



2020 – 2021 ELA Pacing Guide

Grade 12

First 20 Day (for starting Quarter 1)

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional)
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to the Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/Annotating guides (for texts used in writing), text-based writing strategies

**** Refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

Rubric/Assessment:

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



Quarter 1

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI2.7](#)
- [RI3.8](#)
- [RI3.9](#)

Benchmark Standard (Speaking & Listening)

- [SL1.1](#)
- [SL1.2](#)
- [SL2.4](#)

myP Unit: 1 [Forging] a Hero

[Looking for the Byronic Hero Using Twilight's Edward Cullen](#)

[Show Me a Hero and I Will Write You a Tragedy](#)

myP Unit Text Sets

Focus Period: 750–1066

Ancient Warriors

Anchor Text (Epic Poetry):

from Beowulf translated by
Burton Raffel

MEDIA (Graphic Novel):

from Beowulf by Gareth Hinds

Poetry Collection 1: *To Lucasta, on Going to the Wars* by Richard
Lovelace

The Charge of the Light Brigade

by Alfred, Lord Tennyson

Poetry Collection 1: *The Song of the Mud* by Mary Borden

Dulce et Decorum Est by Wilfred Owen

Media (Interactive Website): *How Did Harry Patch Become an
Unlikely WWI Hero?*

BBC iWonder



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative Writing - Prompt: <i>myP</i>: Which counts more-taking a stand or winning? - **Adapt if needed for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: What contributes more to heroism-sacrifice or success? *(Make adaptations if needed prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.3.a-e, W.5, W.10, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Informal Speech: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. <p>Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice.</p>	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p><u>SL.2.5, SL.1.3, SL.2.4</u></p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Susan B Anthony (Skill Lesson) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Hero Dogs (Health) Power of Campbell <ul style="list-style-type: none"> ▪ Storytelling (Arts & Culture)



Quarter 2

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI2.5](#)
- [RI2.7](#)
- [RI3.8](#)
- [RI3.9](#)

Benchmark Standard (Speaking & Listening)

- [SL1.1](#)
- [SL2.5](#)
- [SL2.6](#)

myP Unit: 2

[Reflecting on] Society

[Close Reading Poetry Analysis Lesson 2](#)

[Who's Buried in the History Books?](#)

myP Unit Text Sets

Focus Period: 1066–1485

England: The Beginnings

Anchor Text (Poetry): *The Prologue from The Canterbury Tales* by Geoffrey Chaucer, translated by Nevill Coghill

Media (Video): *The Prologue From The Canterbury Tales: The Remix* by Patience Agbabi

Historical Account:

from The Worms of the Earth Against the Lion

from A Distant Mirror by

Barbara W. Tuchman

Essay: *Shakespeare's Sister* by

Virginia Woolf

Essay(Poetry): *On Seeing England for the First Time* by Jamaica Kincaid

XXIII from Midsummer by Derek Walcott

Media (Public Document): Passenger Manifest MV Empire Windrush



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Write an Informative / Explanatory Essay - Prompt: <i>myP</i>: Did the nation achieve the goals that Douglass and Lincoln originally desired? (Yes/No? Why/Why not?) - **Adapt to student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Informative Essay - Prompt: What factors lead people to criticize their society rather than simply accept it? *(Make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.12.3.a-e; W.12.7, W.12.8, W.12.5, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.12.10, L.12.2, L.12.2.a, L.12.2.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Video Explanation: <ul style="list-style-type: none"> ▪ What three examples did I use in my explanation? Why did I choose these? How do these examples support my thesis? ▪ Locate key evidence from Intro, Body, Con ▪ Utilize Rubric for grading 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.2.5, SL.1.3, SL.2.4</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Opposing Innovation (Info) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ How the Dead danced with the Living ▪ Medieval Society (World History) ▪ Social Networking Sites good for Society (Arts & Culture)



Quarter 3

Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.2](#)
- [RL2.4](#)
- [RL2.5](#)
- [RL3.7](#)

Benchmark Standard (Speaking & Listening)

- [SL1.2](#)
- [SL1.3](#)
- [SL2.4](#)

myP Unit: 3

Facing the Future, Confronting the Past

[Shakespearean Soliloquy Fluency](#)

[A Need for Sleep: A Close Reading](#)

myP Unit Text Sets

Focus Period: 1485–1625

Renaissance and Reformation: A Changing England

Anchor Text (Drama):

The Tragedy of Macbeth by
William Shakespeare

Media (Audio Performance):

*The Tragedy of Macbeth, Act V,
Scene I* by L.A. Theatre Works
*The Tragedy of Macbeth, Act V,
Scene I* by LibriVox

Poetry Collection 1:

Sonnet 12

Sonnet 60

Sonnet 73 by William Shakespeare

Sonnet 32 from Pamphilia to Amphilanthus by Mary Wroth

Sonnet 75 by Edmund Spenser



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative Writing - Prompt: <i>myP</i>: In what ways does (Macbeth) attempt to control the future and to bury the past? Edit: Can (or should) a person attempt to control the future and bury the past? - **Adapt if needed for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: What is the relationship of human beings to time? *(Make adaptations if needed prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for MLA-formatted writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.3.d-e, W.12.7; W.12.8, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.12.1.a-f; W.12.4, W.12.5, W.12.10, L.12.3, L.12.6</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ TV Commentary: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. - Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with continuous practice. 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p><u>SL.2.5, SL.1.3, SL.2.4</u></p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ The Machine Stops (Science Fiction) ▪ Can Machines learn Morality (Info) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Pro/Con: College Admission be revoked for past behavior (Opinion) ▪ Mattel’s new Gender-Neutral Dolls (Arts)



Quarter 4

Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.3](#)
- [RL2.4](#)
- [RL2.6](#)
- [RL3.9](#)

Benchmark Standard (Speaking & Listening)

- [SL1.3](#)
- [SL2.6](#)

myP Unit: 5

Discovering the Self

[Propaganda Techniques in Literature and Online Political Ads](#)

[Activities and text-based questions for *Brave New World*](#)

myP Unit Text Sets

Focus Period: 1798–1832

An Era of Change

Anchor Text (Poetry Collection 1): *Lines Composed a Few Miles Above Tintern Abbey* by William Wordsworth

Anchor Text (Poetry Collection 2): *Nightingale* by John Keats
Ode to the West Wind by

Percy Bysshe Shelley

Anchor Text (Novel Excerpt):

from Frankenstein by

Mary Wollstonecraft Shelley

Novel Excerpt: *from Mrs. Dalloway* by Virginia Woolf

Poetry Collection 3: *Apostrophe to the Ocean from Childe Harold's Pilgrimage* by George Gordon, Lord Byron

The World Is Too Much With Us by William Wordsworth

London, 1802 by William Wordsworth

Novel Excerpt: *The Madeleine*

from Remembrance of Things Past by Marcel Proust

Science Journalism: *The Most Forgetful Man in the World*

from Moonwalking With Einstein by Joshua Foer

Media (Radio Broadcast): When Memories Never Fade, the Past

Can Poison the Present *from All Things Considered* by Alix Spiegel



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Personal Narrative - Prompt: How does the world around us contribute to our sense of self? - **Adapted for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, sensory details, transitions, elaboration, clear & concise word choice 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Personal Narrative - Prompt: What types of experiences allow us to discover who we really are? *(If necessary, make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to Rubric for Narrative writing
<p><u>PT: Writing Standards Focus</u></p> <p>W.3.d-e, W.12.7; W.12.8, L.1, L.4.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Elevator Introduction (2m): - Review the essay, create a document and locate the most important important/key details. - Condense narrative to two minutes! - Highlight only significant details! - Vary the tone, pitch, and inflection of voice - Utilize Rubric for grading 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.10.1, SL.10.5, SL.10.6</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ What vivid Memories say about You (Info) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Lots of Hoops-NBA (Sports)