

CP English 11 Pacing Guide: CommonLit

Description:

As a college prep English class satisfying one year of B requirements in the A-G UC/CSU requirements, this course will explore several genres of literature including poetry, nonfiction texts, short stories, and novels. With a focus on exploration of the humanities and our place in the world, we will use many critical perspectives to assist us in our thinking, reading, and writing with a focus on language usage and grammar. We will cycle through texts multiple times to work on understanding concepts of figurative language, interpretation, and themes. We will be covering regular vocabulary in addition to low stakes and essay writing, narrative writing along with a research project. This class is designed to prepare students for a future in higher education.

Texts: CommonLit’s 360 Curriculum; Their Eyes Were Watching God; The Great Gatsby

WEEK	ACTIVITIES
1	<ul style="list-style-type: none"> • Diagnostics – Common Lit Reading Assessment • Complete work samples and NWEA tests
2 SOCIAL CONTRACT	<ul style="list-style-type: none"> • Vocabulary assignments I & II • Reading: ‘Excerpt from Leviathan’ • Unit Introduction
3	<ul style="list-style-type: none"> • Reading: ‘Excerpt from Two Treatises on Government’ • Reading: ‘Excerpt from Self-Reliance’ • Vocabulary assignments III
4	<ul style="list-style-type: none"> • Reading: ‘Letters from Birmingham Jail’ • Sentence Study: Parallelism and Allusion for Effect • Vocabulary assignment IV & V
5	<ul style="list-style-type: none"> • Vocabulary Unit 1 Quiz 1 • Reading: ‘Declaration of Sentiments and Resolutions’ • Writing Lesson: Using Effective Search Terms
6	<ul style="list-style-type: none"> • Drafting the Culminating Task: Essay • Revising the Culminating Task: Writing Reasoning to Support a Claim • Submit Essay
7	<ul style="list-style-type: none"> • Unit Introduction • Vocabulary activity 1 • Color Symbolism in the Great Gatsby

WEEK	ACTIVITIES
THE GREAT GATSBY	<ul style="list-style-type: none"> • Related Media: The Roaring Twenties
8	<ul style="list-style-type: none"> • Chapter 1: During Reading Questions • Chapter 1: Independent Practice • Vocabulary activity II & III • Reading: 'The Rise of Nativism' • Sentence Study: Accumulating Details for Effect
9	<ul style="list-style-type: none"> • Reading Lesson: Chapters 2-3 During Reading Questions • Chapter 2-3: Independent Practice • Vocabulary activities IV
10	<ul style="list-style-type: none"> • Reading: Chapters 4-5 During Reading Questions • Chapters 4-5: Independent Practice • Vocabulary Quiz
11	<ul style="list-style-type: none"> • Reading: Chapters 6-7 During Reading Questions • Chapters 6-7: Independent Practice • Reading: 'America' • Vocab set 2 activity 1
12	<ul style="list-style-type: none"> • Reading: Chapter 8 During Reading Questions • Chapter 8: Independent Practice • Vocabulary activity set II activities II & III
13	<ul style="list-style-type: none"> • Reading: Chapter 9 During Reading Questions • Chapter 9 Independent Practice • Introduction to Satire • Vocabulary activity set IV & V
14	<ul style="list-style-type: none"> • Reading: 'Wealthy Teen Nearly Experiences Consequences' • Introduction: Writing a Review • Vocabulary Quiz II • Writing Lesson: Exemplar Essay Review
15	<ul style="list-style-type: none"> • On Demand Essay • Planning the Culminating Task: Book Review • Planning the Culminating Task: Using Relatable Comparisons

WEEK	ACTIVITIES
16 & 17	<ul style="list-style-type: none"> • Literary Analysis Essay Draft & Revise: <ul style="list-style-type: none"> ○ The Great Gatsby is one of America’s most revered literary works. It is hailed as “the great American novel” and taught in nearly every high school in the country. Is this reverence deserved? In your opinion, is The Great Gatsby truly great? Write a well-reasoned review in which you discuss your appraisal of The Great Gatsby. Be sure to discuss the novel's craft and its impact on you personally.
Semester 2 The American Dream	<ul style="list-style-type: none"> • Reading: ‘The Evolution of the American Dream’ • Unit Introduction • Vocabulary set I: Activities I & II
2	<ul style="list-style-type: none"> • Reading: 'Excerpt from Democracy in America: Why Americans Are So Restless' • Sentence Study: Juxtaposing Multiple Examples for Emphasis • Vocabulary set I: Activities III & IV • Reading: ‘Excerpt from There will Be No More Miracles’
3	<ul style="list-style-type: none"> • Reading: ‘How Rock Ballads Brought My Father’s American Dream to Life’ • Vocabulary set I: Activity 5 • Reading: ‘Excerpt from Proud’
4	<ul style="list-style-type: none"> • Writing Lesson: Formulating a Research Question • On Demand Essay • Vocabulary Quiz 1
5	<ul style="list-style-type: none"> • Related Media Exploration: Evaluating Data Sets • Writing Lesson: Exemplar Essay Review • Writing Lesson: Synthesizing Evidence from Research
6	<ul style="list-style-type: none"> • Drafting the Culminating Task: Argumentative Essay • Writing Lesson: Writing an Annotated Bibliography
7	<ul style="list-style-type: none"> • Revise and submit the Culminating Task: Essay - <ul style="list-style-type: none"> ○ You have read several texts, in this and previous units, that present different ideas about the American Dream. Write an editorial, complete with an annotated bibliography, that conveys your opinion on a topic related to the American Dream. Support your editorial with data and expert evidence from your independent research.

WEEK	ACTIVITIES
<p>8</p> <p>THEIR EYES WERE WATCHING GOD</p>	<ul style="list-style-type: none"> ● Related Media Exploration: 'Why Write in Dialect?' ● Unit Introduction ● Vocabulary Activity Set 1: Activities I & II
<p>9</p>	<ul style="list-style-type: none"> ● Reading: Chapters 1-2 During Reading Questions ● Chapters 1-2 Independent Practice ● Vocabulary Activity Set I: Activities III, IV
<p>10</p>	<ul style="list-style-type: none"> ● Reading: Chapters 3-4 During Reading Questions ● Chapters 3-4 Independent Practice ● Reading: 'Three Black Towns: An Excerpt from Black Landscapes Matter' ● Vocabulary Activity Set I: Activity V
<p>11</p>	<ul style="list-style-type: none"> ● Reading Chapters 5-9 During Reading Questions ● Chapters 5-9 Independent Practice ● Vocabulary Activity Set I: Quiz
<p>12</p>	<ul style="list-style-type: none"> ● Reading Chapters 10-13 During Reading Questions ● Chapters 10-13 Independent Practice ● On Demand Essay
<p>13</p>	<ul style="list-style-type: none"> ● Reading Chapters 14-17 Independent Practice ● Chapters 14-17 Independent Practice ● Reading: 'Craving Freedom, Japan's Women Opt Out of Marriage'
<p>14</p>	<ul style="list-style-type: none"> ● Reading Chapter 18 During Reading Questions ● Chapter 18 Independent Practice ● Reading: 'Slowly: A Plainsong from an Older Woman to a Younger Woman' ● Final Project Overview
<p>15</p>	<ul style="list-style-type: none"> ● Reading Chapters 19-20 During Reading Questions ● Chapter 19-20 Independent Practice ● Planning the Culminating Task: Literary Analysis Essay

WEEK

ACTIVITIES

16 & 17	<ul style="list-style-type: none">• Draft & Revise: Think about the language Zora Neale Hurston uses in <i>Their Eyes Were Watching God</i>. Analyze how Hurston's choices concerning language (e.g., use of dialect, diction, imagery, and/or figurative language) contribute to the novel's overall meaning as well as its aesthetic impact
---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------