



THE NEW YORK CITY DEPARTMENT OF EDUCATION

DR. MARTIN LUTHER KING, JR. HIGH SCHOOL FOR LAW ADVOCACY AND COMMUNITY JUSTICE

DOREEN CONWELL, Principal

L. Fernandez, Asst. Principal

P. Mota, Asst. Principal

T. Muscolino, Asst. Principal

Subject: English

Grade: 9

Pacing Calendar

UNIT	LENGTH OF UNIT	ESSENTIAL QUESTIONS	ASSESSMENT TYPE	UNIT COMPLETION DATE
Medea	2-3 weeks 3/3- 3/21	How does a genre reflect the cultural mores of a society? How do societies construct codes of conduct? How do individuals adhere to codes of conduct?	Mock Trial & Argumentative Essay (Medea's Guilt)	Around 3/21
Romeo and Juliet	5-6 weeks 3/24-5/9	How do established beliefs threaten personal independence and community unity? How do family dynamics contribute to social injustice? How do families instill values that conflict with societal values?	Conflict essay	Around 5/9
Nonfiction	2-3 weeks 5/12- end of May		Argumentative piece based 2 or more articles/stories	Around 6/2
Final Exam	6/10-6/11			

-Assessment type: DBQ Essay, Thematic Essay, Multiple Choice Questions, Argumentative Essay, a project description, etc....

-Include Final Exam Dates and Regents Prep Dates.



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Subject: English Grade: 10

Pacing Calendar

UNIT	LENGTH OF UNIT	ESSENTIAL QUESTIONS	ASSESSMENT TYPE	UNIT COMPLETION DATE
Night and Holocaust Lit.	6 weeks end of Feb to early April	How do human ideals and survival instincts conflict? What are the effects of dehumanization? Why do victims of dehumanization dehumanize others? What informs our morals? How and why do our morals change under certain circumstances? How do morals inform one's decisions?	Argumentative essay based on quote and supplemental research project on genocides	Around 4/11
Macbeth	6 weeks post April Break (4/21) to end of May	What are the justifications for killing? What does the play say about the human condition? Is our future beyond our control? Do people have to be responsible for their actions? What clouds the difference between reality and illusion? How do humans deal with conflicting elements within their personalities? (i.e. good vs. evil) Is respect a learned response or a commanded response? Do revenge and vengeance provide satisfaction?	Argumentative Essay	Around 6/6
Final Exam	6/10-11			

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Pacing Calendar - English 11

UNIT	LENGTH OF UNIT	ESSENTIAL QUESTIONS	ASSESSMENT TYPE	UNIT COMPLETION DATE
The 1920s and <i>The Great Gatsby</i> by F. Scott Fitzgerald	Six weeks (February through early April)	<ul style="list-style-type: none"> What are values? Why is it important to have them as an individual and as a society? What is the American Dream? What values does it reflect? What does it mean to be a success? 	<p>Students will track one of Fitzgerald's motifs throughout the novel and will write a final essay on the significance of the motif.</p> <p>Students will write, create, and present a research poster on historical information pertaining to the novel and the 1920s.</p>	Early April
The Harlem Renaissance and <i>Their Eyes Were Watching God</i> by Zora Neale Hurston	Six weeks (Early April through mid-May)	<ul style="list-style-type: none"> How do authors employ cultural or archetypal images in their texts, and how do they impact readers? How do authors reflect the historical or societal values at the time in which they wrote through their literary works? 	<p>In-class timed writing prompt</p> <p>LACJ Folklore Project and Harlem Renaissance in NYC Visitation Project</p>	Mid-May
<i>A Streetcar Named Desire</i> by Tennessee Williams	Four weeks (May)	<ul style="list-style-type: none"> How do individuals respond to adversity and how does their response affect the greater society? What causes societies to become unjust and how do individuals respond to injustice? What does it mean to be responsible for one's actions? 	<p>Students will write a paper addressing the following questions:</p> <p>Is the play, overall, sympathetic to women? Sympathetic to men? Why or why not? What is Williams's point in placing these characters in this situation?</p>	End of May
Regents Preparation	Ongoing throughout with additional prep two weeks before 6/19 exam		Multiple choice, critical lens, and short passage practice	Ongoing, with additional prep right before exam
End Trimester 2				March 14
Final Exam				June 10-11, with make-ups on June 13
New Common Core English Regents Exam				June 3
End Trimester 3				June 16
Regular Regents Exam				June 19



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Subject: English Grade: 12

Pacing Calendar

UNIT	LENGTH OF UNIT	ESSENTIAL QUESTIONS	ASSESSMENT TYPE	UNIT COMPLETION DATE
Initiating Inquiry	3 weeks	Explore topic, pre-searches, areas of investigation, questioning	Areas of Investigation map, Inquiry Questions	Jan 1
Gathering Information	3 weeks	Planning for Searches, Assessing Sources, Making and Recording Notes, Building an Initial Research Frame, Conducting Searches Independently	Research "framework," independent searches	Jan 14
Selecting Sources	1 week	Selecting Key Sources, Reading Sources Closely, Discussing Types of Claims	Initial bibliography	Jan 21
Writing Evidence-Based Claims	3 weeks	Addressing Inquiry Paths, Organizing Evidence, Evaluating Research, Refining and Extending Inquiry	First draft, Counterclaim paragraph	Feb 12
Evidence-based perspective	3 weeks	Reviewing Research Portfolios, Expressing an Evidence-Based Perspective in writing	Final Draft	Mar 1
Nickeled And Dimed	6 weeks	Minimum wage, social issues facing lower-income individuals	Paper	???

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