

World Literature ~ 90 Day Pacing Guide

Unit	Time	Standards	Knowledge/Skills	Comments
<p>Unit 1</p> <p>Conceptual Focus: Literary Devices (Chapters 1, 2, & 5)</p> <p>Thematic Focus: What is World Literature?</p> <p>Remediation: USA Testprep:</p> <ul style="list-style-type: none"> ● RL1: Explicit Evidence ● RL2: Identifying Theme, Universal Theme 1 ● RL3: Story elements, Plot, Plot Terms, Character traits ● RL4: Denotation and Connotation 1, Literal and Figurative Meanings 1, Using Context Clues, Basic Figurative Language, Imagery 1, Identifying speaker's tone ● RL5: Author's Choice- "The Most Dangerous Game", Formal and Informal Tone, Dialogue Interpretations 	<p>10 Days</p>	<p>Essential Standard: 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.</p> <p>Supplemental Standards: 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.</p> <p>RL2: Determine two or more themes or central ideas of 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.</p> <p>RL3: Analyze the impact of the author's choices regarding 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).</p>	<p>Setting Plot Conflict Characters Point of View Figurative Language Denotation/Connotation</p> <p>I Can...</p> <ul style="list-style-type: none"> - I can identify the author's specific structural choices. - I can identify aesthetic impact (e.g., historical context, emotional appeal, and artistic appeal). - I can analyze how the author's structural choices contribute to the overall structure, meaning, and aesthetic impact. 	<p>Genre Focus: Literary</p> <p>Writing Focus: Constructed Responses</p> <p>Possible Readings:</p> <ul style="list-style-type: none"> - USA Test Prep - SAT Prep, Vocabulary - 100% Perfect Girl by Haruki Murikami - "Shooting an Elephant" by George Orwell - "Cell One" by Chimamanda Ngozi Adichie - "My Son the Man" and "The Possessive" by Sharon Olds - "A Very Old Man with Enormous Wings" by Marquez - "The Interlopers" - CommonLit. - "The Most Dangerous Game" by Richard Connell

		<p>RL4: 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. (Including Shakespeare as well as other authors.)</p>		
Unit	Days	Standard	Knowledge/Skills	Comments
<p>Unit 2</p> <p>Conceptual Focus: Ethics (Chapter 7)</p> <p>Thematic Focus: Loss of Innocence Civilization vs. Savagery</p> <p>Remediation: USA Testprep:</p> <ul style="list-style-type: none"> ● RL2: Universal Theme 2 ● RL4: Denotation and Connotation 2, Literal and Figurative Meanings 2, Imagery 2 ● RL5: Formal and Informal tone 2 <p>*** Related Flocabulary Topics may also be used for Remediation as needed.</p>	20 Days	<p>Essential Standard: RL2: Determine two or more themes or central ideas of 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.</p> <p>Supplemental Standard: 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.</p> <p>RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where</p>	<p>Writing Process Narrative Writing Setting Plot Conflict Establishing a Point of View Transition Developing Experiences, Events, and Characters Descriptive Details and Sensory Language Meaning and Tone</p> <p>I Can... I can write a narrative that creates a particular tone, engages the reader; establishes one or more points of view; explains its significance; uses narrative techniques to develop experiences, events, characters, and outcomes; uses a</p>	<p>Genre Focus: Literary</p> <p>Writing Focus: Constructed Response</p> <p>Possible Reading:</p> <ul style="list-style-type: none"> - USA Test Prep, SAT Prep, Vocabulary - “Ozymandias” by Percy Bysshe Shelley - <i>Ambition: Why Some People Are Most Likely to Succeed</i> by Jeffery Kluger

		<p>a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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.</p>	<p>variety of transitions, uses precise language, and includes a reflective conclusion.</p>	
Unit	Days	Standards	Knowledge/Skills	Comments
<p>Unit 3</p> <p>Conceptual Focus: Narrative Writing</p> <p>Thematic Focus: Laws of Life</p> <p>Remediation: USA Testprep:</p> <ul style="list-style-type: none"> ● Formal and Informal Language parts 1 and 2 ● Identifying Speaker's tone ● Organizational Structure of a Paragraph 1 and 2 ● Basic Figurative Language ● Conflict in Literature 1 and 2 	20 Days	<p>Essential Standard: W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Supplemental Standards: W4: 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.)</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant</p>	<p>Writing Process Narrative Writing Setting Plot Conflict Establishing a Point of View Transition Developing Experiences, Events, and Characters Descriptive Details and Sensory Language Meaning and Tone</p> <p>I Can... I can write a narrative that creates a particular tone, engages the reader; establishes one or more points of view; explains its significance; uses narrative techniques to develop experiences, events, characters, and outcomes; uses a</p>	<p>Genre Focus: Literary & Informational</p> <p>Writing Focus: Narrative</p> <p>Possible Reading:</p> <ul style="list-style-type: none"> - USA Test Prep, SAT Prep, Vocabulary -

		for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)	variety of transitions, uses precise language, and includes a reflective conclusion.	
Unit	Days	Standards	Knowledge/Skills	Comments
<p>Unit 4</p> <p>Conceptual Focus: Analyzing Literature</p> <p>Thematic Focus: Ambition and Restraint (Chapter 6</p> <p>Remediation: USA Testprep</p> <ul style="list-style-type: none"> ● Mood, Tone and Meaning in Drama ● Universal Theme parts 1 and 2 ● Allegory, hyperbole, personification, symbolism 2 ● Character traits ● Author’s craft: Allusions, flashbacks, foreshadowing ● Identifying speaker’s tone ● Author’s perspective 1 and 2 ● Point of View ● “Liberty or Death” - Identification of Evidence ● Explicit Evidence 	20 Days	<p>Essential Standards:</p> <p>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.</p> <p>RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Supplemental Standard:</p> <p>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.</p> <p>RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they</p>	<p>Dramatic Structure Poetry Structure Stanza Rhyme Scheme Poetic Devices Narrative Structure</p> <p>I Can...</p> <p>I can identify the author’s specific structural choices.</p> <p>I can analyze how the author’s structural choices contribute to the overall structure, meaning, and aesthetic impact.</p> <p>I can define and identify denotation/connotation, literal/non-literal meaning, satire, sarcasm, irony, and understatement.</p>	<p>Genre Focus: Literary</p> <p>Writing Focus: Constructed Response</p> <p>Possible Reading:</p> <ul style="list-style-type: none"> - USA Test Prep, SAT Prep, Vocabulary - “Ozymandias” by Percy Bysshe Shelley - <i>Ambition: Why Some People Are Most Likely to Succeed</i> by Jeffery Kluger

		<p>interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL3: Analyze the impact of the author’s choices regarding 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).</p> <p>RL4: 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. (Include Shakespeare as well as other authors.)</p> <p>RL10B: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		
Unit	Time	Standards	Knowledge/Skills	Comments
Unit 5 Conceptual Focus:	15 Days	Essential Standard: W1: Write arguments to support claims in an	Argumentative Writing Claims	Genre Focus: Informational

<p>Argumentative Writing/The Power of Language</p> <p>Thematic Focus: Thinking About Rhetoric & Argument (Chapter 3)</p> <p>Remediation: USA Testprep:</p> <ul style="list-style-type: none"> ● Writer’s purpose 1 and 2 ● Identifying counterclaims 1 and 2 ● Methods of Argument 1 and 2 ● Recognizing Appeals to Logic (Logos) parts 1 and 2 ● Logical Fallacies 1 and 3 ● Rhetorical Fallacies ● Evaluate Evidence and Claims 		<p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Supplemental Standards: 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.</p> <p>RI2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations</p>	<p>Supporting Evidence Organization Concession and Refutation Audience Objective Tone</p> <p>I Can... I can write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	<p>Writing Focus: Argument</p> <p>Possible Reading:</p> <ul style="list-style-type: none"> - USA Test Prep, SAT Prep, Vocabulary - “Long Walk to Freedom” - United Nations Speech by Nelson Mandela - “I am Prepared to Die” by Nelson Mandela - Pg. 364 of the Textbook excerpt from “I am Prepared to Die”
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		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.		
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