**English IV A Pacing Guide**

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| **Week** | **Standard (s)** | **Assessment (s)** |
| **1** | RI1 Cite strong and thorough textual evidence 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  S&L1 Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics,  texts, and issues, building on others’ ideas and expressing their own clearly and  persuasively.  a. Come to discussions prepared, having read and researched material under  study; explicitly draw on that preparation by referring to evidence from texts  and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as  needed.  c. Propel conversations by posing and responding to questions that probe  reasoning and evidence; ensure a hearing for a full range of positions on a  topic or issue; clarify, verify, or challenge ideas and conclusions; and promote  divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims,  and evidence made on all sides of an issue; resolve contradictions when  possible; and determine what additional information | 1. Journals 2. Globe Drawing with facts/statistics |
| **2** | RI 7 Integrate and evaluate multiple sources of information presented in different  media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem  S&L5 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 | 1. Journals 2. Great Shakespeare Experiment performance 3. PowerPoint on Shakespeare |
| **3** | RL1 Cite strong and thorough textual evidence 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 | 1. Journals 2. Vocabulary Hamlet Act 1 3. Hamlet 1.1 4. I-Search Notes |
| **4** | W3 Write narratives to develop real or imagined experiences or events using  effective technique, well-chosen details, and well-structured event sequences.  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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection,  and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one  another to create a coherent whole and build toward a particular tone and  outcome (e.g., a sense of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and sensory language to  convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced,  observed, or resolved over the course of the narrative | 1. Hamlet 1.2, 1.3 2. Career Tests 3. Reflection/narrative on Career tests 4. I-Search Proposal Brainstorm 5. Graphic Organizer on Proper Essay pre-writing and outlining |
| **5** | RL5 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. | 1. I-Search Proposal writing time 2. Generating 25 research questions 3. Hamlet 1.4-1.5 4. Quiz #1 |
| **6** | S&L2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data | 1. Vocabulary Act 2 2. I-Search Proposal Due 3. Hamlet 2.1 4. Evaluating Sources Assignment |
| **7** | RL1 Cite strong and thorough textual evidence 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  RI 6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power,  persuasiveness, or beauty of the text. | 1. Hamlet 2.2, 3.1 2. Vocabulary Act 3 3. Research the film “Anonymous” 4. Evaluating Credibility Assignment- research |
| **8** | RL 4 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.  W4 Produce clear and coherent writing in which the development, organization,  and style are appropriate to task, purpose, and audienc  W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | 1. 10 notecards due 2. Hamlet 3.2-3.4 3. Hamlet Research/Allusions 4. Quiz #2 |
| **9** | W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and  overreliance on any one source and following a standard format for citation | 1. Hamlet 4.1, 4.2 2. Vocabulary Act 4 3. 25 notecards due 4. Watch “Anonymous” |
| **10** | W6 Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback,  including new arguments or information.  W9 Draw evidence from literary or informational texts to support analysis,  reflection, and research.  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate  knowledge of eighteenth-, nineteenth- and early-twentieth-century  foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).  b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate  and evaluate the reasoning in seminal U.S. texts, including the application  of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme  Court Case majority opinions and dissents] and the premises, purposes, and  arguments in works of public advocacy | 1. Writing an opinion piece- who wrote Shakespeare 2. Hamlet 4.3, 4.4 3. Senior project outline |
| **11** | W2 Write informative/explanatory texts to examine and convey complex ideas,  concepts, and information clearly and accurately through the effective selection,  organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so  that each new element builds on that which precedes it to create a unified  whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and  multimedia when useful to aiding comprehension.  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.  c. Use appropriate and varied transitions and syntax to link the major sections  of the text, create cohesion, and clarify the relationships among complex  ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as  metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to  the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports  the information or explanation presented (e.g., articulating implications or  the significance of the topic). | 1. Hamlet 4.6, 4.7 2. Quiz #3 3. Begin rough draft senior project 4. Lesson on citing sources |
| **12** | RL2 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.  S&L6 Adapt speech to a variety of contexts and tasks, demonstrating a command  of formal English when indicated or appropriate | 1. Vocabulary Act 5 2. Hamlet 5.1 3. Senior Project- Interviewing 4. Work on rough drafts Senior Project |
| **13** | RL7 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  W1 Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence.  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.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the  most relevant evidence for each while pointing out the strengths and  limitations of both in a manner that anticipates the audience’s knowledge  level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major  sections of the text, create cohesion, and clarify the relationships between  claim(s) and reasons, between reasons and evidence, and between claim(s)  and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to  the norms and conventions of the discipline in which they are writing.  e. Provide a concluding stat | 1. Parody of Hamlet (Simpsons) 2. Hamlet 5.2 3. Watch Hamlet- complete movie review |
| **14** | RL7 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  W1 Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence.  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.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the  most relevant evidence for each while pointing out the strengths and  limitations of both in a manner that anticipates the audience’s knowledge  level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major  sections of the text, create cohesion, and clarify the relationships between  claim(s) and reasons, between reasons and evidence, and between claim(s)  and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to  the norms and conventions of the discipline in which they are writing.  e. Provide a concluding stat | 1. Watch newer version of Hamlet 2. Write compare/contrast essay |
| **15** | W5 Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience  L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly | 1. Rough draft senior project due |
| **16** | RL 4 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.  W5 Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience  L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly | 1. Peer edit senior project 2. “Sonnet XXIX” |
| **17** | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change  over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting reference  L3 Apply knowledge of language to understand how language functions in  different contexts, to make effective choices for meaning or style, and to  comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences)  for guidance as needed; apply an understanding of syntax to the study of  complex texts when reading | 1. Conferences for senior projects 2. “Passionate Shepherd to his Love”, “Nymph’s Reply”, “The Bait” |
| **18** | L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change  over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting reference | 1. Final draft senior project due 2. “She Dwelt Among the Untrodden Ways” |
| **19** | W10 Write routinely over extended time frames (time for research, reflection, and  revision) and shorter time frames (a single sitting or a day or two) for a range of  tasks, purposes, and audiences | 1. Portfolio Reflections 2. Course evaluation |