

Pacing Guide

Grade 12

Subject English

Time Frame	Objective (Benchmark)	Texts (Reference Pages) Teaching Resources	Implementation Strategies
<p>1 August 6-10</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate</p> <p><i>a. The student as reader will critique the author's choice and placement of words in an analysis of the reader's response to the text.. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>a. The student will analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author's purpose, etc. (DOK 3)</i></p>	<p>Historical Background of the Anglo-Saxon Era Beowulf Teach Vocabulary Each Week</p>	<p>Lecture Play excerpts from CD's</p>
<p>2 August 13-17</p>	<p>2: The student will comprehend, respond to, interpret or evaluate a variety of texts of increasing levels of difficulty.</p>	<p>Beowulf continued</p>	<p>Lecture Play excerpts from CD's</p>
<p>3 August 20-24</p>	<p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)</i></p> <p><i>g. The student will compose personal statements. (DOK 2)</i></p>	<p>Beowulf continued Functional Documents Unit Personal Statements Unit</p>	<p>Lecture Play excerpts from CD's Fill out sample applications, resumes, etc.</p>

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<p>4 August 27-31</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p><i>c. The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>b. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose (DOK 3)</i></p>	<p>Historical Background Medieval Age Chaucer Canterbury Tales</p>	<p>Lecture Excerpt- CD's</p>
<p>5 September 3-7</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p><i>c. The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>b. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose (DOK 3)</i></p>	<p>Canterbury Tales continued Prologue The Nun's Priest's Tale The Pardoner's Tale</p>	<p>Lecture Excerpt- CD's</p>
<p>6 September 10-14 SPMS PreTest R/LA 9/11 Math 9/13</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p><i>c. The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>b. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose (DOK 3)</i></p> <p><i>c. The student will analyze or evaluate textual criticism to synthesize responses for annotated bibliography. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>e. The student will compose I-SEARCH papers and documented texts. (e.g., MLA; APA) (DOK 4)</i></p>	<p>Canterbury Tales continued Prologue The Nun's Priest's Tale The Pardoner's Tale Research Paper Unit Begins</p>	<p>Lecture Excerpt- CD's Research Process MLA Style Critical Evaluation of Text</p>

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<p>7 September 17-21</p>	<p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p>a. <i>The student will analyze text to evaluate the appropriate use of advanced grammar techniques in composing or editing (DOK 2)</i></p> <p>1- Verb tenses</p> <p>2- Pronouns</p> <p>3- Subject-verb agreement</p> <p>b. <i>The student will analyze text to evaluate the appropriate use of advanced mechanics in composing or editing (DOK 2)</i></p> <p>c. <i>The student will analyze the use of advanced sentence structure in multiple texts in composing or editing to achieve purpose. (DOK 2)</i></p>	<p>Parody of Beowulf or Canterbury Tales</p>	<p>Teacher will model example of parody. Students will write original parody.</p>
<p>8 September 24-28</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p>c. <i>The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (authors') style (or styles). (DOK 3)</i></p> <p>d. <i>The student will analyze text(s) to determine how the author's use of connotative words reveals and/or affects the purpose of the text in relation to the historical period that the text addresses (DOK 3)</i></p>	<p>Historical Background of Arthurian Legend for Sir Gawain and the Green Knight</p>	<p>Lecture Excerpt CD</p>
<p>9 October 1-5</p>		<p>Nine Weeks Test</p>	

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<p>10 October 8-12</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p>	<p>Grammar and Writing Unit Research Paper Continues</p>	<p>Exercise in grammar text</p>
<p>11 October 15-19</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p>	<p>Grammar and Writing Unit</p>	<p>Exercise in grammar text</p>
<p>12 October 22-26</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>a. The student will produce, analyze, or evaluate the composing process (DOK 3)</i></p> <p><i>1- planning</i></p> <p><i>2- drafting</i></p> <p><i>3- revising</i></p> <p><i>4- editing</i></p> <p><i>5- publishing</i></p> <p><i>f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)</i></p>	<p>Write an Essay (Narrative)</p>	<p>Review Writing Process (Narrative Emphasis) Students will write essay.</p>
	<p>2: The student will comprehend, respond to, interpret, or</p>	<p>Historical Background on</p>	<p>Lecture</p>

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<p>13 October 29- November 2</p>	<p>evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1- Literary text and literary non-fiction</p> <p><i>f. The student will compare texts to distinguish between a deductive argument and an inductive argument (DOK 3)</i></p>	<p>Elizabethan Age Shakespeare Macbeth</p>	<p>Play on CD Video</p>
<p>14 November 5-9</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>2- Informational texts</p>	<p>Macbeth continued</p>	<p>Lecture Play on CD Video</p>
<p>15 November 12-16</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p>	<p>Macbeth Research Papers Due</p>	<p>Lecture Play on CD Video</p>
<p>16 November 26-30</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p>	<p>Macbeth</p>	<p>Lecture Play on CD Video</p>

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<p>17 December 3-7</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p>	<p>Review for Semester Exams</p>	<p>Lecture Study guides</p>
<p>18 December 10-14</p>		<p>Semester Exams</p>	
<p>19 January 3-4</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays, poetry, and drama</p>	<p>Novel Unit</p>	<p>Introduction Lecture Author Background lecture Reading Schedule and Guide</p>
<p>20 January 7-11</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays, poetry, and drama</p>	<p>Novel Unit continued</p>	<p>Introduction Lecture Author Background lecture Reading Schedule and Guide</p>

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<p>21 January 14-18</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p>b. <i>The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (authors') style (or styles). (DOK 3)</i></p> <p>c. <i>The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p>c. <i>The student will analyze the appropriate use of advanced sentence structure in composing or editing passages to enhance style. (DOK 2)</i></p>	<p>Evaluation of Novel ACT Prep Unit Begins</p>	<p>Test Sample Test</p>
<p>22 January 21-25</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p>b. <i>The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (authors') style (or styles). (DOK 3)</i></p> <p>c. <i>The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p>c. <i>The student will analyze the appropriate use of advanced sentence structure in composing or editing passages to enhance style. (DOK 2)</i></p>	<p>ACT Prep Unit</p>	<p>Test Sample Test</p>
<p>23 January 28- February 1</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p>b. <i>The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in</i></p>	<p>ACT Prep Unit</p>	<p>Test Sample Test</p>

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	<p><i>multiple texts to evaluate the author's (authors') style (or styles). (DOK 3)</i></p> <p><i>c. The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)</i></p> <p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p><i>c. The student will analyze the appropriate use of advanced sentence structure in composing or editing passages to enhance style. (DOK 2)</i></p>		
<p>24</p> <p>February 4-8</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays</p>	<p>Romantic Poets Unit Historical Background of Romantic Era and Authors (Begin with Pre-Romantic Background)</p>	<p>Lecture Read and analyze poems</p>
<p>25</p> <p>February 11-15</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays</p>	<p>Poems by Blake Begin Unit on Coleridge</p>	<p>Lecture Read and Analyze Poems</p>
<p>26</p> <p>February 18-22</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts form a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel,</p>	<p>Begin Unit on Byron, Shelley, and Keats</p>	<p>Lecture Read and Analyze Poems</p>

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	<p>biographies, autobiographies, narrative essays</p>		
<p>27 February 25-29</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays</p>	<p>Begin Unit on Wordsworth Frankenstein Unit</p>	<p>Lecture Read and Analyze Poems</p>
<p>28 March 3-7</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p><i>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)</i></p> <p>1—Literary Text and Literary Non-fiction- Short Stories, novel, biographies, autobiographies, narrative essays</p>	<p>Frankenstein Unit Continued</p> <p>NINE WEEKS TEST</p>	<p>Thematic Project</p>
<p>29 March 10-14</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>a. The student will produce, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing) (DOK 3)</i></p> <p><i>b. The student will produce a reflective composition in the</i></p>	<p>Formal Speech Unit</p>	<p>Teach Speech Preparation Model Speeches View Videos of famous speeches</p>

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	<p><i>narrative mode. (DOK 3)</i></p> <p><i>c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p> <p><i>d. The student will compose formal persuasive texts, providing evidence as support. (DOK 3)</i></p> <p><i>f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)</i></p>		<p>Teach outlining, composing, and delivery</p>
<p>30 March 24-28</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p><i>a. The student will produce, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing) (DOK 3)</i></p> <p><i>b. The student will produce a reflective composition in the narrative mode. (DOK 3)</i></p> <p><i>c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK3)</i></p> <p><i>d. The student will compose formal persuasive texts, providing evidence as support. (DOK 3)</i></p> <p><i>f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)</i></p>	<p>Speech Preparation continues</p>	<p>Teach Speech Preparation Model Speeches View Videos of famous speeches Teach outlining, composing, and delivery</p>

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<p>31</p> <p>March 31- April 4</p> <p>SPMS Post Test R/LA 4/1 Math 4/3</p>	<p>3: The student will produce, analyze, or evaluate effective communication</p> <p>a. <i>The student will produce, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing) (DOK 3)</i></p> <p>b. <i>The student will produce a reflective composition in the narrative mode. (DOK 3)</i></p> <p>c. <i>The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK3)</i></p> <p>d. <i>The student will compose formal persuasive texts, providing evidence as support. (DOK 3)</i></p> <p>f. <i>The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)</i></p>	<p>Speech Presentation Begin Modern Short Story Unit</p>	<p>Teach Speech Preparation Model Speeches View Videos of famous speeches Teach outlining, composing, and delivery</p>
<p>32</p> <p>April 7-11</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p>b. <i>TSW interpret textual evidence of details, organization, & language to predict, draw conclusions or determine author's purpose (DOK 3)</i></p> <p>g. <i>TSW use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. (DOK 4)</i></p>	<p>Continue Short Stories</p>	<p>Read, analyze, and interpret text and draw conclusions</p>
<p>33</p> <p>April 14-18</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p>b. <i>TSW interpret textual evidence of details, organization, & language to predict, draw conclusions or determine author's purpose (DOK 3)</i></p> <p>g. <i>TSW use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. (DOK 4)</i></p>	<p>Continue Short Stories</p>	<p>Read, analyze, and interpret text and draw conclusions</p>
<p>34</p> <p>April 21-25</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p> <p>e. <i>The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and bias. (DOK 4)</i></p>	<p>Media Communication Unit</p>	<p>Analyze and Interpret persuasive techniques such as propaganda</p>

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<p>35 April 28-May 2</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p><i>d. The student will analyze text(s) to determine how the author's use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses. (DOK 3)</i></p>	<p>Modern Poetry Unit</p>	<p>Analyze, evaluate, and understand connotative and denotative words.</p>
<p>36 May 5-9</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p> <p><i>d. The student will analyze text(s) to determine how the author's use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses. (DOK 3)</i></p>	<p>Memorization/Recitation Unit</p>	<p>Select Poem to memorize and recite before class.</p>
<p>37 May 12-16</p>		<p>Semester Exams</p>	