>
<i>5</i>	<i>5</i>			<i>5</i>
<i>6</i>	<i>6</i>			
<i>7</i>	<i>7</i>			
<b>9</b>	<b>8</b>			
	<b>9</b>			

**Unit 2 Suggested Vocabulary:**

*In addition to those from Unit 1*

Ad Hominem	Anaphora	Apostrophe	Aside	Assonance	Cacophony
Catharsis	Consonance	Dissonance	Enjambment	Epic	Epiphany
Epithet	Euphony	Hubris	Iambic Pentameter	Ideology	Idiom
Juxtaposition	Octave	Paradox	Quatrain	Quintet/Cinquain	Refrain
Sestet	Sonnet	Stream of Consciousness	Tercet		

**Unit 2 Suggested Texts:**

\*Teachers are always encouraged to use their favorite texts and those that contain the interests of the students. These texts below are recommended components of a complete text set.

<b>Short Stories, Excerpts</b>	<b>Poems</b>	<b>Informational Texts</b>
“The Garden of Forking Paths” Jorge Luis Borges	“Mending Wall” Robert Frost	The Bill of Rights
Demeter/Persephone Abduction Myth	“Demeter’s Prayer to Hades” Rita Dove	“Society and Solitude” Ralph Waldo Emerson
“Hills Like White Elephants” Ernest Hemingway	“The Colonel” Carolyn Forche	“Take the Tortillas Out of Your Poetry” Rudolfo Anaya
“Blues Ain’t No Mockin Bird” Toni Cade Bambara	“The Death of the Ball Turret Gunner” Randall Jarrell	“What to the Slave Is the Fourth of July? An Address Delivered in Rochester, New York, on 5 July 1852” Frederick Douglass
“Ambush” Tim O’Brien	“In Response to Executive Order 9066” Dwight Okita”	“Education” Ellen Condliffe Lagemann
“Teenage Wasteland” Anne Tyler	“Camouflaging the Chimera” Yusef Komunyakaa	“Why Soldiers Won’t Talk” John Steinbeck
“Separating” John Updike	“Deciding” Wendy Wilder Larsen	“Letter from Paradise, 21 19 N, 157 52 W” Joan Didion
“Hostage” Joyce Carol Oates	“Legal Alien” Pat Mora	
	“The Latin Deli: An Ars Poetica” Judith Ortiz Cofer	

### Unit 2 Formative Assessment Options:

**Option A:** Create a visual product of an example of figurative language or a symbol from the text, explaining the meaning and impact.

**Option B:** Identify and research an allusion, analyzing impact of allusion of the context of the text.

**Option C:** Website Gallery Walk--laptops set up to various websites, students must decide if credible or not, and why.

**Option D:** Peer editing checklist of research paper.

**Option E:** Peer editing a thesis statement

**Option F:** Create your own.

### Unit 2 Summative Assessment Options:

**Option A:** Conduct research on a global human rights issue that you are passionate about, and present findings in an infographic including a thesis, conclusion, and works cited.

**Option B:** Conduct research on a global human rights issue that you are passionate about, and present findings in a 3-5 page research paper using credible sources.

**Option C:** Conduct research on a global human rights issue that you are passionate about, and present findings in a 3-4 page research paper using credible sources. Included two original solutions to eradicate the problem.

**Option D:** Create your own.

**Unit 3 (3rd Six Weeks):**  
Critical Lenses, Leadership, and Advocacy

**Enduring Understanding:**

As students grow and mature, their perspective of others should expand. This newly expanded lens allows them to comprehend global issues from the perspective of the concerned party and not exclusively from that student's individual perspective. In this final unit, students will learn how leadership creates and alleviates these global issues. Students will come to understand the power of rhetoric and its uses by those in power to create situations in which power is sustained. Additionally, students will learn to speak truth to power, building power within themselves to become activists for issues that concern them most both locally and globally.

**Essential Questions:**

- Why is it important to explore other perspectives?
- How does analyzing literature through different lenses broaden your interpretation of the text?
- How do your cultural and societal expectations influence the way you perceive contemporary global issues?
- How does cultural awareness engender empathy for other cultures?
- How do leaders use rhetoric to communicate?
- How might power be corruptive?
- How does corrupt power maintain its status?
- What is the responsibility of the audience/citizen?

### **Unit 3 Learning Targets:**

*Students will be able to complete a variety of the following, including but not limited to:*

#### **Content:**

- Describe critical lenses.
- Analyze literature through a critical lens.
- Support analysis of character motivation with evidence from the text.
- Identify and analyze the effect of gender stereotypes on your interpretation of the text.

#### **Skills (from Standards):**

##### **Reading:**

- Competently read and understand literature and texts within the complexity band
- Make connections to one's background knowledge and relevant experiences to engage with text

##### **Writing:**

- Write narratives to develop experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Use digital tools and resources to develop, share, and improve individual or collaborative writing pieces
- Use digital tools and resources to respond to real-time feedback
- Organize and conduct short and extended research projects to provide a solution for a real world problem
- Select and combine multiple sources into a valid study to demonstrate understanding
- Collect pertinent information and judge source's strength in terms of format, purpose, and audience
- Choose where to incorporate information in writing to avoid overuse of a single source
- Use MLA, APA, or another style manual to reference information while avoiding plagiarism

##### **Speaking and Listening:**

- Deliver presentations that communicate information, conclusions, and supporting evidence
- Define stance on a given topic and acknowledge other stances that are different or contrary
- Tailor presentation's structure, development, content, and style to purpose, audience, and task

##### **Language:**

- Learn and correctly use Tier 2 and 3 words and phrases
- Demonstrate ability to independently learn and expand vocabulary knowledge

**Unit 3 Focus Standards:**

**Bold Standards** are new to this Unit, *Italicized Standards* are reinforced from previous Units.

<b>RL:</b>	<b>RI:</b>	<b>W:</b>	<b>SL:</b>	<b>L:</b>
<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>2</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>3</i>	<i>3</i>	<b>3</b>	<i>3</i>	<i>3</i>
<i>4</i>	<i>4</i>	<b>4</b>	<b>4</b>	<i>4</i>
<i>5</i>	<i>5</i>	<b>5</b>	<b>5</b>	<i>5</i>
<i>6</i>	<i>6</i>	<b>6</b>		<b>6</b>
<i>7</i>	<i>7</i>			
<i>9</i>	<i>8</i>			
<b>10</b>	<i>9</i>			
	<b>10</b>			

**Unit 3 Suggested Vocabulary:**

- Students should be consistently reviewing all previously taught vocabulary words with reinforcement through learning activities.



**Unit 3 Suggested Texts:**

\*Teachers are always encouraged to use their favorite texts and those that contain the interests of the students. These texts below are recommended components of a complete text set.

<b>Short Stories, Excerpts</b>	<b>Poems</b>	<b>Informational Texts</b>
"The Fall of the House of Usher" Edgar Allan Poe	"After great pain, a formal feeling comes-" Emily Dickinson	"The Fallacy of Success" G.K. Chesterton
"The World on the Turtle's Back" Iroquois	"Any Human to Another" Countee Cullen	"Speech in the Virginia Convention" Patrick Henry
"The Man to Send Rain Clouds" Leslie Marmon Silko	"Ballad of Birmingham" Dudley Randall	"The Declaration of Independence" Thomas Jefferson
"A Mystery of Heroism" Stephen Crane	"Flute Players" Jean Joseph Rabearivelo	"The Declaration of the Rights of Women" Olympe de Gouges
"In the American Society" Gish Jen	"Hope is the thing with feathers-" Emily Dickinson	"Letter to John Adams" Abigail Adams
"The End of Something" Ernest Hemingway	"This is my letter to the World" Emily Dickinson	"Stride Toward Freedom" Martin Luther King, Jr.
"The Indian and the Hundred Cows" Jose Griego y Maestas	"My life closed twice before its close-" Emily Dickinson	Graduation Commencement Speeches
"The Fly" Katherine Mansfield		
"Winesburg, Ohio" Sherwood Anderson		

### Unit 3 Formative Assessment Options:

**Option A:** Use a children’s book or movie to analyze through critical lenses (*Where the Wild Things Are, Alice in Wonderland, Wizard of Oz*), then write a constructed response.

**Option B:** Fishbowl Socratic Seminar answering essential questions.

**Option C:** Reader Response Journals

**Option D:** Create a new critical lens

**Option E:** Generate 5 higher-order thinking questions about a text based on a specific lens (ex. Why is she at home waiting for her husband instead of at work?)

**Option F:** Create small ads, speeches, or commercials using effective rhetorical devices updating message from text

**Option G:** Support opposing viewpoint of an opinion using rhetoric

**Option H:** Mimic the style of an emotionally stirring passage

**Option I:** Create your own.

### Unit 3 Summative Assessment Options:

**Option A:** Given a text and a critical lens, students must write an in-class literary analysis essay in which they apply a critical lens to the text using textual evidence. Students will use graphic organizers to help scaffold their writing.

**Option B:** Given a text and a critical lens, students must write an in-class literary analysis essay in which they apply a critical lens to the text using textual evidence. Students will use graphic organizers to help scaffold their writing.

**Option C:** Given a choice of two texts that students have never read, students will decide on an appropriate lens and write an in-class literary analysis essay in which they apply chosen critical lens to chosen text using textual evidence.

**Option D:** Given two opposing speeches read in class, write an argument claiming which speech is most effective in achieving its purpose. Class can debate and discuss together and complete graphic organizers.

**Option E:** Given two opposing speeches not previously discussed, write an argument claiming which speech is most effective in achieving its purpose

**Option F:** After reading a speech in class, students will view a speech on the same topic and write an essay comparing and contrasting the two speeches and arguing which speech was most effective.

**Option G:** Create your own.

### Suggested Texts:

Anchor Texts:						
Grade(s):	Title:	Author:	Type: Novel, Play, Informational Text	Unit 1: Coming of Age, Personal Growth, or Self-Awareness	Unit 2: Human Rights and Responsibilities	Unit 3: Critical Lenses, Leadership, and Advocacy
7	<i>Wonder</i>	R.J. Palacio	Novel	✓		✓
	<i>Wonder</i>		Film	✓		✓
7-8	<i>A Separate Peace</i>	John Knowles	Novel	✓		
7-8	<i>Fever 1793</i>	Laurie Halse Anderson	Novel		✓	
7-8	<i>Sold</i>	Patricia McCormick	Novel		✓	✓
7-8	<i>Speak</i>	Laurie Halse Anderson	Novel	✓		
	<i>Speak</i>		Film	✓		
7-8	<i>The Absolutely True Diary of a Part-Time Indian</i>	Sherman Alexie	Novel	✓		
7-8	<i>The Diary of a Young Girl</i>	Anne Frank	Informational	✓	✓	✓
7-8	<i>The Divergent Trilogy</i>	Veronica Roth	Novel		✓	✓
7-8	<i>The Giver</i>	Lois Lowry	Novel	✓	✓	✓
7-8	<i>The Hobbit</i>	J.R.R. Tolkien	Novel	✓		✓
	<i>The Hobbit</i>		Film	✓		✓
7-8	<i>The Hunger Games Trilogy</i>	Suzanne Collins	Novel		✓	✓
7-8	<i>The Lightning Thief (Olympians Trilogy)</i>	Rick Riordan	Novel	✓		✓

7-8	<i>The Little Prince</i>	Antoine de Saint-Exupéry	Novel	✓	✓	
	<i>The Little Prince</i>		Film	✓	✓	
7-8	<i>The Lovely Bones</i>	Alice Sebold	Novel	✓		
7-8	<i>The Secret Life of Bees</i>	Sue Monk Kidd	Novel	✓		
7-9	<i>A Raisin in the Sun</i>	Lorraine Hansberry	Play		✓	✓
7-9	<i>The House on Mango Street</i>	Sandra Cisneros	Novel	✓	✓	
7-9	<i>The Outsiders</i>	S.E. Hinton	Novel	✓		
	<i>The Outsiders</i>		Film	✓		
7-9	<i>To Kill a Mockingbird</i>	Harper Lee	Novel	✓	✓	
	<i>To Kill a Mockingbird</i>		Film	✓	✓	
7-10	<i>Fahrenheit 451</i>	Ray Bradbury	Novel		✓	✓
	<i>Fahrenheit 451</i>		Film		✓	✓
7-10	<i>Lord of the Flies</i>	William Golding	Novel	✓	✓	✓
8-9	<i>A Comedy of Errors</i>	William Shakespeare	Play	✓		
8-9	<i>And Then There Were None</i>	Agatha Christie	Novel		✓	
8-9	<i>The Adventures of Tom Sawyer</i>	Mark Twain	Novel	✓		
8-9	<i>The Fault in Our Stars</i>	John Green	Novel	✓		
	<i>The Fault in Our Stars</i>		Film	✓		
8-9	<i>To Be a Slave</i>	Julius Lester	Informational Text		✓	
8-9	<i>Twelve Angry Men</i>	Reginald Rose	Play	✓	✓	✓

8-10	<i>Animal Farm</i>	George Orwell	Novel		✓	✓
8-10	<i>Of Mice and Men</i>	John Steinbeck	Novel		✓	✓
8-10	<i>Night</i>	Elie Wiesel	Novel		✓	
	<i>The Boy in the Striped Pajamas</i>		Film		✓	
	<i>Schindler's List</i>		Film		✓	
9-10	<i>A Doll's House</i>	Henrik Ibsen	Play		✓	
9-10	<i>A Midsummer Night's Dream</i>	William Shakespeare	Play			✓
	<i>A Midsummer Night's Dream</i>		Film			✓
9-10	<i>Antigone</i>	Sophocles	Play		✓	
9-10	<i>Coconut</i>	Kopano Matlwa	Novel	✓		✓
9-10	<i>Julius Caesar</i>	William Shakespeare	Play		✓	✓
9-10	<i>Life of Pi</i>	Yann Martel	Novel	✓		
	<i>Life of Pi</i>		Film	✓		
9-10	<i>Oedipus Rex</i>	Sophocles	Play		✓	✓
9-10	<i>Our Town</i>	Thornton Wilder	Play	✓		
9-10	<i>Persepolis</i>	Marjane Satrapi	Graphic Novel	✓	✓	✓
9-10	<i>Romeo and Juliet</i>	William Shakespeare	Play	✓		
9-10	<i>The Glass Menagerie</i>	Tennessee Williams	Play	✓		
9-10	<i>The Odyssey</i>	Homer	Play	✓		
9-10	<i>The Taming of the Shrew</i>	William Shakespeare	Play	✓		

	<i>10 Things I Hate About You</i>		Film	✓		
9-10	<i>Things Fall Apart</i>	Chinua Achebe	Novel		✓	✓
9-11	<i>Hamlet</i>	William Shakespeare	Play	✓		✓
9-11	<i>The Kite Runner</i>	Kahled Hosseini	Novel	✓	✓	✓
9-12	<i>Rosencrantz and Guildenstern are Dead</i>	Tom Stoppard	Play	✓		
9-12	<i>Waiting for Godot</i>	Samuel Beckett	Play	✓		
10	<i>Metamorphoses</i>	Ovid	Play	✓		
10	<i>Oliver Twist</i>	Charles Dickens	Novel	✓		
10-11	<i>The Awakening</i>	Kate Chopin	Novel	✓	✓	
10-11	<i>The Cherry Orchard</i>	Anton Chekhov	Play		✓	✓
10-11	<i>The Tempest</i>	William Shakespeare	Play			✓
10-12	<i>Hamlet</i>	William Shakespeare	Play			✓
10-12	<i>Macbeth</i>	William Shakespeare	Play			✓
10-12	<i>The Crucible</i>	Arthur Miller	Play		✓	✓
10-12	<i>The Scarlet Letter</i>	Nathaniel Hawthorne	Novel		✓	✓
11-12	<i>Beowulf</i>	Seamus Heaney	Epic Poem			
11-12	<i>Brave New World</i>	Aldous Huxley	Novel		✓	
11-12	<i>Frankenstein</i>	Mary Shelley	Novel		✓	✓
11-12	<i>Great Expectations</i>	Charles Dickens	Novel	✓		
11-12	<i>Jane Eyre</i>	Charlotte Brontë	Novel		✓	✓

11-12	<i>King Lear</i>	William Shakespeare	Play			✓
11-12	<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey	Novel		✓	
11-12	<i>Pride and Prejudice</i>	Jane Austen	Novel	✓	✓	
	<i>Pride and Prejudice</i>		Film	✓	✓	
11-12	<i>The Curious Incident of the Dog in the Night-Time</i>	Mark Haddon	Novel			✓
11-12	<i>The Great Gatsby</i>	F. Scott Fitzgerald	Novel	✓		✓
	<i>The Great Gatsby</i>		Film	✓		✓
11-12	<i>The Jungle</i>	Upton Sinclair	Novel		✓	✓
11-12	<i>Their Eyes Were Watching God</i>	Zora Neale Hurston	Novel	✓		✓
	<i>Their Eyes Were Watching God</i>		Film	✓		✓
11-12	<i>Wuthering Heights</i>	Emily Brontë	Novel	✓		✓
11-12	<i>1984</i>	George Orwell	Novel		✓	✓
12	<i>Inferno</i>	Dante Alighieri	Novel		✓	✓



### Year Long Pacing Guide Overview:

Units:	Enduring Understanding:	Essential Questions:
<b>1st Six Weeks:</b> Coming of Age	At this stage in students’ growth, it becomes imperative that students expand their cognitive development, including abstract, hypothetical, and logical thinking, and establish an identity brought on by their immediate environment.	<ul style="list-style-type: none"> <li>• What does it mean for an individual to “come of age”?</li> <li>• What complicates an individual’s sense of self in an ever changing world?</li> </ul>
<b>2nd Six Weeks:</b> Self-Awareness Through Exposure	As students mature, their understanding of their global and local environments shifts. As students mature and have a better understanding of who they are as individuals, their self-awareness changes through exposure to diversity in local and global environments, causing both internal and external conflicts to solidify and shape identity.	<ul style="list-style-type: none"> <li>• In what ways does one adapt or grow his/her individual personality as he/she obtains a broader understanding of global issues?</li> <li>• How does one’s environment or society influence their maturation?</li> </ul>
<b>3rd Six Weeks:</b> Human Rights and Responsibilities	Every human possesses universal, fundamental rights. Students will explore human rights and local and global responsibility through a variety of texts, as well as through completion of a research-based project.	<ul style="list-style-type: none"> <li>• In what ways should we be globally responsible?</li> <li>• What global issues are connected to human rights and responsibility?</li> <li>• How do you justify your solution to a global issue?</li> <li>• What is humanity’s responsibility towards cultural atrocities and human rights violations?</li> </ul>
<b>4th Six Weeks:</b> Power and Corruption	The misarticulation, denial, or abuse of universal, fundamental rights often leads to discrimination, intolerance, injustice, and oppression. Students will explore the rhetoric used by those in power to inflict oppression, circumstances in which rights are not provided or accessible, and note the impact it has on an individual’s identity and morality.	<ul style="list-style-type: none"> <li>• What allows an oppressive system to rise and stay in place?</li> <li>• What impact does injustice and discrimination have on an individual’s identity?</li> <li>• What impact does injustice and oppression have on an individual’s morality and view on humanity?</li> <li>• Why must we be so in present and beyond?</li> <li>• How might power be corruptive?</li> </ul>

		<ul style="list-style-type: none"> <li>• How does corrupt power maintain its status?</li> </ul>
<b>5th Six Weeks:</b> Critical Lenses	As students grow and mature, their perspective of others should expand. This newly expanded lens allows them to comprehend global issues from the perspective of the concerned party and not exclusively from that student’s individual perspective.	<ul style="list-style-type: none"> <li>• Why is it important to explore other perspectives?</li> <li>• How does analyzing literature through different lenses broaden your interpretation of the text?</li> <li>• How do your cultural and societal expectations influence the way you perceive contemporary global issues?</li> <li>• How does cultural awareness engender empathy for other cultures?</li> </ul>
<b>6th Six Weeks:</b> Leadership and Advocacy	In this final unit, students will learn how leadership creates and alleviates global issues. Students will come to understand the power of rhetoric and its uses by those in power to create situations in which power is sustained. Additionally, students will learn to speak truth to power, building power within themselves to become activists for issues that concern them most both locally and globally.	<ul style="list-style-type: none"> <li>• How do leaders use rhetoric to communicate?</li> <li>• What is the responsibility of the audience/citizen?</li> </ul>