**PACING GUIDE**

**COURSE: English 4AP**  **GRADE: 12**

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| **MONTH/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| Sept-Oct | 1 – Dystopian Literature  | **LA.11-12.RL.11-12.2** - [Progress Indicator] - 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.**LA.11-12.RL.11-12.9** - [Progress Indicator] - Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.**LA.11-12.W.11-12.1.A** - 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. | The Handmaid’s Tale1984Brave New WorldV for VendettaHow to Read Literature Like a Professor Modern applicationsSocial commentary \*\*Since this topic is SO timely in 2017, I am adding materials as I find them!  | DebateAP-level analysis of passages and companion piecesViewing of teacher-selected companion videos relevant to the topics, themes, and literature Whole group discussions (informal)Small group discussions Socratic seminars (formal) | Summer reading essays Class debate on dystopian societiesShort answer analysis quiz on imagery and syntax in The Handmaid’s Tale Analysis essay on V for Vendetta and two chapters from Foster’s book How to Read Literature Like a Professor  |
| Oct-Nov | 2 – Heroes and Heroism | **LA.11-12.RL.11-12.3** - [Progress Indicator] - 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).**LA.11-12.RL.11-12.4** - [Progress Indicator] - 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. (e.g., Shakespeare as well as other authors.)**LA.11-12.W.11-12.1.D** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. | BeowulfGrendelThe Things They Carried PlatoonSocial Commentary Conflicts/motivations | AP-level analysis of passages and companion piecesViewing of teacher-selected companion videos relevant to the topics, themes, and literature Whole group discussions (informal)Small group discussions Socratic seminars (formal) | AP level essay responses and MC questions. Student-written boast based on the content of BeowulfPoint-of-view essay on Beowulf and Grendel Research project on the soldiers of Vietnam based on the characters from The Things They Carried  |
| Nov-Dec | 3 – Moral Journeys  | **LA.11-12.RL.11-12.5** - [Progress Indicator] - 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.RL.11-12.9** - [Progress Indicator] - Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.**LA.11-12.W.11-12.2.B** - 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. | MacbethUniversal themesMotivations of characters and their relationships to modern examples  | Written responses (informal) AP-level analysis of passages and companion piecesViewing of teacher-selected companion videos relevant to the topics, themes, and literature Whole group discussions (informal)Small group discussions Socratic seminars (formal) | AP-level essays and MC based on the playComparison-contrast paper on Macbeth and the movie Scotland, PA.Character analysis acrostic poem utilizing elements from the play and universal themes  |
| Dec-Jan  | 4 – Literary Research (Papers 1 and 2)  | **LA.11-12.RL.11-12.7** - [Progress Indicator] - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)**LA.11-12.W.11-12.1.A** - 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.**LA.11-12.W.11-12.2.B** - 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.**LA.11-12.W.11-12.3.A** - 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. | Literary Criticism materials Independent reading novels  | AP-level analysis of passages and companion piecesIndependent student research Teacher-guided research | Final papers  |
| Feb-April | 5 – AP Test Prep and Poetry | **LA.11-12.RL.11-12.1** - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections 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.**LA.11-12.RL.11-12.6** - [Progress Indicator] - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**LA.11-12.W.11-12.2.B** - 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. | Teacher-gathered materials of various poems and poets from multiple time periods and cultures. This changes yearly based on the composition of the class and the changes in the AP test | AP-level analysis of passages and companion piecesViewing of teacher-selected companion videos relevant to the topics, themes, and literature Whole group discussions (informal)Small group discussions Socratic seminars (formal) | AP-level essays and MC tests TPCASTT writing assignments as practice for the AP testSocratic seminars  |
| April-May | 6 – Short Story Boot Camp | **LA.11-12.L.11-12.6** - [Progress Indicator] - 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.**LA.11-12.SL.11-12.5** - [Progress Indicator] - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**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. | “Hills Like White Elephants”“Interpreter of Maladies”“The Kugelmass Episode” “Cathedral” “Where Are You Going? Where Have You Been?”  | Small group presentations teaching a 40 minute lesson AP-level analysis of passages and companion piecesViewing of teacher-selected companion videos relevant to the topics, themes, and literature Whole group discussions (informal)Small group discussions Socratic seminars (formal) | Student-generated and executed 40-minute group lesson on randomly chosen storyAP-level essay  |
| May-June | 7 – This I Believe | **LA.11-12.W.11-12.1.D** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.**LA.11-12.W.11-12.2.E** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.**LA.11-12.W.11-12.4** - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Various “This I Believe” essays from the NPR.org website and student samples from over the years. This selection changes yearly based on the composition and disposition of the AP class that year.  | Independent student projects with a written component and visual representation  | Student “This I Believe” essay and video presentation  |