

DCPS Pacing Guide 2015-2016



Grade 11 Q3

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 11. Orlando, FL: Houghton Mifflin Harcourt Publishing Company, 2012.
3. Use the 6 Traits of Writing rubric to score writing assignments. Students should have access to the rubric prior to writing.
4. Three assessments will be provided by DCPS during each quarter: Diagnostic Assessment, Mid-Point Assessment, and Summative Assessment. DCPS will also provide diagnostic and summative writing assessments.
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 as well as Performance Matters.
7. Lesson ideas have been updated and are now on the Pacing Guide. Try something new.
8. 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.”

Writing Focus: Synthesis and Literary Analysis of Poetry

Reading Focus: Short Stories, Poetry, Rhetoric Review

Titles and Pages	MCCR	SWBAT	Lesson Ideas	Assessments
Unit Three Diagnostic Assessment 11.3: Objectives: RL2, RL3, RL4, RL5, R6, RL9, RI1, RI2, RI5, RI9, W2,				
Unit 11.3 Synthesis Writing; Poetry, and Rhetoric Review				
<u>Unit 11.3 Vocabulary</u>				
Writing the Synthesis Essay	RI1 RI2 RI5 RI9	Take notes on how to write a synthesis essay.	How to Write A Synthesis Essay Cornell Notes Template; Cornell Note-taking Tips for Students Cornell Notes Rubric; All About Cornell Notes; Cornell Notes with Graph Paper; Interactive Cornell Notes	Completed notes
<u>Required:</u> The Open Boat p. 736 AND The Wreck of the Commodore Newspaper Articles p. 762-766	RL2 RL3 RL4 RL6 RI1 RI5 RI9 W2 W4 W5	<ul style="list-style-type: none"> •Analyze descriptive language. •Analyze dramatic irony. •Distinguish between primary and secondary sources. •Write an essay that synthesizes information from multiple sources 	Text Analysis: Naturalism; Reading Skill: Analyze Descriptive Language; Questions 4,5,6, and 8 on p. 759; Ideas for Extension/ Summary: Incident Report; Core Analysis Frame for Fiction Open Boat Synthesis Writing Organizer	Open Boat Synthesis Writing Topics

Required:

Text Analysis Workshop:
Social Themes in Fiction
p. 780

RL9

•Demonstrate understanding of the social context of a literary work

[Cornell Notes Template;](#)
[Cornell Note-taking Tips for Students](#) [Cornell Notes Rubric;](#) [All About Cornell Notes;](#) [Cornell Notes with Graph Paper;](#) [Interactive Cornell Notes](#)

Completed notes

AND

The Yellow Wallpaper
p. 798

RL1
RL3
RL9

•Evaluate the impact of cultural experiences on literary themes or topics.

[Text Analysis: First Person Narrator;](#) [Reading Skill: Understand Social Context;](#) [Ideas for Extension: Gender Roles Then and Now;](#) [“The Yellow Wallpaper” \(Edsitement\)](#)

Formative Assessment:
Questions 4 and 6, p. 815

AND

The Forerunner: Why I Wrote “The Yellow Wallpaper”
p. 814

RI1

•Analyze the author’s use of the first-person narrator.

•Write an essay that synthesizes information from multiple sources.

Summative Writing Assessment:

At the time “The Yellow Wallpaper” was published, most critics read it as a horror tale about madness or, after Gilman’s explanation appeared in 1913, as an exposé of women’s medical treatment. Only a few saw what feminists in the 1970’s would interpret as Gilman’s political assumptions. Feminists read the story as a criticism of marriage and the oppression of women. Explain which of these interpretations you favor, citing evidence from the texts.

AND

[The Yellow Wallpaper Feminist Criticism](#)

RI1
W2
W4
W5
L1

Optional:

The Story of an Hour
p. 784

RL2
RL5
RL9

•Evaluate the impact of cultural experiences on literary themes or topics.

[Text Analysis: Theme;](#) [Reading Skill: Analyzing Patterns of Organization;](#)

Pre-reading discussion question: Why is marriage important to society? Why do people get married today? What are the benefits and drawbacks of marriage?

<p>AND</p> <p>Joyas Valedoras p.790</p> <p>AND</p> <p>Calvin and Hobbes Cartoon p. 793</p>	<p>RI2 RI5 RI7 W2 W4 W5 L1</p>	<ul style="list-style-type: none"> •Analyze theme in a literary work •Analyze the central idea in a work of nonfiction. •Analyze patterns of organization in fiction and nonfiction. •Write an essay that synthesizes information from more than one source. 	<p>PowerNotes with Video Trailer;</p> <p>Theme Organizer for All Three Pieces</p>	<p>Summative Writing Assessment: What messages about life does Brian Doyle’s essay “Joyous Voladoras” share with Kate Chopin’s “Story of an Hour?” Support your response with evidence from both texts.</p>
<p>Unit 3 Mid-Point Assessment: Synthesis, descriptive language, primary and secondary sources, social context, speaker, first-person narrator, and other academic vocabulary associated with memoir, essay, short story, etc.</p>				
<p>Required:</p> <p>Theme for English B</p> <p>Harlem, p. 878</p> <p>The Negro Speaks of Rivers, p. 882</p> <p>The Weary Blues, p. 884</p>	<p>RL4 RL5</p>	<ul style="list-style-type: none"> •Analyze the following in the poems of Langston Hughes: rhyme scheme, rhythm, repetition, alliteration, simile, metaphor, speaker, sensory details •Analyze the connotative meanings of words and phrases in poetry •Analyze the speaker in a poem. •Analyze theme 	<p>Theme for English B Poetry Out Loud Performance: http://www.cleanvideosearch.com/media/action/yt/watch?videoId=YSteyMODyWg ; Speaker Text Analysis for All Four Poems; Reading Skill: Rhythm and Repetition in the Poetry of Langston Hughes; Sensory Detail Chart; Interrupted Reading Strategy</p>	<p>Formative Assessment: Write a well-structured paragraph to answer the following: Consider the four poems you read by Langston Hughes. In your opinion which speaker best achieves each of the following goals? Cite details from the poem in your answers.</p> <ul style="list-style-type: none"> •Captures Hughes’s pride in African American culture •Reflects the everyday life of African Americans <p>Conveys the sounds of African American speech</p>

<p><u>Required:</u></p> <p>Lift Every Voice and Sing</p> <p>AND</p> <p>My City p. 888</p> <p>AND</p> <p>If We Must Die p. 890</p>	<p>RL5 RL9</p>	<ul style="list-style-type: none"> •Analyze rhythm, rhyme scheme, traditional form, personification, and the structure of a sonnet. •Analyze traditional structure 	<p>http://www.cleanvideosearch.com/media/action/yt/watch?videoId=RTuRsQ7Zf9A Text Analysis: My City/If We Must Die; Reading Skill: Understand Form and Meaning;</p>	<p>Teacher-made EBSRs</p>
<p><u>Required:</u></p> <p>Any Human to Another p.894</p> <p>AND</p> <p>Storm Ending p.895</p> <p>And</p> <p>A Black Man Talks of Reaping p. 896</p>	<p>RL4 RL5</p>	<ul style="list-style-type: none"> •Analyze theme in a poem. Distinguish literal from figurative meanings in poetry. •Analyze the author’s use of figurative language. 	<p>How to Annotate a Poem Video; Annotating a Text; TPCASTT Explanation; TPCASTT Organizer; Soapstone Organizer for Poetry; Reading Skill: Distinguish Figurative from Literal Meaning; Text Analysis: Theme</p>	

<p><u>Required Rhetoric Review:</u></p> <p>On Civil Disobedience p. 400</p> <p>AND</p> <p>Letter from a Birmingham Jail p. 1202</p>	<p>RI1 RI2 RI3 RI5 RI6 RI9</p>	<ul style="list-style-type: none"> •Analyze an argument. •Determine the central idea of an argument. •Analyze how complex ideas develop over the course of a text. •Evaluate the effectiveness of an author’s argument •Identify the author’s point of view and purpose. •Analyze the rhetorical features of a foundational document of U.S. history. 	<p><u>KWL Chart;</u> <u>Rhetorical Precis; SOAPStone Organizer for Rhetorical Analysis; Persuasion Map; Rhetorical Analysis Graphic Organizer; Rhetorical Analysis Graphic Organizer with Definitions; Argument Organizer; Argument Overview</u> <u>Martin Luther King, Jr. and Nonviolent Resistance (Edsitement); Rhetoric from a Birmingham Jail; Ideas for Extension: Bumper Stickers; Resources for Classroom Debates; Debates in the Classroom</u></p>	<p>Formative Assessment: Completed organizers or precis</p> <p>Summative Assessment: <u>Writing and/or Debate Topics</u></p> <p>OR</p> <p>Reading-Writing Connection on page 1217</p>
<p>Final Unit 3 Assessment</p>				