

# DCPS Pacing Guide 2015-2016



Grade 11 Q4

## 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: Argument, Drama, Novel**

**Reading Focus: Argument, Drama, Novel**

Titles and Pages	MCCR	SWBAT	Lesson Ideas	Assessments
<b>Unit Three Diagnostic Assessment 11.4:</b>				
<b>Unit 11.4 Mid-Point: Argument and Drama</b>				
<b><u>Vocabulary for Unit 4</u></b>				
<p><u>Required:</u></p> <p><a href="#">ReadWriteThink: Analyzing Famous Speeches as Argument</a></p> <p>OR</p> <p><a href="#">The Hypocrisy of American Slavery</a> By <a href="#">Frederick Douglass</a></p>	<p>RI1 RI5 RI6 RI8 W1</p>	<ul style="list-style-type: none"> <li>Analyze an author’s implicit and explicit assumptions and beliefs about the subject of an argument</li> <li>Analyze the relevance and validity of the argument’s claim and evidence</li> <li>Analyze rhetorical devices</li> </ul>	<p><a href="#">Rhetorical Precise</a>; <a href="#">Interrupted Reading</a>; <a href="#">Close Reading with Text Dependent Questions</a>; <a href="#">SOAPStone Organizer for Rhetorical Analysis</a>; <a href="#">Persuasion Map</a>; <a href="#">Rhetorical Analysis Graphic Organizer</a>; <a href="#">Rhetorical Analysis Graphic Organizer with Definitions</a>; <a href="#">Argument Organizer</a>; <a href="#">Argument Overview</a>; <a href="#">Socratic Seminar</a>; <a href="#">More on Socratic Seminar</a>; <a href="#">Socratic Seminar Video 1</a>; <a href="#">Socratic Seminar Video 2</a>; <a href="#">Socratic Seminar Video 3</a>; <a href="#">Online textbook</a></p>	<p><b>Summative Assessment on Argument:</b></p> <p><a href="#">Write an Argument</a></p> <p><a href="#">Analyze an Argument</a></p> <p><a href="#">Roosevelt’s Speech for Analysis</a></p>
<p><u>Required:</u></p> <p>The Crucible</p>	<p>RL1</p>		<p><b>Entire Play:</b> <a href="#">Readers’ Theater</a>, <a href="#">Literary Circles</a>,</p>	<p><b>Formative Assessments</b></p>

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RL2  
RL3  
RL7

- Analyze the conventions of drama found in the play.
- Analyze the characters and their development over the course of a text.
- Analyze and evaluate the author’s fictionalized interpretation of historical events.

[Doing What Works: Literature Circles](#); [Literature Circles for Reluctant Readers](#); [How to Create a Classroom Literature Circle](#); [Literature Circles for High School](#); [Literature Circles Overview, Expectations, and Roles](#); [Plot to Theme Organizer](#); [Body biography](#); [mini body biography](#); [Crucible Essay Topics](#)  
**Act One:** [Text Analysis: Conventions of Drama—Stage Directions](#); [Reading Strategy: Draw Conclusions About Character](#); [Act 1 Ideas for Extension: “Conventions of Drama Chart: From Page to Stage and Screen;” “Character Web: The Salemites;” Crucible Character Organizer One](#); [Crucible Character Organizer Two](#); [Single Character Chart with Wordbank](#); [Crucible Conflict Organizer](#);  
  
**Act Two:** [Text Analysis: Conventions of Drama—Dialogue](#); [Crucible Character Status Organizer for Act Two](#); [Crucible Metaphoric Language](#)

Act One: #5, 9 on page 163  
Act Two: #5, 6 on page 179  
Act Three: # 5, 8 on page 199  
Act Four: #6, 7 on page 213  
**Summative Assessments**  
Completed body biography  
Completed essay  
Teacher-made test

			<p><b>Act Three:</b> <a href="#">Text Analysis: Conventions of Drama—Types of Characters</a>; <a href="#">Crucible Character Action Organizer for Act Three</a>;</p> <p><b>Act Four:</b> <a href="#">Text Analysis: Conventions of Drama—Plot</a>; <a href="#">Crucible Character Action Organizer for Act Four</a>; <a href="#">Plot to Theme Organizer</a>; <a href="#">Crucible Plot, Character, Them Organizer Act 4</a>; <a href="#">Crucible Writing Prompts</a></p>	
<b>English 11.4 Mid-Point Assessment: Vocabulary for rhetoric and for drama; rhetorical analysis; writing rhetoric; drama</b>				
Advertising in the Jazz Age: Print Advertisements p. 1004	RI6 RI7	<ul style="list-style-type: none"> <li>Analyze and evaluate advertising in the jazz age.</li> <li>Analyze the language of advertising with an emphasis on its appeal/claim</li> <li>Produce an ad poster</li> </ul>	Ad poster directions from page 1007 in text; <a href="#">Media Literacy: Produce Your Own Media</a> ; <a href="#">Media Literacy: Media Activity</a> ; <a href="#">Media Literacy: Persuasion in 1920's Ads</a> ; Use media smart CD to explore Jazz Age; complete <a href="#">Viewing Guide</a>	<b>Summative Assessment:</b> Ad Poster
<i>The Great Gatsby</i>	RL1 RL2 RL3 RL4 RL5 RL10	<ul style="list-style-type: none"> <li>Analyze point of view and perspective in a novel</li> <li>Analyze the development of characters throughout a novel</li> </ul>	The Big Read/NCTE Unit: <a href="http://www.neabigread.org/books/greatgatsby/teachers-guide/schedule-lesson-plans/">http://www.neabigread.org/books/greatgatsby/teachers-guide/schedule-lesson-plans/</a> Discovery Education Unit: <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-gatsby.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-gatsby.cfm</a>	<b>Formative Assessment:</b> Teacher created formative assessments  <b>Summative Assessment:</b> Teacher created essay prompt, project, or test

		<ul style="list-style-type: none"> <li>•Analyze an author’s use of symbolism in a novel</li> <li>•Analyze plot elements</li> <li>•Analyze the development of the theme in a novel</li> <li>•Analyze imagery and figurative language.</li> </ul>	<p><a href="#">Gatsby Study Questions—Cornell, Gatsby Study Guide</a></p> <p>The Great Gatsby Curve-- Economic Inequality Lesson Plan:  <a href="http://www.pbs.org/newshour/extra/lessons_plans/the-great-gatsby-curve-2/">http://www.pbs.org/newshour/extra/lessons_plans/the-great-gatsby-curve-2/</a></p> <p>Literature Circles: <a href="#">Doing What Works: Literature Circles</a>; <a href="#">Literature Circles for Reluctant Readers</a>; <a href="#">How to Create a Classroom Literature Circle</a>; <a href="#">Literature Circles for High School</a>; <a href="#">Literature Circles Overview, Expectations, and Roles</a></p>	
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**English Summative Assessment 11.4: Rhetoric, Drama, and the Novel**