

12th Grade ELA Pacing Calendar

HMH Into Literature

Teacher: Ms. James

Duration: September 29, 2025 – January 26, 2026

Schedule: 5 Days per Week (45 Minutes)

Schoolwide Focus:

- **Reading Protocol:** Three Reads — Comprehension → Analysis → Connection to Context
- **Writing Protocol:** ACE Writing Strategy — Answer → Cite/Compute → Explain

Unit 1: Human Choices and Consequences

Texts:

“The Necklace” by Guy de Maupassant

A Streetcar Named Desire by Tennessee Williams

Week of September 29 – October 4

Focus: Introduction to Short Fiction & Drama

Learning Targets:

- I can identify the main idea and theme of a short story.
- I can annotate a text for comprehension using the Three Reads Protocol.
- I can write an ACE paragraph that clearly answers a text-based question.

Activities:

- First Read of *The Necklace* for comprehension.
- Vocabulary: envy, pride, irony, misfortune.
- Introduce ACE structure with a short written response: “What is the central lesson of *The Necklace*?”

Week of October 6 – October 10

Focus: Character Motivation and Theme Development

Learning Targets:

- I can analyze how an author develops character through choices.
- I can connect textual evidence to a central theme.
- I can use the ACE format to support my ideas with textual evidence.

Activities:

- Second and Third Reads of *The Necklace*.
- Discussion: “How do decisions shape outcomes?”
- ACE Writing: “How does Madame Loisel’s character affect the story’s outcome?”

Week of October 13 – October 17

Focus: Introduction to Drama – *A Streetcar Named Desire*

Learning Targets:

- I can identify elements of a play and analyze dramatic structure.
- I can interpret dialogue to understand character motivation.
- I can apply the Three Reads Protocol to analyze key scenes.

Activities:

- Read Scenes 1–2 of *Streetcar*.
- Vocabulary: desire, illusion, reality, tension.
- ACE Writing: “What does Blanche’s behavior reveal about her character?”

Week of October 20 – October 24

Focus: Conflict, Desire, and Dramatic Tension

Learning Targets:

- I can analyze how dialogue and stage directions reveal conflict.
- I can connect textual evidence to character development.
- I can make text-to-world connections using Three Reads.

Activities:

- Read Scenes 3–4, annotate for tension and symbolism.
- Group discussion: “How do personal desires drive conflict?”
- ACE Writing: “How does Stanley’s behavior intensify the conflict?”

Week of October 27 – November 1

Focus: Synthesizing Themes and End-of-Unit Assessment

Learning Targets:

- I can compare and contrast themes across two texts.
- I can explain how authors use characters to convey moral lessons.

- I can produce a literary analysis essay using ACE structure.
Activities:
- Read final scenes of *Streetcar*.
- Write comparative essay: “How do choices and desires shape human outcomes in *The Necklace* and *Streetcar*?”
- End-of-Unit Assessment (HMH): Literary Analysis Essay

Unit 2: Choices, Consequences, and Identity

Text:

The Other Wes Moore by Wes Moore

Unit Question: How do choices and circumstances shape identity and opportunity?

Week of November 10 – November 15

Focus: Introduction to Memoir

Learning Targets:

- I can summarize key events in a memoir.
- I can analyze how personal choices and environment influence outcomes.
- I can write an ACE paragraph connecting events to themes of identity and consequence.

Activities:

- Read Introduction and Chapters 1–2.
- Vocabulary: trajectory, consequence, environment, opportunity.
- ACE Writing: “How do the first events in Wes Moore’s life shape his future?”

Week of November 18 – November 22

Focus: Comparing Paths and Consequences

Learning Targets:

- I can analyze how two people with similar beginnings can have different life outcomes.
- I can connect textual evidence to themes of responsibility and choice.
- I can apply ACE structure to support arguments with evidence.

Activities:

- Read Chapters 3–6.
- Three Reads Protocol (Analysis Focus).

- ACE Writing: “How do the environments of the two Wes Moores influence their decisions?”

Week of December 2 – December 6

Focus: Theme, Identity, and Social Commentary

Learning Targets:

- I can identify recurring motifs that develop theme.
- I can analyze how authors use events to shape identity.
- I can make text-to-world connections.

Activities:

- Read Chapters 7–10.
- Vocabulary: resilience, ambition, adversity, mentorship.
- ACE Writing: “How do mentorship and community influence outcomes in Wes Moore’s life?”

Week of December 9 – December 13

Focus: Resolution and Reflection

Learning Targets:

- I can evaluate how the author conveys themes of choice, opportunity, and consequence.
- I can support interpretation using textual evidence.
- I can write a well-organized essay connecting theme to real-world issues.

Activities:

- Read Chapters 11–Conclusion.
- Discussion: “What role does personal choice play versus circumstance in shaping life outcomes?”
- ACE Essay: “How do the two Wes Moores illustrate the importance of choice and environment?”

Week of December 16 – December 20

Focus: End-of-Unit Assessment & Synthesis

Learning Targets:

- I can synthesize ideas from multiple texts to write a literary analysis.
- I can compare themes across memoirs, short stories, and drama.

- I can self-assess growth as a reader and writer.
Activities:
- Review all Unit 2 texts.
- End-of-Unit Assessment (HMH): Essay — “How do individual choices and social circumstances shape identity and opportunity?”
- Portfolio reflection using ACE structure.

Unit 3: Perseverance and Personal Growth

Texts:

“The Road Not Taken” by Robert Frost

“The Story of My Life” by Helen Keller

“The Struggle to Be an All-American Girl” by Elizabeth Wong

Week of January 6 – January 10

Focus: Choice and Individuality

Learning Targets:

- I can determine the theme of a poem and explain its development.
- I can analyze how figurative language creates meaning.
- I can use ACE structure to interpret symbolism.

Activities:

- Read “The Road Not Taken.”
- Annotate for imagery and tone.
- ACE Writing: “How does Frost use imagery to convey choice?”

Week of January 13 – January 17

Focus: Memoir and Identity

Learning Targets:

- I can compare how different authors describe personal growth.
- I can identify tone and point of view in memoirs.
- I can write a paragraph connecting two texts on perseverance.

Activities:

- Read “The Story of My Life” and “The Struggle to Be an All-American Girl.”
- Three Reads Protocol (Analysis and Connection).

- Writing: Literary response comparing both texts.

Week of January 21 – January 26

Focus: Reflection and End-of-Unit Assessment

Learning Targets:

- I can reflect on how challenges shape identity and character.
- I can synthesize ideas from multiple texts into one essay.
- I can self-assess my growth as a reader and writer.

Activities:

- Review all Unit 3 texts.
- End-of-Unit Assessment (HMH): Essay — “How do challenges shape personal growth?”
- Portfolio reflection and self-assessment using ACE format.

Ongoing Skills Across All Units

- Weekly vocabulary quizzes aligned to HMH selections.
- Independent reading journals applying Three Reads Protocol.
- Writing workshops emphasizing ACE paragraph structure.
- Socratic seminars and presentations for speaking and listening standards.