

DCPS Pacing Guide 2015-2016



Grade 12 Quarter Three

Notes:

1. Each quarter in this Pacing Guide has been designed for the ABC day rotating schedule with approximately 30 days of instruction per quarter.
2. Text: Holt McDougal Literature, Grade 12. Orlando, FL: Houghton Mifflin Harcourt Publishing Company, 2012.
3. Use the *6 Traits of Writing* rubric to score summative writing assignments. Students should have access to rubric prior to writing.
4. Three assessments will be provided by DCPS during each quarter: Diagnostic Assessment, Mid-Point Assessment, and Summative Assessment.
5. Diagnostic assessments should not be included in PowerSchool but should appear in Performance Matters.
6. All formative and summative assignments listed in the Assessment column must appear in PowerSchool.
7. Mid-Point Assessment and Summative Assessment must appear in both PowerSchool and Performance Matters.
8. Lesson ideas are included on the Pacing Guide. Try something new.
9. Please include the following statement in your syllabus: All students have been assigned textbooks and have access to an online textbook for reading assignments outside the classroom. Parents and students should expect daily homework assignments that include reading and/or writing.

Quarter Three: The Era of Rapid Change: The Victorians 1832-1901; New Ideas, New Voices: Modern and Contemporary Literature 1901-present

Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<p>Quarter Three Pre-Diagnostic Assessment—RL1, RL2, RL3, RL4, RI1, RI2, RI6 Terms: infer, plot complication, figurative language, tone, author’s choice, author’s attitude, symbol theme, emotional appeals, assertion, fact vs. opinion, main idea</p>				
<p>Diagnostic Writing Task—Analysis of an argument Measures all writing claims and RI1-7</p>				
Unit Five: Introduction p. 912	RL3 RL9 RL10 RI7 W7	Define Victorianism and Victorian themes. Analyze diction’s contribution to a speaker’s tone. Determine themes of a text.	Close Reading , Cornell Notes , Note-taking Graphic , Compare/Contrast Graphic , Big Question Transparencies , Synthesize understanding of poetry and nonfiction to support an original thesis	<p>Formative: Discussion Completed notes</p> <p>AND</p> <p>Summative: Compare and contrast the “truths” presented between one text and one nonfiction text.</p> <p>OR</p> <p>Teacher-created prompt</p>
Selected Poetry by Alfred Lord Tennyson p.928	RL1 RL4 RL9 W9	Identify and analyze rhyme scheme, rhythm, speaker, mood, and tone in poetry. Evaluate speaker through characterizing details.	5-Ts , TPCASTT , Interrupted Reading, Write a dramatic monologue from the perspective of a character that they’ve read before about the events in a story, Ideas for Extension: Graphic Novella, Tennyson’s Critical Reputation and AP Challenge, A Tennyson Symbol	<p>Formative: Text Analysis—Analyze Mood: Describe the different moods Tennyson is able to create in these poems. Discuss what each of the following elements contributes to mood, providing examples: diction, imagery, sound devices, and parallelism.</p> <p>OR</p> <p>Teacher-created prompt</p>

<p>Robert Browning's "My Last Duchess" and "Porphyria's Lover" p. 944</p>	<p>RL1 RL5</p>	<p>Synthesize understanding of dramatic monologue form with the content of a previous text.</p>	<p>5-Ts, TPCASTT, Interrupted Reading, Compose a dramatic monologue, Text Analysis: Dramatic Monologue, Ideas for Extension: Other Dramatic Monologues and AP Challenge, Explore Point of View</p>	<p>Formative: Text Analysis—Analyze Dramatic Monologue: The speakers in these dramatic monologues are intensely involved in the events described. What would be the impact of each poem if Browning had chosen an outside observer as the speaker? Explain.</p> <p>Text Analysis—Synthesize Themes: How does the desire for possession of a woman motivate each of the speakers in these dramatic monologues? What does this desire reveal about each speaker? Explain.</p> <p>OR</p> <p>Teacher-created prompt</p>
<p>Victorian Viewpoints: Evidence of Progress p. 1030</p> <p>Thomas Carlyle's "The Condition of England" p. 1036</p>	<p>RI1 RI6 RI9 W1</p>	<p>Identify and analyze elements of persuasion, ambiguity, and rhetoric.</p>	<p>Close Reading, Cornell Notes, Text Analysis: Persuasion, Text Analysis: Recognize Ideas, Ideas for Extension: News Segment and AP Challenge, Whigs and Tories and AP Challenge</p>	<p>Formative: Text Analysis—Evaluate Persuasive Techniques: Complete a chart with 3 categories: logical, emotional, and ethical. Then, describe each author's use of persuasive techniques. Whose position did you find more credible? Explain.</p> <p>OR</p> <p>Teacher-created prompt</p>

<p>Media Study: from A History of Britain p. 1050</p> <p>Matthew Arnold's "Dover Beach" and To Marguerite-Continued" p. 1054</p>	<p>R17 W9</p>	<p>Identify elements of a documentary.</p> <p>Identify speaker and analyze theme.</p>	<p>Viewing Guide and Close Viewing 5-Ts, TPCASTT, Interrupted Reading, Text Analysis: Theme, Text Analysis: Analyze Speaker, Ideas for Extension: View Document and AP Challenge</p>	<p>Formative: Viewing Guide and Rubric p. 1053</p> <p>AND</p> <p>Formative: Quick write p. 1055</p> <p>OR</p> <p>Text Analysis—Examine Theme: What do these poems convey about mankind's sense of the universe's indifference? For each poem, write a sentence stating the theme. Reviewing the information on page 1055, explain which literary elements</p> <p>Summative: Analysis Prompt Choose two poems from this unit. Write an essay in which you compare and contrast the speakers in these poems. Consider the choices the poet made as to the speaker. Determine each speaker's motivation and conflict. Draw inferences about the character of each speaker based on the evidence from the poems.</p> <p>Research/Synthesis Prompt: Answer the following essential questions: What is the relationship between literature and place? How does literature shape or reflect society? What is the relationship of the writer to tradition? Research the various contradictory elements of progress and decline during the Victorian Age. Then, write an essay in which you explain the contradictions present in Victorian England and how these are present in the literature of the time</p>
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				period. Cite specific details from your research and from texts discussed in this unit.
<p>Writing Workshop: Analysis of Literary Nonfiction p. 1076</p> <p>Technology Workshop: Creating a Power Presentation p. 1086</p>	<p>RI1 RI4 W2 W4 W5 W10</p>	<p>Compare, contrast, and synthesize the controlling ideas and themes of speakers in nonfiction and poetry.</p> <p>Compose a persuasive, analytical argument. Provide relevant and engaging visuals.</p>	<p>Follow directions provided in text.</p>	<p>Formative: Timed Writing Task p.1085 Power Presentation Task p.1086</p>
<p>Quarter Three Mid-Point Assessment—RL1, RL3, RL5, RL9, RI6 Terms: tone, imagery, theme, point of view, dialogue, realism, Victorianism</p>				
Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<p>Unit Six: Introduction p. 1101</p> <p>Text Analysis Workshop: Modern and Social Criticism p. 1114</p>	<p>RL1 RL3 RL6 RL9 RL10 RI6 RI9 W2 W3</p>	<p>Define Modernism and modern themes.</p> <p>Develop strategies for reading modern verse.</p>	<p>Close Reading, Cornell Notes, Note-taking Graphic, Level Up—Irony</p>	<p>Formative: Discussion, Vocabulary Notes Compose a sample of stream of consciousness</p>
<p>“The Hollow Men” and other selected poetry by T.S. Eliot p. 1116</p>	<p>RL4 RL7 RL10 W3d</p>	<p>Identify central forms, imagery, and elements of modern texts.</p> <p>Identify irony, symbolism, and style.</p>	<p>TPCASTT, 5-Ts, Interrupted Reading, Text Analysis: Style, Ideas for Extension: Dramatic Reading, Critic’s Corner</p>	<p>Formative: Text Analysis—Examine Style: Re-examine “Preludes” and “The Hollow Men,” noting examples of stylistic elements discussed on p. 1117. What relationship do you see between Elliott’s style and his message? Do you think his style mirrors his ideas about the human condition? Cite evidence.</p>

		Synthesize historical context with modern poetry.		<p>OR</p> <p>Quick write p. 1125</p> <p>AND</p> <p>“The Hollow Men” EBSR</p>
D.H. Lawrence’s “The Rocking-Horse Winner” p.1152	RL1 RL2 W2	Draw conclusions and analyze theme.	Text Analysis: Theme, Reading Skill: Drawing Conclusions, Ideas for Extension: Create Storyboard and Explore Plot	<p>Formative:</p> <p>Text Analysis—Draw Conclusions: What conclusions can you draw about the role of luck in the lives of Paul, his mother, and Oscar? For each character, is luck a positive, a negative, or a neutral force? Support your conclusions with evidence from the story.</p> <p>OR</p> <p>Text Analysis—Interpret Theme: Consider what happens in this story because of the adults’ desire for money. What theme about materialism is Lawrence communicating to the reader? Cite evidence.</p>
<p>from <i>Heart of Darkness</i> p. 1172</p> <p>AND</p> <p>“Araby” p. 1198</p> <p>AND/OR</p> <p>“The Demon Lover” p. 1228</p>	RL1 RL2 RL9	Draw conclusions and analyze theme.	Reading Skill: Describing Details; Ideas for Extension: Discussion, Interpret Meaning, Explore Key Concepts	<p>Formative:</p> <p>Tiered discussion prompts p.1173</p> <p>Text Analysis—Examine Narrator: “Araby” offers a naïve narrator—a narrator who does not fully understand what he or she sees or feels. Why did Joyce choose this kind of narrator for “Araby”?</p> <p>Summative:</p> <p>Narrative Prompt</p> <p>Write a three paragraph scene describing the narrator’s next encounter with Mangan’s sister. The scene should include dialogue between the two characters. The scene should conclude in a</p>

				way that follows logically from both the dialogue and events of “Araby.” OR Teacher-created prompt
Literature as Social Criticism p. 1240	RL1 RL4 RL10 W1 W3	Identify and define elements of social criticism in modern texts. Analyze social and characterizing details in a modern text. Synthesize elements of social criticism with modern themes, voice, and images.	Text Analysis, Level Up-Tone , Create a timeline	Formative: Discussion Completed timelines
William Butler Yeats’ “An Irish Airman Foresees His Death” p. 1244 Rupert Brooke’s “The Soldier” p. 1246 Siegfried Sassoon’s “Dreamers” p. 1247	RL6 RL7 W1	Analyze the speaker of three poems. Evaluate themes of three poems. Synthesize elements of social criticism with modern themes, voice, tone, and imagery.	TPCASTT , 5-Ts , Interrupted Reading, Text Analysis: Tone, Ideas for Extension: Chart and AP Challenge .	Formative: Text Criticism 7 p. 1248 AND “Dreamers” EBSR
Quarter Three Post-Diagnostic Assessment — RL1, RL2, RL3, RL4, RI1, RI2, RI6 Terms: infer, plot complication, figurative language, tone, author’s choice, author’s attitude, symbol theme, emotional appeals, assertion, fact vs. opinion, main idea				

Analysis Writing Task	W3a-e W4 W5	Write an essay in which you analyze how the author's stylistic choices in two texts help to further the development of one of the following: a character or character's identity, a theme/central idea, a major symbol, or a major conflict.		Summative: Analysis Writing Task
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