**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) | PoiseClaritySelf-IntroductionSpeaking 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 meaningsRL 12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaRL 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 narrativesW 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audienceW 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 feedbackW 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 persuasivelyLA.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 ideasLA.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 neededLA.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 perspectivesLA.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 taskLA.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 dataLA.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 usedLA.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 ValuesAnglo Saxon Warrior CodeAnglo Saxon Way of LifeThe Anglo Saxon BoastSchopsBeowulf VocabularyBeowulf PlotEpicEpic HeroThe hero throughout historyThe persuasive essayThe narrative essayArthurian Tales | Close Reading and annotations of BeowulfIndividual Boast PresentationsBoast Reactions Constructed Responses to BeowulfGroup Discussions of BeowulfDiscussion on Anglo-Saxon ValuesCompare and Contrast responses on Anglo-Saxon heroes and modern heroesVocabulary exercises/quizzesPersuasive essay writingNarrative essay writingSelf, peer and small group editingLarge group editing Analyzing content, style and organization of Anglo-Saxon literatureRead 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 audienceW 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 feedbackW 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 analysisSenior 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.comUnderstanding MLA formatUnderstanding the necessities of a works cited pageUnderstanding 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 textRL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaRL 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 traditionsVPA.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> | SatireAllusionEstate SatireImageryAllegoryAllusionAlliterationHyperbole PersonificationIronyDirect CharacterizationIndirect CharacterizationIambic PentameterRhyme Scheme | Close reading and annotations from the Canterbury Tales Identifying literary devices used in the Canterbury TalesAnalyzing 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 meaningsRL 12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaRL 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> | ChivalryGender RolesAppearance over TruthFive Virtues of Knights | Close reading and annotations from the Sir Gawain Identifying literary devices used in the Sir GawainAnalyzing 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 textRL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaRL 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> | AmbitionFateViolenceCorruptionGender RolesProphesySymbolismSupernaturalPassage of timeFate vs. DeterminationGuilt | Close Reading and annotation of MacbethIdentify devices used in MacbethIdentifying characteristics of the tragic flaw and the tragic heroAnalyzing 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> | ImmortalityEstrangementAbsenceTime and Mortality | Close reading and annotations of sonnets from Petrarch, Shakespeare and SpenserDiscussing how sonnets reflected attitudes of the authorsEvaluate author’s forms and use of language to understand the meanings and structures of their ideasCompare 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 textRL 12. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaRL 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 narrationRepetitionDialogueStanzasLanguage | Compare and Contrast ballads of different erasEvaluate author’s forms and use of language to understand the meanings and structures of their ideasClose 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 meanRL 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 writingL 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 MarinerEvaluate author’s forms and use of language to understand the meanings and structures of their ideasDiscussing 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> | ReflectionSensory DescriptionAnalysisExperiences 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 RooseveltEvaluate author’s forms and use of language to understand the meanings and structures of their ideasInvestigate author’s background to determine the reasoning behind his/her essay. Compare and contrast author’s viewpoints about the same situations |
| April 15-May 5May 15-End of school  | 44 | 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 persuasivelyLA.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 ideasLA.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 neededLA.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 perspectivesLA.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 taskLA.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 dataLA.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 usedLA.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 ConstructedResponse <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 MortalityReflectionSensory DetailsTruth vs. Appearance Reflection | Close Reading of The Last LectureDiscussion of multiple arguments made by Randy Pausch in The Last LectureAnalyze 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  |