

Ganado Unified School District #20 (English 9)

PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st quarter 1st semester</p> <p>approximately 3 weeks: Text book, Write for College Sherman Alexie Narrative, Short stories (Tribal & English), Example student narratives, SmartBoard, Web, PEG Writing Website</p>	<p>UNIT 1:</p> <p>Writing Standard</p> <p>Text Types and Purposes (9-10.W.3)</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>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.</p> <p>B. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,</p>	<p>9-10.W.3</p> <p>A. (Create: Level I)</p> <p>B. (Analyze: Level III)</p> <p>C. (Create: Level III)</p> <p>D. (Create Level III)</p> <p>E. (Creative Level III)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will to choose a topic for my narrative that will describe a real or imagined story.</p> <p>I will examine pre-writing techniques and develop my ideas to support my topic.</p> <p>I will develop a collage providing the images of my ideas for my narrative.</p> <p>I will examine sequences to generate a fluent narrative.</p> <p>I will revise the body of my narrative to generate a sequence that is fluent.</p> <p>I will modify my word usage to generate convey a vivid picture of the actions in my story.</p> <p>I will produce a conclusion to my</p>	<p>Perception Bias Cohesive Subjective Analyze Synthesize Prioritize Claim Adequate Evaluate Objective Hyperbole Imagery</p>

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	E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		<p>narrative that reflects on the actions within my narrative.</p> <p>I will begin reading “Write for College.”</p>	
<p>1st quarter</p> <p>Approximately 3 weeks</p> <p>Text, Novel; “The Absolutely True Diary of a Part-Time Indian”, Short stories (A Lady or a Tiger?)</p> <p>Graphic Organizers Web, SmartBoard. Peg Writing Website</p>	<p>UNIT 2:</p> <p>Reading Literature 9-10</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1) 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. (9-10.RL.2.) 3. Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3) 4. Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the 	<p>9-10.RL.1, 2, 3 and 4</p> <p>(Evaluate: Level III) (Understand Level I) (Understand Level II) (Analyze Level II and III) (Evaluation Level I) (Evaluation Level II)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will begin reading “The Absolutely True Diary...” and I will cite evidence that I feel supports the explicit meaning.</p> <p>I will continue reading “The Absolutely True Diary...” and will cite evidence that I feel supports inferences.</p> <p>I will analyze “The Absolutely True Diary...” and I will determine how specific events shape the theme.</p> <p>I will develop an objective summary of Alexie’s Novel using the information I developed in my Analysis.</p> <p>I will develop a plot line through my reading of “The Absolutely True...”</p> <p>I will develop the characterization within Alexie’s</p>	

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	<p>cumulative impact of specific word choices on meaning and tone. (9-10.RL.4.)</p>		<p>Novel describing how they form.</p> <p>I will evaluate how the characters within “The Absolutely True...” effect the plot (sequence of events) in the story.</p> <p>I will examine how the author’s use of figurative language has an effect on meaning and tone.</p>	
<p>2nd Quarter</p> <p>Approximately 4 Weeks.</p> <p>Examples of arguments. Text, Web, Laptops, Lincoln Douglas debate, modeling,</p>	<p>UNIT 3:</p> <p>Writing Standards:</p> <p>Text Types and Purpose (9-10.W.1.)</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s) counterclaims, reasons, and evidence.</p> <p>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</p>	<p>9-10.W.1.</p> <p>(Understand: Level II) (Create: Level III) (Understand: Level III) (Creative Level: III) (Evaluate: Level II) (Evaluation : Level III)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will create a claim that I feel strongly about and can give my reason for argument.</p> <p>I will use the prompt given to begin a prewrite for my argument for, or against that claim.</p> <p>I will research evidence for my claim and look into counterclaims against my argument.</p> <p>I will examine the strength of my argument based on my research and revise any choice I have made.</p> <p>I will produce a rough draft of my arguments for both papers.</p>	<p>Proactive Tangible Compose Composition Correspond Justify Abstract Inference Unique E.g. Analogy Literal Figurative Thesis Counterclaim</p>

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	<p>audience’s knowledge level and concerns</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>I will adhere to main argument and supporting reasons and evidence with cohesion for both of my compositions</p> <p>I will develop a conclusion that is supportive of my main argument and my reasoning.</p> <p>I will complete my rough draft of my argument.</p>	

<p>Approximately (5 weeks)</p> <p>“The Call of the Wild” by Jack London., SmartBoard, Peg Writing Website, Literature guide, Film..</p> <p>Short stories: “The Streets of Canon” and “The Most Dangerous Game” Fables and Film.</p>	<p>Unit 4: Reading Literature 9-10</p> <p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>2. Determine a theme or central idea of a text and analyze in detail it’s 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. (9-10.RL.2.)</p>	<p>9-10.RL.1, 2, 3, 7 and 9</p> <p>(Evaluate: Level III)</p> <p>(Analyze: Level III)</p> <p>(Analyze: Level II)</p> <p>(Understand Level I)</p> <p>(Understand Level II)</p> <p>(Analyze Level I)</p> <p>(Evaluation Level I)</p> <p>(Evaluation Level II)</p> <p>(Evaluation Level III)</p> <p>(Creation Level II)</p>	<p>I begin reading the text and I will cite evidence that I feel supports the explicit meaning.</p> <p>I will continue reading Drama and will cite evidence that I feel supports inferences.</p> <p>I will analyze the work and I will determine how specific events shape the theme.</p> <p>I will develop an objective summary of</p>	<p>Foil</p> <p>Protagonist</p> <p>Antagonist</p> <p>Conflict</p> <p>Affect</p> <p>Effect</p> <p>Idiom</p> <p>Coherence</p> <p>Anticipate</p> <p>Coherence</p> <p>Imply</p> <p>Figurative</p> <p>Literal</p>
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	<p>3. Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3) Craft and Structure</p> <p>4. Determine a 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.(9-10.RL.4.)</p> <p>Integration of Knowledge and Ideas</p> <p>5. 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 <i>Landscape with the Fall of Icarus</i>). (9-10.RL.7)</p> <p>2. 6. 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). (9-10.RL.9)</p>	<p>Foundations of Learning</p> <p>Basic Skills & Concept</p> <p>Strategic Thinking</p> <p>Recall and Reproduce</p>	<p>the Novel using the information I developed in my notes.</p> <p>I will develop a plot line through my reading.</p> <p>I will develop the characterization within The Novel describing how they form.</p> <p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p> <p>I will explain my inferences using the text.</p> <p>I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme.</p> <p>I will create a plot line of events in the story.</p> <p>I will understand why authors choose different Literary devices.</p> <p>I will discuss in class why a play is more powerful for this topic than reading a story.</p>	
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			<p>I will rewrite a scene from the play using prose instead of dialogue.</p> <p>I will critique my reaction to the style of the play and compare it to what I know.</p> <p>I will summarize each scene/act of the play.</p>	
<p>2nd Semester 3rd Quarter</p> <p>Approx 2 more weeks)</p> <p>“The Odyssey” or “Romeo and Juliet”</p> <p>Graphic Organizers Web, Proxima. Peg Writing Website, Literature guides</p>	<p>Unit 4: Continued</p> <p>Reading Literature 9-10</p> <p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>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. (9-10.RL.2.)</p> <p>3. Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)</p>	<p>9-10.RL.1, 2, 3, 7 and 9</p> <p>(Evaluate: Level III) (Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III) (Creation Level II)</p> <p>Foundations of Learning</p>	<p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p> <p>I will explain my inferences using the text.</p> <p>I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme.</p> <p>I will create a plot line of events in the story.</p>	<p>Substantive Plagiarism Emerge Theme Opinion Dissemble Refine Annotate Equity Contempt Citation Internal - Citation Cause and effect Chronological Sequence</p>

		Basic Skills & Concept Strategic Thinking Recall and Reproduce		
<p>3rd Quarter (Approx 3.5 weeks)</p> <p>Text book, internet sources, SmartBoard, library sources, white board, black board, note books</p>	<p>UNIT 5</p> <p>Reading informational text</p> <p>Details</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)</p> <p>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. (9-10.RI.2)</p> <p>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. (9-10.RI.3)</p>	<p>9-10.RI.1,2,3</p> <p>(Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will read several sources of informational text.</p> <p>I will take notes for main points, and big ideas during my reading.</p> <p>I will use textual evidence to provide meaning of the text.</p> <p>I will document the inferences I have drawn from my analysis.</p> <p>I will examine the central Idea of the text.</p> <p>I will provide a summary of the text showing its development.</p> <p>I will document the author's series of ideas, or events.</p>	

			I will examine the connections that are drawn between main points within the text.
<p>3rd quarter</p> <p>(approx.) 3.5 weeks</p> <p>resources for reading from Unit 5, Peg Writing, technology for word, fundamental writing knowledge, resources via print and web. Short Stories: “Hills Like White Elephants” and “The Gift of Magi” Novel: The Old Man and the Sea.</p>	<p>UNIT 6:</p> <p>WRITING INFORMATIVE TEXTS</p> <p>1. 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.</p> <p>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.</p> <p>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.</p> <p>c. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (9-10.W.5)</p>	<p>9-10.w.1,a,b,c</p> <p>(Understand: Level II) (Create: Level III) (Understand: Level III) (Creative Level: III) (Evaluate: Level II) (Evaluation : Level III)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will to choose a topic for paper that will be informative in nature.</p> <p>I will examine pre-writing techniques and develop my ideas to support my topic.</p> <p>I will develop an artistic illustration of my topic.</p> <p>I will create a claim that I can effectively organize.</p> <p>Begin a prewrite for my topic using sources and found facts.</p> <p>I will research evidence for my topic to support it within the body of my draft.</p> <p>I will examine the strength of my topic based on my audience.</p> <p>I will produce a rough draft of my arguments for both papers.</p>

			<p>I will adhere to my thesis, or topic within the structure of my paper.</p> <p>I will develop a conclusion that is supportive of my main Thesis</p> <p>I will complete my rough draft.</p>	
<p>4th quarter</p> <p>4 weeks</p> <p>Novel: The Lord of the Flies. Research on the government and the basis of leadership. Resources for Unit 7: Text, Web, SmartBoard, Peg Writing, Print Paperback.</p>	<p>4th Quarter</p> <p>Unit 7</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)</p>	<p>(Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III) (Creation Level II)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will develop a plot line through my reading.</p> <p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p> <p>I will explain my inferences using the text.</p> <p>I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme.</p> <p>I will create a plot line of events in the story.</p> <p>I will develop the characterization within</p>	<p>Symbolism Allegory Propaganda Characterization Totalitarian Explicit Contrast Compare Application Central Idea Refine Intrinsic Fundamental Generalization Subjective Objective</p>

			<p>The Novel describing how they form.</p> <p>I will evaluate how the characters affect the plot (sequence of events) in the story.</p>	
<p>4th Quarter</p> <p>Will take approximately 3 weeks</p> <p>Peg Writing System Internet for resources on Russian and German governments, Hitler and Stalin characteristics and ruling styles.</p>	<p>Unit 8</p> <p>Writing Informative</p> <p>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.</p> <p>a. 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.</p> <p>b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (9-10.W.5)</p>	<p>(Understand: Level II)</p> <p>(Create: Level III)</p> <p>(Understand: Level III)</p> <p>(Creative Level: III)</p> <p>(Evaluate: Level II)</p> <p>(Evaluation : Level III)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will create a claim that I can effectively organize under the compare and contrast format.</p> <p>Begin a prewrite for my topic using sources and found facts.</p> <p>I will research evidence for my topic to support it within the body of my draft.</p> <p>I will examine the strength of my topic based on my audience.</p> <p>I will produce a rough draft of my arguments for both papers.</p> <p>I will develop a Core 6 comparison and contrast.</p> <p>I will examine the similarities between Joseph Stalin’s and</p>	

			Adolf Hitler's governments. I will adhere to my thesis and support it with the proper structure.	
<p>4th quarter</p> <p>Will take approximately 2 weeks</p> <p>Lucy Tapahonso "The Women Are Singing" Novel, Prior Knowledge,</p>	<p>Unit 9</p> <p>READING</p> <p>Craft and Structure</p> <p>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)</p>	<p>(Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III) (Creation Level II)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will read the poems in "The Women Are Singing"</p> <p>I will evaluate settings in the poetry.</p> <p>I will evaluate how tone is affected by word choice.</p> <p>I will analyze word choice as it relates to generating humor.</p> <p>I will evaluate how words are used for specific meaning in the writings.</p> <p>I will compare specific writings to my own personal experience.</p> <p>I will write a short poem in free verse that tells a story about the reservation.</p>	

