

Classic World Literature 1st Quarter Pacing Guide

UNIT ONE

Timespan: Four Weeks

Key Theme: Love unrequited

Big Idea: A heart can grow stronger with each disappointment

Essential Question: *Can a broken heart be the most meaningful part of the human experience?*

UNIT TWO

Timespan: Four Weeks

Key Theme: Fate vs. Free-Will

Big Idea: Life is a strange cocktail of destiny and personal

agency

Essential Question: *How much control does a person have over*

his

or her own life?

Week/ Dates	Standards (Academic and Practice)	Essential Skills/ Objectives	Readings	Assessments
-------------	-----------------------------------	------------------------------	----------	-------------

<p>Week 1:</p>	<p>R1.10.2 R1.10.1 W.10.1A W.10.1D</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Analyze a complex point of view and author's purpose 2. Understand how an argument is developed within particular sentences, paragraphs, etc. 3. Assess the validity of the argument presented 	<p>Begin Unit One:</p> <p><u>Plato's Allegory of the Cave</u></p>	<p>Formative: Short-Essay Response: What was Socrates' central idea/argument?</p>
<p>Week 2:</p>	<p>RL. 10.4 RL. 10.5 SL. 10.1.a, c., d. SL. 10.3</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. 2. Analyze an author's choice of how they structure a text, as well as the impact of those choices on the reader. 3. Present evidence from the text to support their opinions/ideas within the framework of a class discussion. 	<p><u>Pablo Neruda: <i>Tonight I Can Write the Saddest Lines, If You Forget Me, Sonnet XI</i></u></p> <p><u>Gabriela Mistral: <i>To See Him Again, Dusk</i></u></p>	<p>Formative: Class Discussion: Is love more meaningful when we have it or when we have lost it?</p>
<p>Week 3: 11/7-11/11</p>	<p>See Week Two*</p>	<p>See Week Two*</p>	<p><u>Federico Garcia Lorca: <i>Farewell, To Find a Kiss of Yours, Somnambule Ballad</i></u></p>	<p>Formative: Short-Essay Response</p>
<p>Week 4:</p>	<p>W.10.1.a W.10.1.b W.10.3.b W.10.3.c</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Make a precise claim about the theme of at least two poems* 2. Substantiate the claim 	<p>Writer's Workshop*</p> <p>(<u>Rough drafts</u> Monday-Tuesday/ <u>Revisions</u>)</p>	<p>Summative: students choose to either: -Write an Argument Essay -Write a Love Poem</p>

		<p>with ample evidence from that text.</p> <ol style="list-style-type: none"> 3. Offer concrete and cogent reasoning to support the claim and evidence provided. 4. Develop a clear point of view in a narrative style writing assignment. (love poem) 	Wednesday-Thursday)	
Week 5:	RL.10.2 RL. 10.4 RL. 10.5	S.W.B.A.T.: <ol style="list-style-type: none"> 1. Determine a theme or central idea expressed by a complex character. 2. Understand antiquated forms of speech as they relate to the theme of the text. 3. Rewrite the most complex areas of the text to make it more “modern” and accessible. 	Begin Unit Two: <u>Shakespeare:</u> Excerpt from <i>Hamlet</i> (To Be or Not to Be)	Formative: Students work in groups to modernize an assigned chunk of soliloquy
Week 6:	RL.10.3	S.W.B.A.T.: <ol style="list-style-type: none"> 1. Analyze how a complex character develop over the course of a text 2. Analyze how an author’s choice to structure a text creates tension, mystery, and surprise. 	<u>Sophocles:</u> Excerpt from <i>Oedipus the King</i>	Formative: Socratic Seminar (Did Oedipus have free-will?)
Week 7:	RL.10.1 RL. 10.3	S.W.B.A.T.: <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support 	<u>Anton Chekhov:</u> <i>The Bet</i>	Formative: Short-Essay (Who Won the Bet?)

		<p>analysis of what the text says both explicitly and implicitly.</p> <p>2. Analyze how complex characters develop over the course of the text.</p>		
Week 8:	<p>RL. 10. RL. 10.5</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Understand the difference between a reliable versus an unreliable narrator. 2. Analyze how an author's choice to structure a text impacts the reader's understanding of the theme or central idea. 	<p><u>Sherman Alexie</u>: Excerpt from <i>You Don't Have to Say You Love Me</i></p>	<p>Summative: Unit Test+Argument Essay (one pager)</p>