

GANADO UNIFIED SCHOOL DISTRICT
AP Language and Composition (12th)

PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter</p> <p>Text, Internet Library, Video Clips</p> <p>Brave New World</p> <p>Othello</p> <p>Brent Staples "Just Walk on By"</p> <p>"The Second Sex" Simone de Bouveir</p> <p>Othello (movie)</p> <p>The Matrix (movie)</p> <p>Plato's Allegory of a Cave</p>	<p>Unit One</p> <p>Reading Standards for Literature</p> <p>1. 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. (11-12.RL.1)</p> <p>2. 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. (11-12.RL.2)</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; 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. (11-12.RL.4)</p> <p>5. 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. (11-12.RL.5)</p> <p>7. 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. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.RL.7)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts</p>	<p>How would you define society?</p> <p>What is otherness and how does it work in society?</p> <p>What happens when you don't follow society's rules?</p>	<p>-Students will get to know each other</p> <p>-Students will review and understand syllabus and class rules</p> <p>-Students will analyze characters and themes from Brave New World</p> <p>-Students will analyze characters and themes from Othello</p> <p>-Students will compare otherness from de Bouveier to Staples and explain how gender and race affect this definition</p> <p>-Students will write a five page research paper on modern connections between Brave New World and The Matrix</p> <p>Students will use fishbowl discussions to come to a consensus on a discussion topic</p>	<p>Academic Language:</p> <ul style="list-style-type: none"> -Infer -Deduce -Compare/Contrast -Elaborate -Summarize -Analyze -Synthesize -Speculate -Claim -Evidence (textual) -Clarify <p>Figurative Language:</p> <ul style="list-style-type: none"> Simile Metaphor Personification Hyperbole Imagery Idioms Analogy <p>Literary Terms:</p> <ul style="list-style-type: none"> Protagonist Antagonist Foil Static & Dynamic Plot Terms: Exposition, Rising Action, Climax, Falling Action, Denouement Archetypes

from the same period treat similar themes or topics. (11-12.RL.9)

Concept 2: Writing Standards: Text Types & Purposes

6. 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*



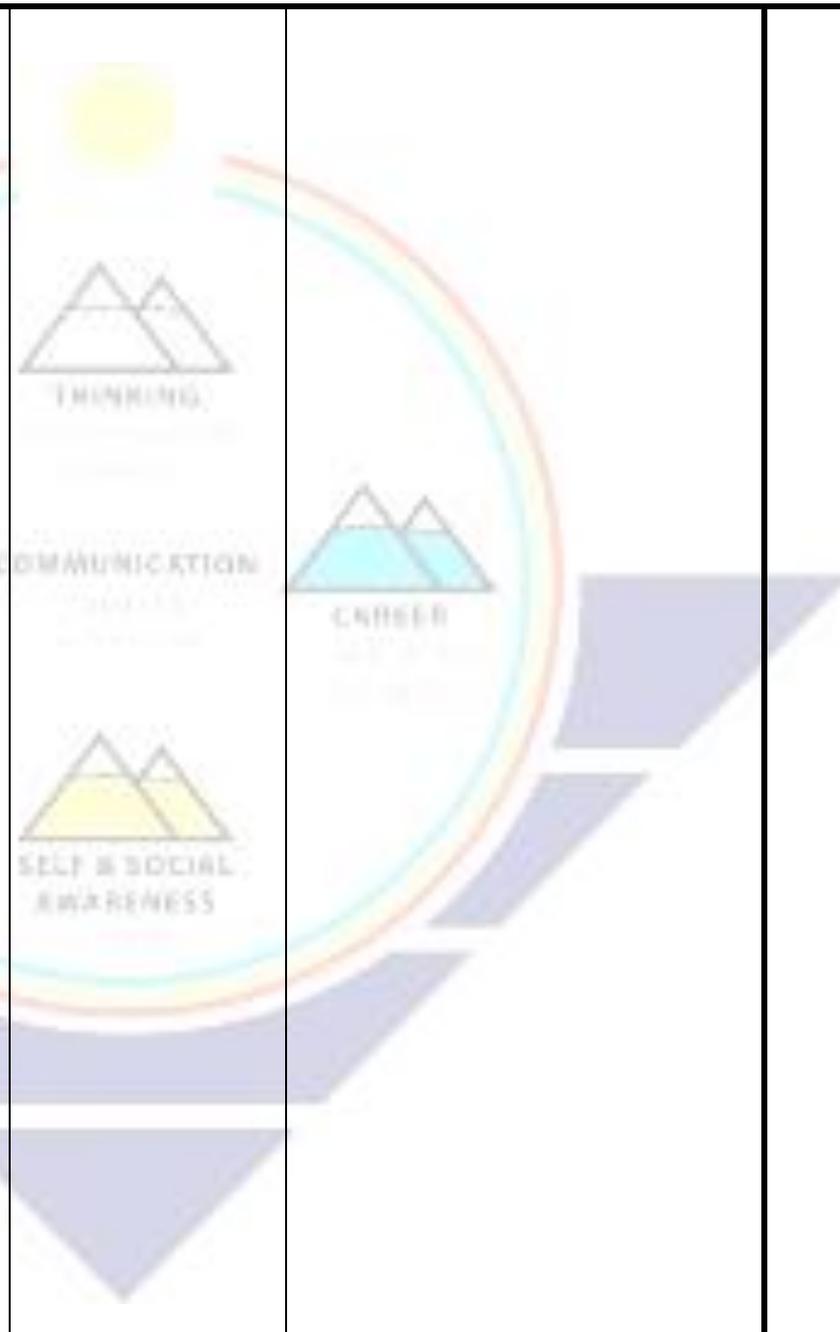
implications or the significance of the topic). **(11-12.W.2)**

Production and Distribution of Writing

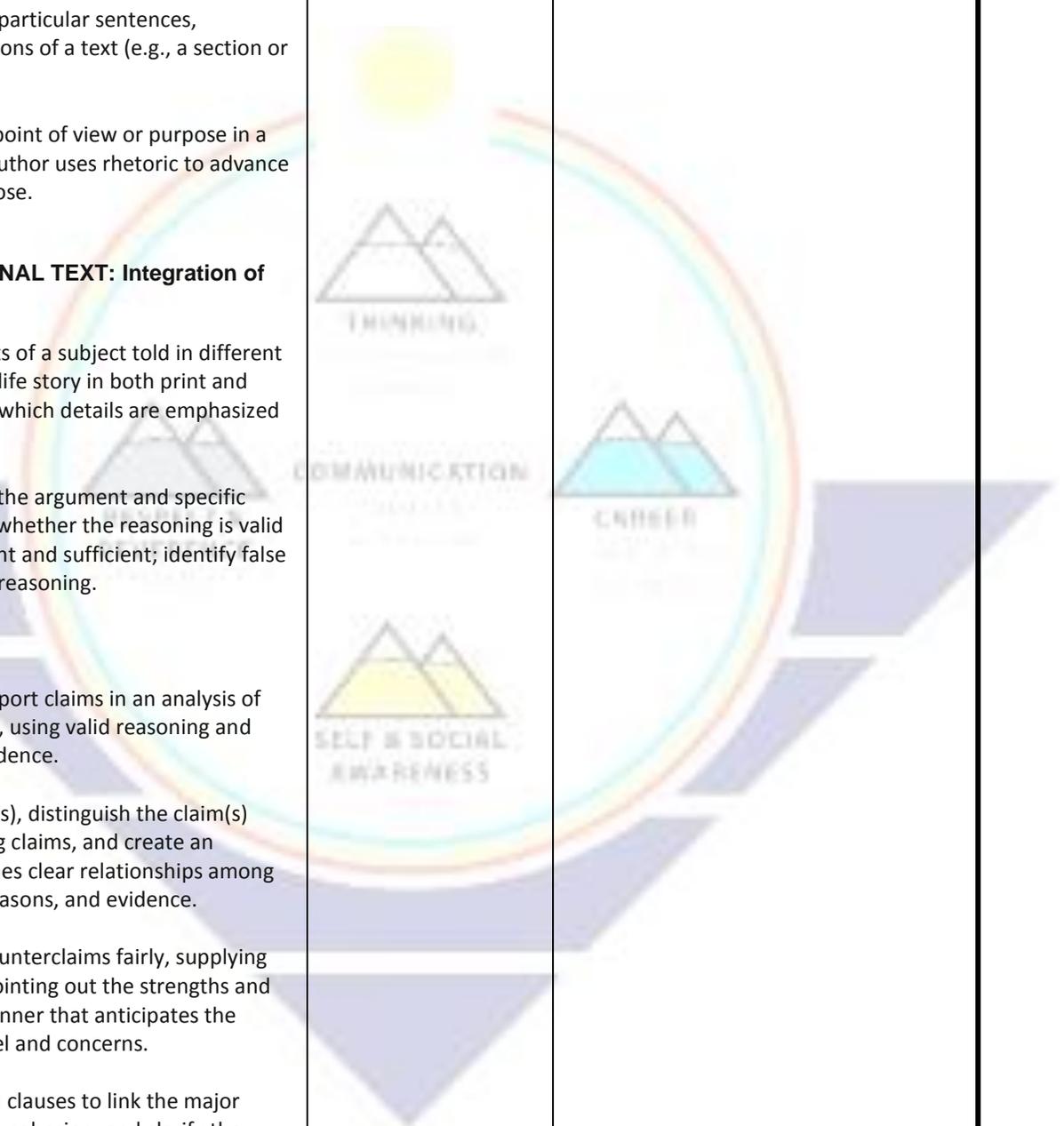
7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. **(11-12.W.4)**)
8. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **(11-12.W.6)**

**Concept 3: Speaking and Listening Standards
Comprehension & Collaboration**

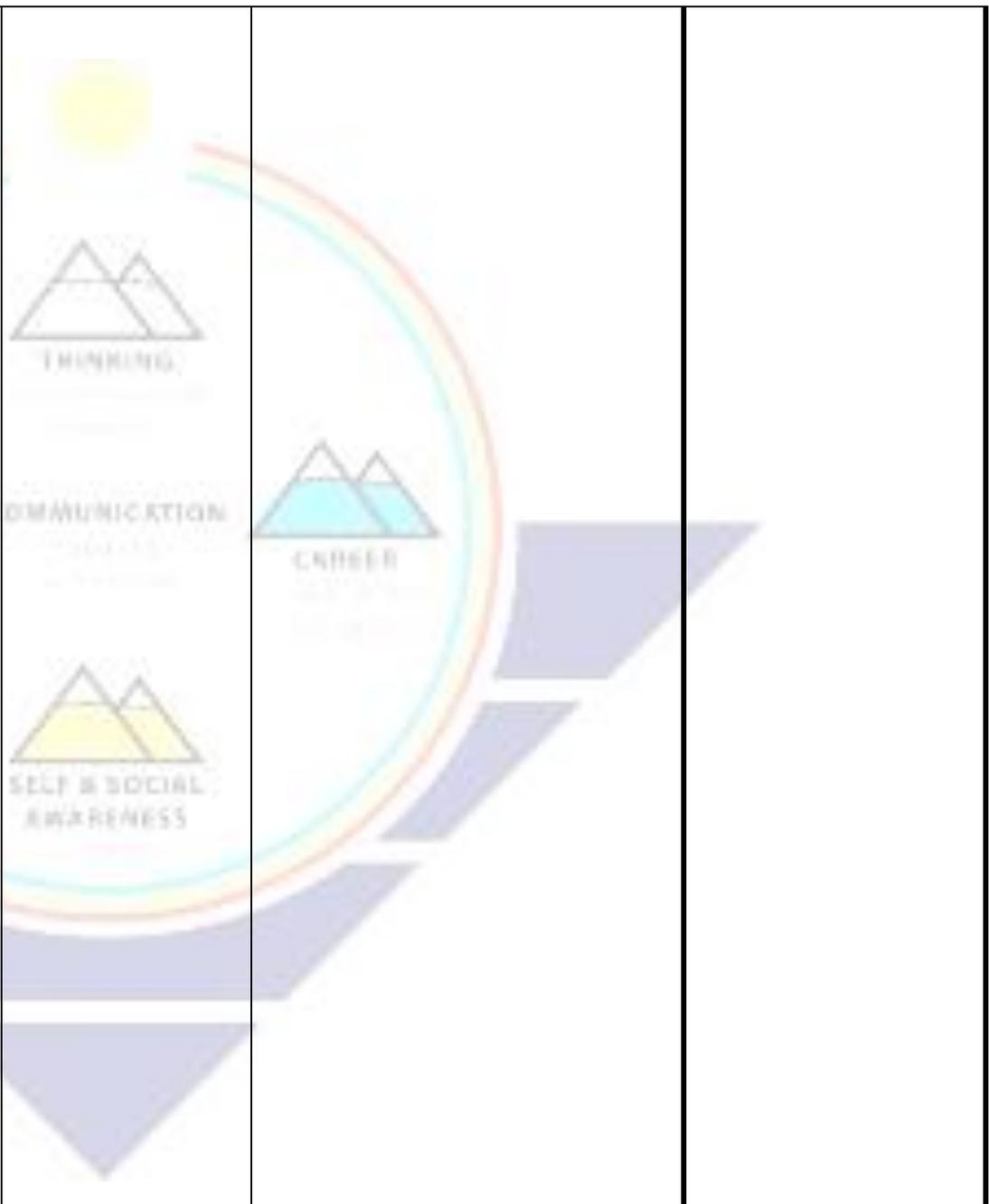
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having 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, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, 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



	<p><i>a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</i></p> <p>d. <i>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.SL.1)</i></p>			
<p>Quarter 2</p> <p>AP textbook</p> <p>Rhetorical Devices handbook</p> <p>Writing in America</p>	<p>READING: INFORMATIONAL TEXT: Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <p>READING INFORMATIONAL TEXT: Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 	<p>What does it mean to be on a journey?</p> <p>Is it always necessary to cheat to get ahead?</p> <p>In society, there are many different kinds of people who make life interesting. How does point-of-view add to maintaining a reader's interest?</p>	<p>Use close reading skills to track how an argument is developed in essays and editorials. Be able to identify and analyze the use of text structures (compare/contrast, chronological, process, cause & effect, description/classification)</p> <p>-Create visuals that explain the rules for using semicolons, colons, and commas in writing.</p>	<p>TEXT STRUCTURES & CLOSE READING SKILLS:</p> <p>Annotate</p> <p>Context Clues: Synonyms, Antonyms, Cause & Effect, Grouping</p> <p>Compare & Contrast</p> <p>Chronological/Sequential</p> <p>Cause & Effect</p> <p>Formal Tone</p> <p>Rhetoric:</p> <ul style="list-style-type: none"> -Pathos, ethos, logos -Analogy - -False analogy -Poisoning the well -False Premise <p>GRAMMAR:</p> <ul style="list-style-type: none"> -Clauses and Phrases Independent/Dependent Clauses -Subject & Predicate -Conjunctions: coordinating & subordinate -Semicolon

	<p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>WRITING</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between</p>			-Colons
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	<p>reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>LANGUAGE:</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>SPEAKING/LISTENING</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and tas</p>			
<p>QUARTER 3 (Semester 2)</p> <p>NOVELS: <i>Fast Food Nation</i> <i>Outliers</i> <i>Friday Night Lights</i> <i>Lakota Woman</i></p>	<p>READING LITERATURE: <i>Reading Literature: Key Idea and Details</i></p> <p>1. <i>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. (11-12 R.L.1)</i></p> <p>2. <i>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. (11-12 R.L.2)</i></p> <p>3. <i>Analyze the impact of the author's choices regarding</i></p>	<p>How does culture help us "see" the world?</p> <p>How does fiction and non-fiction texts help people understand society throughout the world.</p>	<p>Use close reading skills to examine texts on issues affecting the world.</p> <p>Evaluate electronic sources for bias, fallacious reasoning, and credibility.</p> <p>Create comics and memory boxes to understand plot.</p> <p>Compare and contrast characters using author's description and dialogue.</p>	<p>Literary Terms:</p> <p>Epic Poem Point-of-View Analogy Protagonist Antagonist Symbolism Fallacious Reasoning Credibility.</p>

<p>Article on “The Separation of Genders” in Navajo Culture</p>	<p><i>how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12 R.L.3)</i></p> <p>Reading Literature: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (11-12.RL.4)</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (11-12.RL.5)</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (11-12.RL.6)</p> <p>READING: INFORMATIONAL TEXT: Key Ideas and Details</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>READING INFORMATIONAL TEXT: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>			
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5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING : Text Types and Purposes

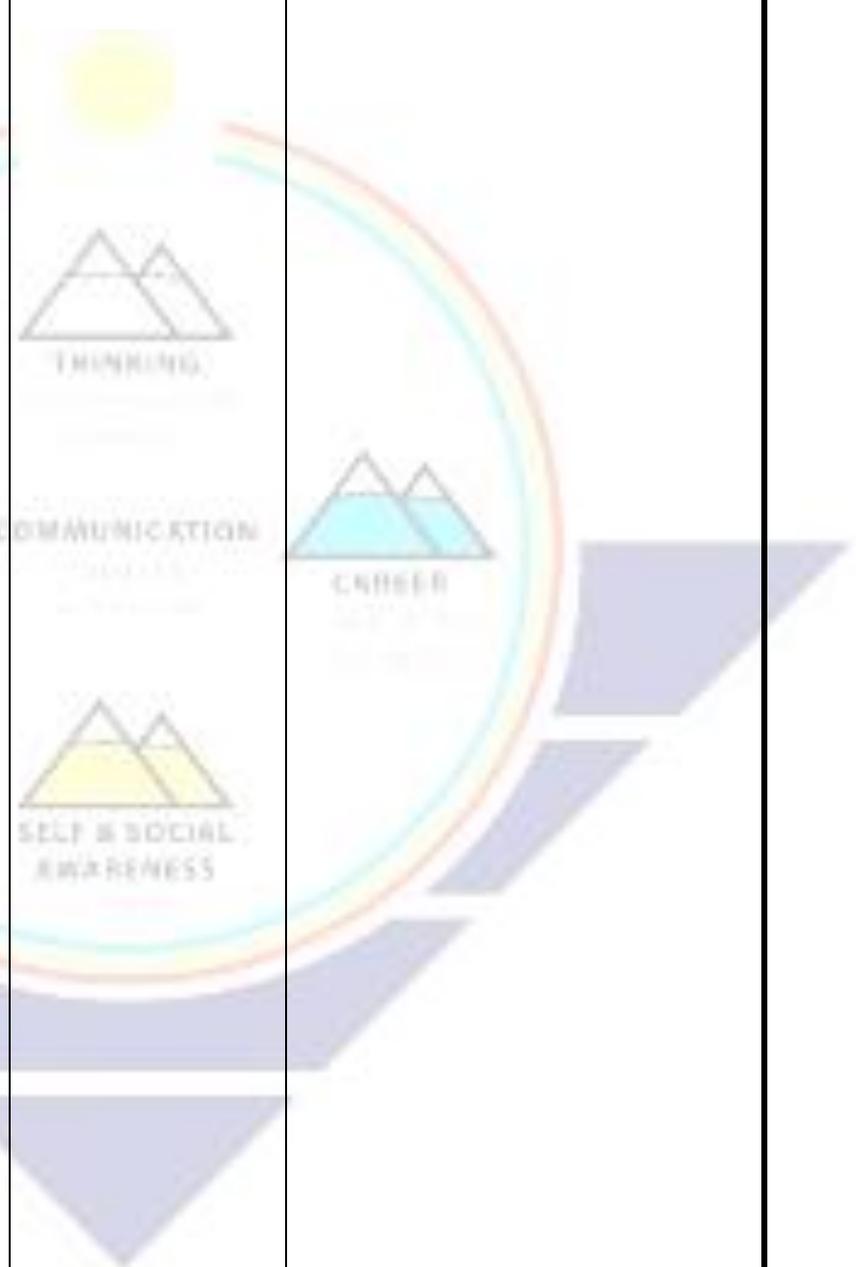
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

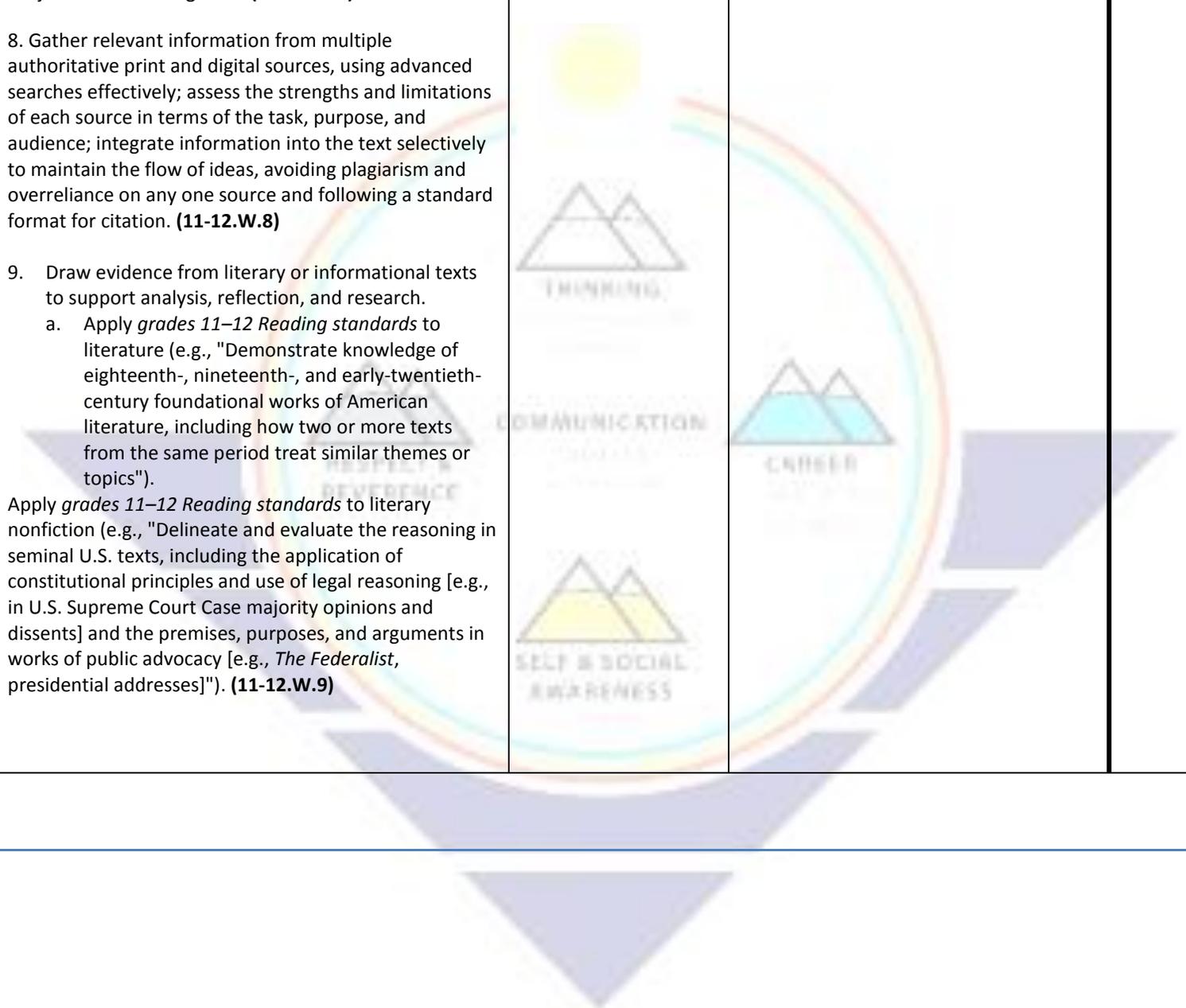
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.



	<p>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.</p> <p>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)</p> <p>SPEAKING/LISTENING</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or</p>			
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	<p>distorted evidence.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
<p>QUARTER 4 (Semester 2)</p> <p>NOVELS: <i>Fast Food Nation</i> <i>Outliers</i> <i>Friday Night Lights</i> <i>Lakota Woman</i> Article on “The Separation of Genders” in Navajo Culture</p>	<p>READING LITERATURE: KEY IDEAS AND DETAILS</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>READING LITERATURE: CRAFT AND STRUCTURE</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>READING LITERATURE: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>6. 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</p>	<p>How does culture help us “see the world”?</p> <p>How does education deter poverty and alcoholism/drug use?</p>	<p>-Create a personal timeline that illustrates major moments in the students’ lives and be able to convey the importance of such events through visual symbols</p> <p>-Compare and contrast religious treatment of life, death, and purpose and analyze how it is used in the novel.</p> <p>-Analyze how events are presented in the novel and what effect it has on building the themes of the novel</p> <p>-Create a vocabulary log from the novel that uses student-generated definitions from context clues and applications.</p> <p>-Review different religious literature events related to the novel</p> <p>-Write a literary analysis that focuses on a character’s development or theme development. Use MLA format correctly when citing textual evidence.</p>	<p>MLA format In-text citations Works Cited</p> <p>Affliction</p>

	<p>subject under investigation. (11-12.W.7)</p> <p>8. 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. (11-12.W.8)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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").</p> <p>Apply <i>grades 11–12 Reading standards</i> 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 [e.g., <i>The Federalist</i>, presidential addresses]"). (11-12.W.9)</p>			
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