**English 4 A/B PACING GUIDE**

**COURSE:** English 4 A/B **GRADE(S): 12**

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| **MONTH/DAYS** | **UNIT** | **STANDARDS** | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices |
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| Second Week of School | 4 | LA.11-12.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 | *Meet Me Project*  [*https://docs.google.com/document/d/1Lk9zrHUmb9EHCRRXBOPAFkhxwb2JtThtT9RMoCCx96g/edit*](https://docs.google.com/document/d/1Lk9zrHUmb9EHCRRXBOPAFkhxwb2JtThtT9RMoCCx96g/edit) | Poise  Clarity  Self-Introduction  Speaking Skills | Students will present and comment on Meet Me Project. Students will use Google Presentations or another form of presentation software for their projects. |
| Third Week in September through end of October | 1 | RL 12.2 Determine how themes or central ideas interact and build on one another to produce a complex account.  RL 12.2 Provide an objective summary of the text.  RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings  RL 12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama  RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text  W12.3. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives  W 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  W 12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W 12. 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback  W 12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  TECH.8.1.12.A.CS1 - [Content Statement] - Understand and use technology systems.  TECH.8.1.12.A.CS2 - [Content Statement] - Select and use applications effectively and productively.  TECH.8.1.12.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression.  TECH.8.1.12.C.CS2 - [Content Statement] - Communicate information and ideas to multiple audiences using a variety of media and formats.  TECH.8.1.12.C.CS4 - [Content Statement] - Contribute to project teams to produce original works or solve problems.  TECH.8.1.12.D.1 - [Cumulative Progress Indicator] - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  SOC.6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  SOC.6.3.8.CS2 - [Content Statement] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.  SOC.6.2.8.D.4.a - [Cumulative Progress Indicator] - Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.  LA.11-12.SL.11-12.1---Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.1.B--- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data  LA.11-12.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  LA.11-12.SL.11-12.  Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience | *Google Forms Beowulf Literary Devices and Vocabulary Test 1*  [*https://docs.google.com/forms/d/19ohsZgwnoA0lQd\_vQGh-NhjxbiYm2ARvCRc4lrxeV-I/edit*](https://docs.google.com/forms/d/19ohsZgwnoA0lQd_vQGh-NhjxbiYm2ARvCRc4lrxeV-I/edit)  ***Google Forms Beowulf Intro and Fight with Grendel Test***  *Google Forms Beowulf Literary Devices and Vocabulary Test 1*  [*https://docs.google.com/forms/d/19ohsZgwnoA0lQd\_vQGh-NhjxbiYm2ARvCRc4lrxeV-I/edit*](https://docs.google.com/forms/d/19ohsZgwnoA0lQd_vQGh-NhjxbiYm2ARvCRc4lrxeV-I/edit)  *Literary Analysis on Beowulf*  [*https://docs.google.com/document/d/1BKDw8EChsx9-XNHSo625DkAbpBzCD4JoJtgZWSa87L4/edit*](https://docs.google.com/document/d/1BKDw8EChsx9-XNHSo625DkAbpBzCD4JoJtgZWSa87L4/edit)  *Guide to the Summative Assessment*  [*https://docs.google.com/document/d/1A3p1tJNXkSphKWDWSaxeVsve\_fEV6Xr-7QtMJ2DjbnM/edit*](https://docs.google.com/document/d/1A3p1tJNXkSphKWDWSaxeVsve_fEV6Xr-7QtMJ2DjbnM/edit)  *Movie project information*  [*https://docs.google.com/document/d/1lZ1R0z4Yp8lWKC1MZ1EW39A7jFPzDkUh7hESmQFvT6I/edit*](https://docs.google.com/document/d/1lZ1R0z4Yp8lWKC1MZ1EW39A7jFPzDkUh7hESmQFvT6I/edit)  ***Anglo-Saxon Boast Project***  [*https://drive.google.com/open?id=1nQC5uqlHgbghvXcDLn5d\_BSlCQCrClbfmgarWi21O4M*](https://drive.google.com/open?id=1nQC5uqlHgbghvXcDLn5d_BSlCQCrClbfmgarWi21O4M) | Anglo Saxon Values  Anglo Saxon Warrior Code  Anglo Saxon Way of Life  The Anglo Saxon Boast  Schops  Beowulf Vocabulary  Beowulf Plot  Epic  Epic Hero  The hero throughout history  The persuasive essay  The narrative essay  Arthurian Tales | Close Reading and annotations of Beowulf  Individual Boast Presentations  Boast Reactions  Constructed Responses to Beowulf  Group Discussions of Beowulf  Discussion on Anglo-Saxon Values  Compare and Contrast responses on Anglo-Saxon heroes and modern heroes  Vocabulary exercises/quizzes  Persuasive essay writing  Narrative essay writing  Self, peer and small group editing  Large group editing  Analyzing content, style and organization of Anglo-Saxon literature  Read and annotate all literature to compare, infer, synthesize to connect the text to modern day in terms of culture, religion, race and gender |
| Nov 1-Nov 14 | 4 | W 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  W 12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W 12. 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback  W 12.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | **B Level**  **Senior Career Research Paper**  [*https://docs.google.com/document/d/1w217evUQWvlVSyVTvi151c1MCXDXIePP\_vYfp5PqOU0/edit*](https://docs.google.com/document/d/1w217evUQWvlVSyVTvi151c1MCXDXIePP_vYfp5PqOU0/edit)  **A Level**  **Literary Analysis**  <https://docs.google.com/document/d/1XfGTdRvEqU2FGo7u4bWFwNUUU2CTco6Z3moqbbEXECA/edi>t | Career Research Paper Writing and analysis  Senior Literary Analysis Paper | Use of electronic sources and databases to complete research. Students will use the google platform to complete, edit and turn in papers. Students will also be required to guarantee originality by turning in paper on turnitin.com  Understanding MLA format  Understanding the necessities of a works cited page  Understanding reliability of sources |
| Nov 1-Dec 15 | 3 | RL 12.4 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.  RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.  RL 12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text  RL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama  RL 12. 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant  TECH.8.1.12.A.CS1 - [Content Statement] - Understand and use technology systems.  TECH.8.1.12.A.CS2 - [Content Statement] - Select and use applications effectively and productively.  TECH.8.1.12.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression.  SOC.6.1.8.C.1.b - [Cumulative Progress Indicator] - Explain why individuals and societies trade, how trade functions, and the role of trade during this period.  TECH.8.1.12.C.CS2 - [Content Statement] - Communicate information and ideas to multiple audiences using a variety of media and formats.  TECH.8.1.12.C.CS4 - [Content Statement] - Contribute to project teams to produce original works or solve problems.  TECH.8.1.12.D.1 - [Cumulative Progress Indicator] - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  SOC.6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  SOC.6.3.8.CS2 - [Content Statement] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.  SOC.6.2.8.D.4.a - [Cumulative Progress Indicator] - Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.  SOC.5-8.1.2.1 - Select and use various geographic representations to compare information about people, places, regions, and environments.  VPA.1.1.12.C.1 - [Cumulative Progress Indicator] - Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions  VPA.1.1.12.C.2 - [Cumulative Progress Indicator] - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques. | Frame Tale project  <https://docs.google.com/document/d/1ve0Jd0W6vRWOsSay3dhJByfCIeHO-1B56ad2dvP-O1E/edit>  Canterbury Tales General Prologue Assessment  <https://drive.google.com/drive/folders/0B0CV73rUcVCsfmFYdUNKb0I2cC1DbjU2MXVRRjZ0OVNwS0FFRzQ2WlQ1TE9XaEQyQVh2bDg>  Canterbury Tales Quiz 1  <https://docs.google.com/forms/d/1BEqGsL2SU8e40NJ3edW93gSHaPk_a56NsuHDkCTx2Mw/edit>  Canterbury Tales Pre-reading quiz  <https://docs.google.com/forms/d/1HGsPGEk3Zkp1LLXagfBhJps5Cjqj6bN0Hi9ccg5Egfg/edit>  Wife of Bath final test  <https://docs.google.com/document/d/1fxLVc5DfW2qCaB9mUTkpq1tbgzWr5uwmTDQfRVcDTLQ/edit>  Wife of Bath final reading quiz  <https://docs.google.com/a/delsearegional.us/forms/d/1CWWdBC5onQeoyhcldb1Tj7pwKakIHpy3bE-uxqlB0Io/edit>  31st Pilgrim assignment <https://docs.google.com/document/d/1wH8k6NjnQntSnogX6GCDpqgiRZ_nhY7NijFvTeicUA0/edit> | Satire  Allusion  Estate Satire  Imagery  Allegory  Allusion  Alliteration  Hyperbole  Personification  Irony  Direct Characterization  Indirect Characterization  Iambic Pentameter  Rhyme Scheme | Close reading and annotations from the Canterbury Tales  Identifying literary devices used in the Canterbury Tales  Analyzing content and style of Chaucer and comparing and contrasting it to others of that era and previous eras.  Reading of the Canterbury Tales General Prologue along with the Wife of Bath’s Tale to compare, infer, synthesize and make connections to current day along with with religion, race and gender.  31st pilgrim project to demonstrate an understanding of form of a frame tale and iambic pentameter. |
| Dec 15- Christmas Break | 4 | RL 12.2 Determine how themes or central ideas interact and build on one another to produce a complex account.  RL 12.2 Provide an objective summary of the text.  RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings  RL 12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama  RL 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text  W12.3. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives | Sir Gawain and the Green Knight Quiz  <https://docs.google.com/document/d/17_qrHOFXwV1omrtxbq2zmGu7izrQvRbBCrpWwJrEGwE/edit>  Sir Gawain Activity Sheet  <https://docs.google.com/document/d/1peoodzkvIRpn35oYCW0AwnWgEG2i5PiBcYqnT0VAWYU/edit>  [King Arthur Knight Resume’](https://docs.google.com/document/d/1-ncpCOeWMOfBetRf1Sk19ZF8KAw_N7UcZc3_AxzLVvM/edit)  <https://docs.google.com/document/d/1-ncpCOeWMOfBetRf1Sk19ZF8KAw_N7UcZc3_AxzLVvM/edit> | Chivalry  Gender Roles  Appearance over Truth  Five Virtues of Knights | Close reading and annotations from the Sir Gawain  Identifying literary devices used in the Sir Gawain  Analyzing content and style of the Gawain or Pearl Poet and Chaucer |
| Jan1-Feb 15 | 2 | RL 12.4 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.  RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.  RL 12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text  RL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama  RL 12. 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant  OC.6.1.8.C.1.a - [Cumulative Progress Indicator] - Evaluate the impact of science, religion, and technology innovations on European exploration.  SOC.6.1.8.D.2.a - [Cumulative Progress Indicator] - Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.  SOC.6.2.8.D.3.a - [Cumulative Progress Indicator] - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.  SOC.6.1.12.A.1.b - [Cumulative Progress Indicator] - Analyze how gender, property ownership, religion, and legal status affected political rights.  SOC.6.1.8.C.1.b - [Cumulative Progress Indicator] - Explain why individuals and societies trade, how trade functions, and the role of trade during this period. | Google Forms quiz on the podcast of Lincoln and Shakespeare <http://www.folger.edu/men-letters-shakespeares-influence-abraham-lincoln>  Macbeth Literary Analysis  <https://docs.google.com/document/d/1pzkK7bj3pKN_dREfWDI7JLsVSHMaYZRsWpb15dmQt8o/edit>  Macbeth Advertisement project  <https://docs.google.com/a/delsearegional.us/document/d/1Gx9qgeCWOzJlKdBTWJSIsncCU3ty_8M093J6l0hel2A/edit?usp=sharing>  Macbeth Group project  <https://docs.google.com/a/delsearegional.us/document/d/11TgtmtxbAi9A8ENcajZEbcb_j0lsLOi8awvOXM0Ryts/edit?usp=sharing>  Book intro to Shakespeare Quiz  <https://docs.google.com/document/d/1wzfGNESwNiRFZS0NZY8lgubtyQJtf2LhpA-KGPznkWw/edit>  Macbeth Literary Terms Quiz  <https://docs.google.com/document/d/1sSdlD9fPb_A3Qv4utlGsbD-PuK_PuoNgM84ymnELMdM/edit>  Macbeth Vocab Test 1  <https://docs.google.com/forms/d/15YFv5Ks2ntHo1-8UaSLA3GqZ9EACpdP7yHXch75PHYw/edit>  Macbeth Act 1 Quiz  <https://docs.google.com/a/delsearegional.us/forms/d/18hIBmqmIO0P69Gpz5ueb8PywCWJAJQtAmmgSZ8D2JSQ/edit>  Macbeth Act 1 Test  <https://docs.google.com/a/delsearegional.us/forms/d/1xu-6IY1YFiJxdu5SyC_TZOJFllOpWDQ5lXUGXfAXyxE/edit>  Macbeth Act 1 Reading Check  <https://docs.google.com/document/d/1HIm3Yx09I1XrPOZjLl3u4fDOUFGQRUlf5txjnodG6W4/edit>  Macbeth Act 2 Test  <https://docs.google.com/a/delsearegional.us/forms/d/1AlLZUUiF-CnIYC66PuPe_3ULpdFvoC9Ft0cqWNrt5es/edit>  Macbeth Act 2 study questions  <https://docs.google.com/document/d/1Ri2_PUwCv6PsfbCfYkbB3gFW7PRZh7oQCD_UlqmxBSg/edit>  Macbeth Act 3 Study guide questions  <https://docs.google.com/document/d/1lLDP3YhFVy310hU4mrkfO2-ePPgUTF-01k_VGVjrA28/edit>  Macbeth Act 3 Quiz  <https://docs.google.com/document/d/1SeRN8Qd3u2-9-HMczOccHDN8bQ_BR4sTrIhWtryDpCo/edit>  Macbeth Act 3 Vocabulary Quiz  <https://docs.google.com/document/d/1Erzl2ZlPcg5zkbPv-CamlUiPks6CxCQ-v3UyhgDSaDs/edit>  Macbeth Act 3 Test  <https://docs.google.com/document/d/1nLhefWapJAZemtTiPiu0yYKOpfEdxyvrgIstexEqevM/edit>  Macbeth Act 4 Quiz  <https://docs.google.com/a/delsearegional.us/forms/d/1mqT96INXfZBjCfBk-F0xeDydlPz1PQi_BUwE8Q5kRuA/edit>  Reading Check Act 4 scenes 1-2  <https://docs.google.com/document/d/1cpmhdzahUg_LhIMUEhZ5SjwgETmJIDzZEyEJpTAm9Yo/edit>  Macbeth Act 4 and 5 test  <https://docs.google.com/a/delsearegional.us/forms/d/1YJKItBHmZ0DdxPbr5BkTy4jqdTYbUAYdaDcgmS-HYus/edit>  Macbeth Act 5 Quiz  <https://docs.google.com/document/d/17vctcmEhB01cVdzIthA3zZAs3pDIjIbW_0OhUUzmOto/edit>  Act 5 Study Guide Questions  <https://docs.google.com/document/d/1Im2ZBTRAgyD47mfvuY6rgfdqWjq98d6jeW8-zLZSrls/edit>  Ambition Writing Assignment  <https://docs.google.com/document/d/1C4Cqz1C5uptNqIsSjFnQpPGGHFo1dB_g01z-Sgu7tic/edit> | Ambition  Fate  Violence  Corruption  Gender Roles  Prophesy  Symbolism  Supernatural  Passage of time  Fate vs. Determination  Guilt | Close Reading and annotation of Macbeth  Identify devices used in Macbeth  Identifying characteristics of the tragic flaw and the tragic hero  Analyzing soliloquies in Macbeth and how they relate to current day situations.  Analyzing content, style, and organization of information as presented by Shakespeare |
| Feb 15-March1st | 2 | RL 12.4 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.*  *RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.*  *RL 12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text*  *RL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama*  *RL 12. 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant* | **Sonnets Quiz**  <https://docs.google.com/forms/d/1cIBu-hEUmgitxpG7RH-TQVI3BRLfvhxMr-dmvIw1x30/edit>  Shakespearean Sonnets  <https://docs.google.com/forms/d/1i8wUZH1JeB__DFk7yZimpjmGRK1fnWieEMbCn40UM88/edit>  Petrarchan and Spenserian Sonnets Quiz  <https://docs.google.com/forms/d/1cIBu-hEUmgitxpG7RH-TQVI3BRLfvhxMr-dmvIw1x30/edit> | Immortality  Estrangement  Absence  Time and Mortality | Close reading and annotations of sonnets from Petrarch, Shakespeare and Spenser  Discussing how sonnets reflected attitudes of the authors  Evaluate author’s forms and use of language to understand the meanings and structures of their ideas  Compare and contrast the types of sonnets in form and content |
| March 1st to March 10th | 2 | RL 12.4 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.  RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.  RL 12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text  RL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama  RL 12. 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant | Create your own ballad  <https://docs.google.com/document/d/15tUUC-Oi6vWTN0bR9T1NzGkWrY-0-gNM6qknm0wAhe0/edit>  Ballad of Birmingham Questions  <https://docs.google.com/document/d/1fv1ZFIOIndtVGM5EXOFIKomcMtThzMM3J1nPz0kLLOE/edit> | Third person narration  Repetition  Dialogue  Stanzas  Language | Compare and Contrast ballads of different eras  Evaluate author’s forms and use of language to understand the meanings and structures of their ideas  Close Reading of Get Up and Bar the Door, Barbara Allen, Lord Randall, Twa Corbies |
| March 10-April 5th | 3 | RL 12.2 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.  RL 12. 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.  RL 12. 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really mean  RL 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.  SOC.6.1.12.A.1.b - [Cumulative Progress Indicator] - Analyze how gender, property ownership, religion, and legal status affected political rights.  SOC.6.1.12.A.3.g - [Cumulative Progress Indicator] - Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.  VPA.1.1.8.B.CS1 - [Content Statement] - Common, recognizable musical forms often have characteristics related to specific cultural traditions.  VPA.1.1.8.D.CS1 - [Content Statement] - Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.  VPA.1.2.8.A.CS3 - [Content Statement] - The arts reflect cultural morays and personal aesthetics throughout the ages.  VPA.1.1.12.D.CS1 - [Content Statement] - Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.  VPA.1.2.12.A.CS1 - [Content Statement] - Cultural and historical events impact art-making as well as how audiences respond to works of art.  VPA.1.4.12.A.CS3 - [Content Statement] - Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.  12. 1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  12.6 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.  L12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  L 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | *Final Romanticism Project*  [***https://docs.google.com/document/d/1pR4zKIEV4ygpYN5Tl-7YWrKrn7NvDCvcoLYphWxSAGw/edit***](https://docs.google.com/document/d/1pR4zKIEV4ygpYN5Tl-7YWrKrn7NvDCvcoLYphWxSAGw/edit)  *Letter to Wordsworth*  [*https://docs.google.com/document/d/13\_O5aq-UdcWmzpw-TDvvL0Z9zJ-u7PP56Hb3clH8gcU/edit*](https://docs.google.com/document/d/13_O5aq-UdcWmzpw-TDvvL0Z9zJ-u7PP56Hb3clH8gcU/edit)  [*https://docs.google.com/document/d/1ksRUbpaQGNVKElA6Aplijlpr-H1gu2KQuOecyonhdEI/edit*](https://docs.google.com/document/d/1ksRUbpaQGNVKElA6Aplijlpr-H1gu2KQuOecyonhdEI/edit)  Ode to a Nightingale questions  <https://docs.google.com/document/d/10xgTM_OD90QiHtYnXMbhoP2FT09XGYvaISQIIP_V3fw/edit>  Romanticism Quiz  <https://docs.google.com/document/d/16cP1BxW0133DE3o6f_vAFFmFfLBaycCHd3x7ZOQUOIA/edit>  My Ode  <https://docs.google.com/document/d/1MAccaLJrJ0s7LCv9bW7dmX-5fgCE71EptNZ3K2g-_mc/edit>  Romanticism Project B Level  <https://docs.google.com/document/d/1iV7y5ZqAVMujdUrz9sn9UH63sjg9BizC31hdsuiUIJQ/edit> |  | Close reading and annotation of Ode on a Grecian Urn, Ode to a Nightingale, Ode to the West Wind, The Lake Isle of Innisfree, When You are Old, The Lady of Shalott, The Chimney Sweeper, Lines Composed a Few Miles Above Tintern Abbey, The World is Too Much With Us and The Rime of the Ancient Mariner  Evaluate author’s forms and use of language to understand the meanings and structures of their ideas  Discussing how poems reflected attitudes of the authors and the philosophies of the time period. |
| April 5th-April 15tth |  | RL.12.3 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).  RL 12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  RL.12.1 Draw inferences from the text, including determining where the text leaves matters uncertain.  RL. 12.5 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 comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | This I Believe Student Essay  <https://docs.google.com/document/d/16UkfWm93pjwlQM38rnf2MrCwaQDzo6SSUxPnmdTkzuU/edit>  This I Believe Reflective Writing Assignment  <https://docs.google.com/document/d/1HjIjed4fXVa3fYVznpDuryWX_-sE3QTiyG4UkIwv8dI/edit>  How you treat the custodian vs. how you treat the manager  <https://www.forbes.com/sites/robasghar/2014/02/28/how-does-your-ceo-treat-the-janitors/#3888bfd63354>  Google Forms quiz on the manager article  <https://www.forbes.com/sites/robasghar/2014/02/28/how-does-your-ceo-treat-the-janitors/#3888bfd63354> | Reflection  Sensory Description  Analysis  Experiences of others  Interconnection of societies | Close Reading of “Be Cool to the Pizza Dude” by Sarah Adams,  “There Is No Job More Important Than Parenting” by Ben Carson, “The Light of a Brighter Day” by Helen Keller, “Disrupting My Comfort Zone” by Brian Grazer, “Growth That Starts From Thinking” by Eleanor Roosevelt  Evaluate author’s forms and use of language to understand the meanings and structures of their ideas  Investigate author’s background to determine the reasoning behind his/her essay.  Compare and contrast author’s viewpoints about the same situations |
| April 15-May 5  May 15-End of school | 4  4 | RL 12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  RL.12.1 Draw inferences from the text, including determining where the text leaves matters uncertain.  RL. 12.5 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 comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  LA.11-12.SL.11-12.1---Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.1.B--- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.1.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  LA.11-12.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data  LA.11-12.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  LA.11-12.SL.11-12.  Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience | The Last Lecture Constructed  Response  <https://docs.google.com/document/d/1jIWP6nRcuRKslPgxVkaEdiqS7nddQfK7vNs90ALdyaQ/edit>  <https://docs.google.com/document/d/1ULb7BKNPVw9bIgdnNJJKmRaoeB7zJ1uEb8Qb87lHbIM/edit>  <https://docs.google.com/document/d/110Rd8jfolOmJCbsRZv1SKHNw-89tW8rjWsG1lCu6VOE/edit>  <https://docs.google.com/document/d/1-PRLDsSeACZKPgYydO-3PuKVagQrLh4TWeZsFLURY2g/edit>  <https://docs.google.com/document/d/15N5VA4kvuLHgA4Acx66Mx-MB2iWfPYjMzM8aPtiLdmo/edit>  The Last Lecture Final Essay  [**https://docs.google.com/document/d/1ytPPkghX1iAElX\_MmgJM0AD3lxJTn-25Jh35\_ZJUb5Y/edit**](https://docs.google.com/document/d/1ytPPkghX1iAElX_MmgJM0AD3lxJTn-25Jh35_ZJUb5Y/edit)  Senior Memoir  <https://docs.google.com/a/delsearegional.us/document/d/1iQ5BtVIVHHK4WYA84Gp643eZinkDuIBjIcXD7NtDRY4/edit?usp=sharing>  Senior Written Memoir  <https://docs.google.com/document/d/1xIcq4ahadnGoimpjDuLEYtokEXqSJzyxJMwqqIjyyp8/edit>  Senior Memoir Video and Presentation  <https://docs.google.com/document/d/1xIcq4ahadnGoimpjDuLEYtokEXqSJzyxJMwqqIjyyp8/edit> | Time and Mortality  Reflection  Sensory Details  Truth vs. Appearance  Reflection | Close Reading of The Last Lecture  Discussion of multiple arguments made by Randy Pausch in The Last Lecture  Analyze the content and style used by Pausch to communicate the points that he is trying to make  Read and annotate the piece to compare, infer, synthesize and make connections to various cultures  Peer and Group Editing of papers.  Comparing and contrasting each person’s presentation and speech  Analyzing the points made by the speaker to determine if arguments were defended |