

Advanced Composition Pacing Guide
Common Core Georgia Performance Standards
North Forsyth High School 5.24.13

<p>First Nine Weeks READING Focus: Literary Unit 1: <u>Kid Meets World</u> Nonfiction selections emphasizing voice and tone in powerful personal narratives written in the voice of the writer who does not experience life as the accepted majority. Contemporary periodical articles provide background for work and college research with emphasis on technical writing and interpersonal skills.</p> <p>1 extended contemporary text: <i>The Glass Castle</i>, by Jeannette Walls</p> <p>7 thematically connected short texts:</p> <p>4 texts from contemporary literature: "Indian Education"; "Salvation"; "Fish Cheeks"; "Mother Tongue"</p> <p>3 current informational texts: "The Dropout Dilemma"; "Your Company's Reputation: You Are Who You Hire"; "50 Worst Job Interview Mistakes"</p> <p>ELACC11-12RL 1-10 ELACC11-12RI 1-10</p>	<p>Second Nine Weeks READING Focus: Informational Unit 2: <u>Cultural Identity</u> Reading requires close analysis of popular (children's) fiction, as well as nonfiction essays and book which reveal cultural practices, expectations, and stereotypes. Readings are supported by informational texts on various cultural topics.</p> <p>1 extended contemporary informational text: <i>Are's Man</i>, by Rick Bragg</p> <p>7 thematically connected short texts:</p> <p>4 texts from contemporary literature: "What's Your Name, Girl?"; "Body Ritual Among the Nacirema"; "The Gilded Six Bits"; <i>(From) Incidents in the Life of a Slave Girl</i></p> <p>3 current informational texts: "Sly Foxes"; "Many Dads Struggle to Have It All"; Race relations/racism (primary)</p> <p>ELACC11-12RL 1-10 ELACC11-12RI 1-10</p>	<p>Third Nine Weeks READING Focus: Literary Unit 3: <u>Social Issues</u> This unit is designed to encourage writing and discussion about topics in our recent history and current experience, including the media's influence on the interpretation of fact. The subject of societal violence is addressed and complemented with topical informational text and literature of the genre.</p> <p>1 extended contemporary text: <i>War of the Worlds</i>, by H.G. Wells</p> <p>7 thematically connected short texts:</p> <p>4 texts from contemporary literature: "The Man Who was Almost a Man"; "Too Much Pressure"; "The Lottery"; "Second Variety"</p> <p>3 current informational texts: "Under the Gun/The Parent Trap" (<i>Entertainment Weekly</i>); "Serial Killing: How T.V. Dramas, Good and Bad, Have Become Addicted to Blood" (<i>Time</i>); "38 People who Saw a Murder Didn't Call the Police" + "Laying a Legend to Rest: 38 Heartless Witnesses"</p> <p>ELACC11-12RL 1-10 ELACC11-12RI 1-10</p>	<p>Fourth Nine Weeks READING Focus: Informational Unit 4: <u>Pop Culture</u> Nonfiction selections and a novel form the basis for discussion of postmodernism, execution of a research-based presentation, as well as writing emphasizing the rhetorical triangle. Literary readings are supported by informational primary and secondary sources.</p> <p>1 extended contemporary informational text: <i>Fast Food Nation</i>, by Eric Schlosser</p> <p>7 thematically connected short texts:</p> <p>4 texts from contemporary literature: "There Is No Unmarked Woman"; "Barbie Doll"; "On Dumpster Diving"; <i>The Things They Carried</i> (novel)</p> <p>3 current informational texts: "Ho Chi Minh" (Sanders); "An Army Apart" (<i>Time</i>); "Homelessness in Forsyth County" (<i>Forsyth County News</i>).</p> <p>ELACC11-12RI 1-10 ELACC11-12RI 1-10</p>
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And across all standards apply, **Speaking and Listening:** Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components ELACC11-12SL 1-6; **Language:** Study and apply grammar. Use and understand both general academic and domain-specific vocabulary ELACC11-12L 1-6

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