Ganado Unified School District
(Honors English/ 10th)

PACING Guide SY 2016-2017

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
NOVELS: Book Thief/ To Kill a Mockingbird RESOURCES: Stirring Up Justice- Jessica Singer Early World Literature Handbook (Center for Learning) To Shoot an Elephant- George Orwell A Hanging- George Orwell (attached handouts) POETRY:	UNIT ONE: SOCIAL RESPONSIBILITY READING LITERATURE: ***Reading Literature: Key Idea and Details*** *1. 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.* ***(9-10 R.L.1)*** *2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.* ***(9-10 R.L.2)*** *3. 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).* ***(9-10 R.L.3)*** ***Reading Literature: Craft and Structure*** *4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* ***(9-10.RL.4)***	What is social justice? How does culture help us "see" the world? How does fiction and non-fiction texts help people understand social justice issues? How do different cultures interpret heroes- what do they look for? ?	-Define and use academic language such as inference, deduce, compare and contrast, clarify, and elaborate. -Compare and contrast heroic figures from diverse cultures -To infer *qualities* or *characterizations* of characters/setting by using text as evidence -Use close reading skills to determine meaning of words through context clues and their connotative value (negative, positive, neutral) -Explain the effect of figurative language on the stories we have read e.g. How does onomatopoeia affect the tone of the story? If we wanted to make the tone more serious, what kinds of fig language should we use? Using fishbowl discussion, students will form discussion groups to identify the main claims from personal essays and compare/contrast their perspectives on	Academic Language: -Infer -Deduce -Compare/Contrast -Elaborate -Summarize -Analyze -Synthesize -Speculate -Claim -Evidence (textual) -Clarify Figurative Language: Simile Metaphor Personification Hyperbole Imagery Idioms Analogy Literary Terms: Protagonist Antagonist Foil Static & Dynamic

"And We Shall Be Steeped"- Leopold Senghor "Babi Yar" Yevtushenko Multicultural Literature Handbook (Center for Learning) "Just Walk on By" Brent Staples "The All – American Slurp"- Lensey Namioka The Paperclip Project- documentary	*5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (**9-10.RL.5)*** *6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (**9-10.RL.6)*** READING: INFORMATIONAL TEXT: Key Ideas and Details 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. READING INFORMATIONAL TEXT: Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. READING INFORMATIONAL TEXT: Integration of		American Life. Students will debate whether anything was left out of what it means to be *American.* Using fishbowl discussion, students will form groups to discuss various global perspectives on prejudice, bias, and oppression. (e.g. How have different countries treated Jewish citizens during WWII/ How have different places in the world dealt with diversity and pluralistic societies) Read a variety of cultural texts and identify how cultural bias affects the narrator or protagonist. Analyze prose and poetry by examining word choice, structure, symbolism, and allusion.	Plot Terms: Exposition, Rising Action, Climax, Falling Action, Denouement Archetypes Myths, legends, fables Themes **Social Justice Terms:** Prejudice Bias Stereotyping Racism Sexism Misogyny Colonialism Oppression Pluralism Globalization Apartheid

	Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. WRITING : Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic **SPEAKING/LISTENING** 1. Initiate and participate effectively in a range of			

	collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
Quarter 2 Love is a Fallacy- short story	UNIT TWO: Nutritional Issues on the Navajo Nation **READING: INFORMATIONAL TEXT: Key Ideas and Details** 1. Cite strong and thorough textual evidence to support	What is the relationship between food and people- why do they buy what they buy to eat?	Identify and define common fallacies that are used in faulty arguments. Find specific examples in the food debate (i.e. commercials, policies, editorials, opinions).	TEXT STRUCTURES & CLOSE READING SKILLS: Annotate Context Clues: Synonyms, Antonyms, Cause & Effect, Grouping

Chew on This- novel Excerpts from Fast Food Nation- novel *The Atlantic:* Look Inside a Chicken Nugget Food Inc. - movie and discussion guide *The Smithsonian:* Frybread *New York Times:* Soda Ban Explained	analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **READING INFORMATIONAL TEXT: Craft and Structure** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas** 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	How has the food industry changed? How have these changes affected people? What are the biggest challenges facing Native Americans when it comes to food and health and how might we approach these issues? How do we persuade people to change their habits?	Identify common rhetoric approaches and analyze how they are used in marketing (ethos, logos, and pathos). Use close reading skills to track how an argument is developed in essays and editorials. Be able to identify and analyze the use of text structures (compare/contrast, chronological, process, cause & effect, description/classification) Read nutritional labels and analyze how companies present nutritional information in different ways Create and present a public service announcement about a nutritional/food issue facing Native Americans using a balance of rhetorical approaches Draft, revise and publish a convincing argument about an issue from Food Inc. Must include a claims, appropriate evidence, a counterargument, and a conclusion that uses a call to action. Use a semicolon, colon, and commas correctly in essays. Create visuals that explain the rules for using semicolons, colons, and commas in writing.	Compare &Contrast Chronological/Sequential Cause & Effect Process Narrative Description/Classification Formal Tone Rhetoric: -Pathos, ethos, logos -Analogy -Argument and Counterargument -Call to Action *Fallacies* -Dicto simpliciter -Hasty generalization -Post hoc ergo propter hoc -Circular reasoning -False analogy -Poisoning the well -False Premise Food Issues: Food Desert Poverty Line WIC/SNAP Nutritional Labels Calories/ Carbohydrates Sugar: glucose, sucrose, fructose corn syrup Processed foods GRAMMAR: -Clauses and Phrases Independent/Dependent Clauses -Subject & Predicate

	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. WRITING 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented LANGUAGE: a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			-Conjunctions: coordinating & subordinate -Semicolon -Colons

	b. Use a colon to introduce a list or quotation. SPEAKING/LISTENING 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
QUARTER 3 1st Quarter World Literature Handbook (Center for Learning) Superman and Me: How I learned to Read- Sherman Alexie *Superman* movie The Life of PI/Book Thief Myths/Legends /Tall Tales:	Unit Three Introduction to Multicultural Thinking Reading Literature: Key Idea and Details 1. 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. (9-10 R.L.1) 2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. (9-10 R.L.2) 3. 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). (9-10 R.L.3) Reading Literature: Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or	What makes a hero? What is world literature and why do we read it? What is the point of hero stories- what do they do for people	-Define and use academic language such as inference, deduce, compare and contrast, clarify, and elaborate. -Compare and contrast heroic figures from diverse cultures -To infer *qualities* or *characterizations* of characters/setting by using text as evidence -Use close reading skills to determine meaning of words through context clues and their connotative value (negative, positive, neutral) -Explain the effect of figurative language on the stories we have read e.g. How does onomatopoeia affect the tone of the story? If we wanted to make the tone more serious, what kinds of fig language should we use? Using fishbowl discussion, students will form discussion groups to identify the main claims from personal essays and compare/contrast their perspectives on	Literary Terms: Unreliable narrator Flashbacks Foreshadowing Connotative/Denotative meaning Tone – formal and informal Theme Stanzas Allusion Symbolism Structure Genocide

The Cid of Spain poem Excerpts from Giglamesh , Rama, and Moses	informal tone). (9-10.RL.4) 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5) 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.RL.6) WRITING 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		American Life. Students will debate whether anything was left out of what it means to be *American.* Using fishbowl discussion, students will form groups to discuss various global perspectives on prejudice, bias, and oppression. (e.g. How have different countries treated Jewish citizens during WWII/ How have different places in the world dealt with diversity and pluralistic societies) Read a variety of cultural texts and identify how cultural bias affects the narrator or protagonist. Analyze prose and poetry by examining word choice, structure, symbolism, and allusion. Explicate lines of poetry to determine connotative and figurative meaning Use close reading skills to examine texts on issues of racism, sexism, and cultural bias. Identify the claims and analyze how they are developed- (through stories, examples, analogies, flashbacks) Research a social issue in the world and draw upon multiple sources of information (electronic and print). Evaluate electronic sources for bias, fallacious reasoning, and credibility. Present on a social issue in the world that fully explains the causes of the	

	LANGUAGE: 1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. SPEAKING AND LISTENING 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make		issue/problem and what is currently being done about it. Create varied sentence syntax by using commas and semicolons correctly and fluently.	

QUARTER 4 Life of Pi/ Tuesdays with Morrie http://www.webenglishteacher.com/martel.html Life of Pi- movie The Narrative of Arthur Gordon Pym- Edgar Allen Poe Clips from *The Perfect Storm* or *Castaway* Tyger- William Blake The Mariner's Tale- Samuel Coleridge Teacher Resources: http://www.ncte.org/library/nctefiles/resou	**UNIT 4: Life as a Big Picture** **READING LITERATURE: KEY IDEAS AND DETAILS** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **READING LITERATURE: CRAFT AND STRUCTURE** 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **READING LITERATURE: INTEGRATION OF KNOWLEDGE AND IDEAS** 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		-Create a personal timeline that illustrates major moments in the students' lives and be able to convey the importance of such events through visual symbols -Compare and contrast religious treatment of life, death, and purpose and analyze how it is used in the novel (either Life of Pi or Tuesdays with Morrie). -Analyze how events are presented in the novel and what effect it has on building the themes of the novel -Create a vocabulary log from the novel that uses student-generated definitions from context clues and applications. -Explain how the novel uses allusions to develop their characters and/or theme. -Review different religious literature events related to the novel (e.g. Noah's Ark, The Book of Job) and explain how it is used in the novel. -Write a literary analysis that focuses on a character's development or theme development. Use MLA format correctly when citing textual evidence.	MLA format In-text citations Works Cited Aphorisms Allusions Narrative Structure Timeline

rces/journals/ej/1033-jan2014/ej1033bamboo.pdf Tuesdays with Morrie- movie W.H. Auden poetry Lou Gehrig's baseball speech	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			

Ganado Unified School District
(Insert Subject/Grade Level)

PACING Guide SY 2014-2015

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