

9a

### Pacing Guide Revised 8/23/2019

**Course Title: 9A**

**Textbook: Collections**

\*RESOURCES: Google refers to Google Suite: Docs, Slides, Sheets, Forms, as well as search

Time Frame	Big Ideas	Assessments	Resources	Learning Targets	Standards
Month/ weeks/ Quarter	Overarching theme for the unit of study. (What are the most important things for students to know and remember)	What formative assessments will you use? Is a performance task appropriate to demonstrate proficiency? Summative assessment	Textbook alignment Online Tools Technology Materials	What will students be responsible to know or do by the end of class/unit. Should be in student friendly language.	State standard codes

<p>Week 2-9 Basics of Research and argumentation</p>		<p>Argumentative Research Essay</p>	<p>Anchor Text - Quilt of a Country Models: Performance Assessment for Argumentative Essay</p>	<p>I can Summarize and paraphrase nonfiction texts I can determine main idea and supporting details I can write a paragraph with deliberate organization and attention eg: main idea and supporting details I can evaluate sources for bias and tone I can determine relevance during web searching I can differentiate between reliable and unreliable sources I can take a position on and write a clear thesis statement</p>	<p>RI.9-10.1 RI.9-10.4 RI.9-10.7 RI.9-10.9 RI.9-10.10 W.9-10.1 W.9-10.4 W.9-10.7 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.4. L.9-10.1 L.9-10.2.</p>
<p>Weeks 9-16 <a href="#">Informational Reading</a></p>	<p><b>Overarching Questions:</b> Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts?  <b>Essential Questions:</b> How can identifying text structures help in reading informational texts?</p>	<p><b>Post-Unit Assessment Task:</b> <i>Students reflect upon their learning about a topic. They make the connections between multiple informational texts.</i> This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:</p>	<p><a href="#">OS/MAISA Unit "Informational Reading"</a>  Anchor Texts: I Have a Dream Speech and A Eulogy for Dr. Martin Luther King Jr. (Collection 2)  CommonLit.org  Google Docs, Grade Proof</p>	<p><b>Reading</b> I can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes I can objectively summarize a text I can analyze how an author unfolds an analysis or series of ideas/events in an informational text, including the order in</p>	<p>RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.7. RI.9-10.9. RI.9-10.10. W.9-10.1. W.9-10.4. W.9-10.7. W.9-10.8. W.9-10.9. W.9-10.10. L.9-10.1-6</p>

	<p>How do the text features of informational texts help the reader to understand the author's purpose?</p> <p>How do good readers draw inferences from informational texts?</p>	<p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p>		<p>which points are made, how points are introduced and developed, and the connections drawn between points in an informational text</p> <p>I can analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts</p> <p>I can identify grade-level texts.</p> <p>I can identify texts on my reading level (i.e. Lexile level).</p> <p>I can monitor my own comprehension.</p> <p><b>Writing</b></p> <p>I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>I can conduct short research projects to answer and conduct short and more sustained research projects to answer a teacher-given or self-generated question, narrowing or broadening the inquiry when appropriate</p> <p>I can draw evidence from literary or informational</p>	
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				<p>texts to support analysis, reflection, or research</p> <p>I can gather relevant information from print and digital sources</p> <p>I can assess the usefulness of sources in answering questions</p> <p>I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p> <p>I can cite bibliographic source information for in-text citations and on works cited page</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, or research</p> <p>I can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames</p> <p><b>Language</b></p> <p>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	
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				<p>comprehend more fully when reading or listening</p> <p>I can determine or clarify the meaning of unknown words and phrases</p> <p>I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>I can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.</p>	
<p>Weeks</p> <p><a href="#">Informational Essay</a></p>	<p>Overarching Question:</p>	<p>Post-Unit Summative Assessment Task</p>	<p><a href="#">OS/MAISA Unit "Informational Essay"</a></p> <p>Anchor Text: Monkey See, Monkey Do (Collection 3)</p> <p>"Collections" Choose any non-fiction text from Collections 1-6 to use as models of informational writing.</p> <p>Performance Assessment: Informational Essay</p> <p>Google Slides/Presentation Software, Grade Proof</p>	<p><b>Reading</b></p> <p>I can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes.</p> <p>I can analyze how complex characters develop over the course of a text to advance plot or develop theme</p> <p>I can determine which details are emphasized in varied media accounts of the same subject.</p> <p>I can determine the theme or central idea of a text and analyze its development, showing how it emerges and it shaped and refined by details</p>	<p>RL.9-10.1</p> <p>RL.9-10.3</p> <p>RL.9-10.7</p> <p>RI.9-10.1</p> <p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p> <p>RI.9-10.8</p> <p>W.9-10.2a-d</p> <p>W.9-10.7</p> <p>W.9-10.9</p> <p>W.9-10.10</p> <p>SL.9-10.1</p> <p>L.9-10.1-6</p>

				<p>I can analyze how an author unfolds an analysis or series of ideas/events in an informational text, including the order in which points are made, how points are introduced and developed, and the connections drawn between points in an informational text</p> <p>I can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>I can determine which details are emphasized in varied media accounts of the same subject.</p> <p>I can evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p><b>Writing</b></p>	
				<p>I can write informational/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>I can conduct short research projects to answer and conduct short and more sustained research projects to answer a teacher-given or self-generated question, narrowing or broadening</p>	

				<p>the inquiry when appropriate</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, or research</p> <p>I can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames</p> <p><b>Speaking and Listening</b></p> <p>I can initiate and participate effectively in a range of collaborative discussions</p> <p><b>Language</b></p> <p>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>I can determine or clarify the meaning of unknown words and phrases</p> <p>I can demonstrate understanding of figurative language, word</p>	
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				relationships, and nuances in word meanings. I can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.	
<b>Weeks 2-8 SEE ABOVE</b> <a href="#">Writing the Argument</a>	<p><b>Overarching Questions:</b> What do I believe? What drives my beliefs? How do my beliefs impact my thoughts, actions, and interactions with others?</p> <p><b>Essential Questions</b> What beliefs do I hold? How did I come to believe and value these beliefs? How do I take action to demonstrate my beliefs? How do my beliefs impact my life and the lives of others? How will the modes, formats, and forms of personal essays influence my argument?</p>	<p><b>Post-Unit Assessment Task</b> What do you believe? After reading personal narratives and personal essays on important stories, ideas and beliefs that individuals hold, write a personal essay that argues the causes of your personal belief or idea and explains the effects of that belief or idea on your life. What implications can you draw? Support your discussion with personal stories that serve as evidence.</p>	<p><a href="#">OS/MAISA Unit "Writing the Argument"</a> Anchor Text: Quilt of a Country "Collections" Performance Assessment: Argumentative Writing Google, Grade Proof</p>	<p><b>Reading</b> I can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes. I can analyze how complex characters develop over the course of a text to advance plot or develop theme I can analyze how a work of fiction draws on and transforms source material (themes, topics, patterns of events, or character types, etc.) I can analyze how an author unfolds an analysis or series of ideas/events in an informational text, including the order in which points are made, how points are introduced and developed, and the connections drawn between points in an informational text.</p>	<p>RL.9-10.1. RL.9-10.3 RL.9-10.9 RI.9-10.1 RI.9-10.3 RI.9-10.8 RI.9-10.10 W.9-10.1a-e W.9-10.4. W.9-10.9 W.9-10.10 SL.9-10.1a-b SL.9-10.4 L.9-10.1.. L.9-10.2. L.9-10.2c. L.9-10.6.</p>

				<p>I can evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient. I can monitor my own comprehension.</p> <p><b>Writing</b> I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience I can draw evidence from literary or informational texts to support analysis, reflection, or research I can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames</p> <p><b>Speaking and Listening</b> I can initiate and participate effectively in a range of collaborative discussions I can orally present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning</p> <p><b>Language</b> I can demonstrate command of the</p>	
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				<p>conventions of standard English grammar and usage when writing or speaking</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>I can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules</p> <p>I can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.</p>	
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9b

### Pacing Guide

Course Title: ELA9B 2019-2020

Textbook: Collections

Time Frame	Big Ideas	Assessments	Resources	Learning Targets	Standards
Month/ weeks/ Quarter	Overarching theme for the unit of study. (What are the most important things for students to know and remember)	What formative assessments will you use? Is a performance task appropriate to demonstrate proficiency? Summative assessment	Textbook alignment Online Tools Technology Materials	What will students be responsible to know or do by the end of class/unit. Should be in student friendly language.	State standard codes
Weeks: 1-4 Launching Writer’s Workshop: Narrative Writing	<b>Overarching Question</b> In what ways does the act of writing about our own experiences uncover truths about who we are? <b>Essential Questions</b> 1. What are the responsibilities of a participant in a	<b>Pre-Unit Assessment Task:</b> <b>Mid-Unit Assessment Task:</b> <b>Post-Unit Assessment Task:</b> Personal narrative and reflection that examines the ways their writing has been impacted by experimenting with	OS/MAISA Unit “Launching the Writer’s Notebook”  “Collections”  Docs, Grade Proof	I can summarize the key supporting details and ideas in a text. I can analyze the structure of texts I can integrate and evaluate content presented in diverse formats I can write narratives to develop real or imagined experiences or events using effective technique, I can produce clear and coherent writing	RL.9-10.2. RL.9-10.5. RL.9-10.7 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.10

	<p>writing community?</p> <p>2. What can we learn about ourselves by exploring memories?</p> <p>3. How does the reading of short stories and memoirs impact one's ability to write an effective personal narrative?</p>	and developing a narrative.		<p>appropriate to task, purpose, and audience. I can develop and strengthen writing as needed using the writing process, or trying a new approach.</p> <p>I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p><b>Weeks 5-9 Independent Reading</b></p>	<p><b>Overarching Questions</b></p> <p>What reading and thinking habits do I have or will I learn by stretching my reading in fiction? What strategies do I use to engage in reading, in order to explore central ideas and arguments posed in fiction? What are the basic elements and structures of fiction? How can I use knowledge about</p>	<p><b>Pre-Unit Assessment Task:</b></p> <p><b>Mid-Unit Assessment Task:</b></p> <p><b>Post-Unit Assessment Task</b></p> <p><i>How did reading in and out of school impact your view of yourself as a reader and your ability to read fiction? After reading two novels, collecting details from across both novels, and talking to other readers, identify two ways your reading has improved. Write two paragraphs to</i></p>	<p>Access to classroom and school library</p> <p>Docs, Grade Proof</p>	<p>I can analyze the organizational structures of evidence to infer central ideas</p> <p>I can connect evidence across a text</p> <p>I can identify a change in reader identity</p> <p>I can identify and use academic/disciplinary vocabulary in speech and writing</p> <p>I can identify evidence within a chapter and across a text</p>	<p>RL.9-10.1.</p> <p>RL.9-10.2</p> <p>RL.9-10.3</p> <p>RL.9-10.10</p> <p>W.9-10.2</p> <p>W.9-10.4</p> <p>W.9-10.9</p> <p>W.9-10.10</p>

	<p>these elements and structures to enable myself to engage increasingly complex texts, while also identifying an author’s multiple purposes in a text?</p>	<p>compare your attitude toward reading before and after this independent reading unit. Use specific examples from lessons and/or the novels you read or discussed that caused you to change how you read or how you see yourself as a reader.</p>			
<p><b>Weeks 15-18</b> <b>Literary Essay</b></p>	<p><b>Overarching Question</b> How do we find meaning in stories beyond the plot? <b>Essential Questions</b> In what ways does rereading change our understanding of stories? How do we read stories on multiple levels? How do we find evidence to support a claim? How do we provide support for a claim in a body paragraph?</p>	<p><b>Pre-Unit Assessment Task:</b> <b>Mid-Unit Assessment Task:</b> <b>Post-Unit Summative Assessment Task</b> Use students’ final essays as the post-unit/semester assessment. The prompt for the final essay is: <b>After reading a series of short stories, write an analytical essay that makes a claim and supports your position with evidence from the text. Students will need to state a claim and collect textual evidence to support</b></p>	<p>OS/MAISA Unit “Literary Essay”  Docs, Grade Proof</p>	<p>I can collect evidence to support a claim I can determine the most appropriate type of body paragraph to support the claim I can evaluate evidence to determine which evidence provides the best support I can interpret the meaning of a text I can read on multiple levels</p>	<p>RL.9-10.1. RL.9-10.2 RL.9-10.3 W.9-10.1 W.9-10.4 W.9-10.5 W.9-10.10</p>

		<p>that position. They will follow steps to write a compelling thesis paragraph and three different types of body paragraphs that support the stated position. Students will write insightful conclusions that come from re-reading the end of the stories. They will revise to make choices about how best to support their position. They will edit their work to be sure that they comply with the conventions of literary analysis essay.</p> <p><b>Metacognitive Write:</b> Students reflect back upon what they have learned by writing their essays. They think about how these skills might transfer to other learning experiences.</p>			
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10a

# Semester and Grade

10th grade Semester 1 (A)

## Themes and Focus Questions:

What are my most valued possessions?

## Performance Tasks from Collections:

### Projects, PBL, Major Tasks:

MLA/APA research writing project

Creative Writing project- short story

### Anchor Texts:

Of Mice and Men

### Collections Units:

Collections Unit 3

Collections 1-2 (optional)

I can statements for students:  
See links with the CCSS

CCSS (or equivalent) {Links to helper PDF}

**Writing:**

WS 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.

WS 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.

WS 5. 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.

WS 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WS 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WS 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language:**

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. 4.1.5, 1.1.7 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.

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading:**

In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.

**Reading Informational:**

RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 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.

RI 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).

RI 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).

RI 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 Literature:**

RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 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.

RL 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

RL 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).

RL 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.

RL 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)

**Speaking and Listening:**

SL 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

10b

## Semester and Grade

10th grade Semester 2 (B)

Themes and Focus Questions:

Formative assessments:

Summative assessments:

Projects, PBL, Major Tasks:

5 minute speech with or without research

5 paragraph multiple source analysis paper

Write a 3 act play

Performance Tasks from Collections:

Anchor Texts:

A Raisin in the Sun

The Crucible (optional)

Collections Units:

Unit 6

Unit 4-5 (optional)

**I can statements for students:**

See link for “I Can” statements and other focus areas

<http://www.ccssoh.us/ClearLearningTargets9-12.aspx>

**CCSS (or equivalent)**

**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.
  
5. 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 on page 54.)
  
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
  
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
  
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading Informational:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.
  
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.
  
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts..

**Reading Literature:**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.

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.

**Speaking and 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.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11a

**Pacing Guide**

**Course Title: ELA 11A**

**Textbook:**

<b>Time Frame</b>	<b>Big Ideas</b>	<b>Assessments</b>	<b>Resources</b>	<b>Learning Targets</b>	<b>Standards</b>
Month / weeks/ Quarter	<b><i>Overarching theme for the unit of study. (What are the most important things for students to know and remember)</i></b>	<b><i>What formative assessments will you use? Is a performance task appropriate to demonstrate proficiency? Summative assessment</i></b>	<b><i>Textbook alignment Suggested Text Online Tools Technology Materials</i></b>	<b><i>What will students be responsible to know or do by the end of class/unit. Should be in student friendly language.</i></b>	<b><i>State standard codes</i></b>
QTR 1 & 2	SAT Prep -Essay (Rhetorical devices) -Writing & Language -Reading	-SAT Writing & Language Pretest -SAT Reading pretest -SAT Analytical Essay (“Marita’s Bargain” Kewauna’s Ambition, A Right to Choose Single-Sex Education, or AoW)  Summative-Collection 1 Unit Test	-Khan Academy (online) -SAT Vocab PowerPlus (Book) -Various online materials -Collections textbook -Close Reader	-I can monitor my own comprehension -I can analyze word choice -I can analyze text to cite evidence -I can apply language conventions to my writing -I can analyze rhetorical devices	CCRL.11-12.10 CCL.11-12.4.1 CCL11-12.1.a CCW11-12.4

				and persuasive techniques	
QTR 1	<p>Collection 1: Chasing Success “What is success, and what will people sacrifice to achieve it?”</p> <p>-Read, annotate, analyze to find author’s claim, rhetorical appeals and devices</p>	<p>-Socratic Seminar -Class Discussions -Annotated Close Readers/AoW</p>	<p>-Kelly Gallagher AoW (online) and/or - “Marita’s Bargain” (Collections Textbook) -“Kewauna’s Ambition” (Close Reader) -“A Right to Choose Single-Sex Education” (Close Reader -“Next Term We’ll Mash You” (Close Reader)</p>	<p>-I can effectively participate in a class discussion -I can read and annotate -I can pick out the most relevant citations to support my inferences and EXPLAIN their relevance -I can analyze rhetorical devices and persuasive techniques -I can determine an author’s central claim/argument</p>	<p>SL.11-12.1a,b, c,d CCRI.11-12.1 CCRI.11-12.4 CCRI.11-12.5 CCRL.11-12.1</p>
QTR 1	<p>Collection 2: Gender Roles “How are gender roles defined by tradition but challenged by new ideas and</p>	<p>-Annotated Close Readers or AoW -Canterbury Project Options Write their own tale that teaches a moral lesson</p>	<p>-Kelly Gallagher AoW (online) and/or - “Wife of Bath’s Tale” (Collections Textbook)</p>	<p>-I can read and annotate -I can pick out the most relevant citations to support my inferences and</p>	<p>RL.11-12.10 RL.11-12.1 RL.11-12.4 W.11-12.4</p>

	<p>individual actions?          -Evaluating the effectiveness of rhetorical strategies/techniques using a variety of non-fiction and fiction pieces</p>		<p>-“The Pardoner’s Tale” (Close Reader)          -“Pink Think” (Close Reader)</p>	<p>EXPLAIN their relevance          -I can analyze rhetorical devices and persuasive techniques          -I can determine an author’s central claim/argument          -I can produce writing relevant to the task</p>	
QTR 2	Argumentative Essay	<p>Performance Assessment          Argumentative Essay Topics          -Is College Worth the Debt?          -Is Football Too Dangerous to Play in High School          -Who Was Responsible for the Love Canal Incident?</p>	<p>Performance Assessment Book          Love Canal Passage  <a href="#">College Debt</a> articles          DVD          Concussion</p>	<p>-I can write an argumentative essay          -I can write an introduction that has a hook, claim, thesis statement          -I can support claim with relevant evidence          -I can write a counter-argument that “squashes” the other side</p>	<p>W.11-12.1a,b,c,d,e          W.11-12.9          RL.11-12.7</p>

QTR 2	<p>Collection 3: Voices of Protest “How do people respond to injustice and promote change?”</p> <ul style="list-style-type: none"> <li>-Evaluate arguments</li> <li>-support inferences with text evidence</li> <li>-analyze word choice and text structure</li> </ul>	<p>Annotated Close Readers and/or AoW</p> <p>SAT Analytical Essay for MLK “Speech on the Vietnam War” (Can be used on Khan Academy, or paper)</p>	<ul style="list-style-type: none"> <li>-Kelly Gallagher AoW (online) and/or</li> <li>-“Speech on the Vietnam War” MLK (Collections Textbook)</li> <li>-“People and Peace, Not Profits and War” (Close Reader)</li> <li>-“Who Speaks for the 1%” (Close Reader)</li> <li>-<i>Animal Farm</i></li> </ul>	<ul style="list-style-type: none"> <li>-I can read and annotate</li> <li>-I can pick out the most relevant citations to support my inferences and EXPLAIN their relevance</li> <li>-I can analyze rhetorical devices and persuasive techniques</li> <li>-I can determine an author’s central claim/argument</li> <li>-I can use digital media as an aide to my presentation</li> </ul>	<p>RL.11-12.10 RI.11-12.8 RI.11-12.5 RI.11-12.6 RL.11-12.6 W.11-12.9 SL.11-12.5</p>
Learning Targets Common Core	<ul style="list-style-type: none"> <li>-Reading Literature</li> <li>-Reading Informational Text</li> <li>-Writing</li> <li>-Speaking and Listening</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">-I Can Reading Statements</a></li> <li><a href="#">-I Can Writing Statements</a></li> <li><a href="#">-I Can Speaking Statements</a></li> <li><a href="#">-I Can Language Statements</a></li> </ul>	

	-Language				
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CCRL.11-12.10 Read and comprehend literature (text complexity)

CCL.11.12.4.a Context Clues.

CCW11-12.4 Produce writing appropriate to task, purpose, and audience.

CCRI.11-12.2 Determine central ideas.

CCL11-12.1.a Understand Usage.

CCRI11-12.1 Cite explicit text evidence to support inferences.

CCRI11-12.5 Analyze author's structure.

CCRI 11-12.5 Analyze and evaluate argument.

CCRI11-12.1-6 SAT Reading skills.

CCRL11-12.4 Analyze word choice and figurative language.

11b

**Pacing Guide**

**Course Title: ELA 11 SEMESTER 2**

**Textbook: Collections**

<b>Time Frame</b>	<b>Big Ideas</b>	<b>Assessments</b>	<b>Resources</b>	<b>Learning Targets</b>	<b>Standards</b>
<b>Month / weeks/ Quarter</b>	<b>Overarching theme for the unit of study. (What are the most important things for students to know and remember)</b>	<b>What formative assessments will you use? Is a performance task appropriate to demonstrate proficiency? Summative assessment</b>	<b>Textbook alignment Online Tools Technology Materials</b>	<b>What will students be responsible to know or do by the end of class/unit. Should be in student friendly language.</b>	<b>State standard codes</b>
QTR 3	SAT Prep -Essay (Rhetorical devices) -Writing & Language -Reading	SAT Analytical Essays SAT Writing/Grammar assessments SAT Reading assessments	SAT Prep book and/or Khan Academy	-I can determine the author's point of view or purpose in a text in which the rhetoric is particularly effective. -I can analyze how the author uses style and	RI.11-12.1-6

				<p>content to contribute to the power, persuasiveness, or beauty in a text with effective rhetoric.</p> <p>-I can define and identify rhetorical devices and strategies.</p>	
QTR 3	<p>Collection 4: Seeking Justice, Seeking Peace</p> <p>Can revenge ever be effective in righting a wrong?</p> <ul style="list-style-type: none"> <li>Analyze the language and structure of drama and compare various</li> </ul>	<p><i>Hamlet</i> Assessments (test/quiz, essay, project, presentation)</p>	<p>Collection textbook <i>Hamlet</i> Reader's Theatre <i>Hamlet</i> Close Reader <i>Hamlet</i> DVD <i>Hamlet</i></p> <p>Other Close Reader selections and/or Aow</p>	<p>-I can read and annotate</p> <p>-I can pick out the most relevant citations to support my inferences and EXPLAIN their relevance</p> <p>-I can analyze rhetorical devices and persuasive techniques</p> <p>-I can determine an author's central claim/argument</p>	<p>RL.11-12.10 RI.11-12.1-6 RL.11-12.7 W11-12.4</p>

	<p>interpretations</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, point of view, and irony</li> </ul>			<p>-I can analyze multiple interpretations of a drama</p> <p>-I can produce writing that is appropriate to task</p>	
QTR 3	<p>Collection 5: Taking Risks</p> <p>How does someone decide whether a risk is worth taking?</p> <ul style="list-style-type: none"> <li>• Read, annotate, analyze, cite evidence</li> <li>• Analyze the impact of setting and poetic devices</li> <li>• Identify themes</li> </ul>	<p><i>Beowulf</i> annotations</p> <p><i>Beowulf</i> assessments (test/quizzes, essay, project)</p>	<p>Collections textbook</p> <p><i>Beowulf</i></p> <p>Close Reader</p> <p><i>Beowulf</i></p> <p>Other readings from Collection 5 and/or AoW</p>	<p>-I can read and annotate</p> <p>-I can pick out the most relevant citations to support my inferences and EXPLAIN their relevance</p> <p>-I can analyze rhetorical devices and persuasive techniques</p> <p>-I can determine an author's central claim/argument</p>	<p>RL.11-12.10</p> <p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.6</p> <p>RL.11-12.7</p>

	that appear across time and cultures				
QTR 4	<p>Independent Reading/Modern Novel</p> <p><b>Overarching Questions:</b> What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading literary nonfiction?</p> <p><b>Enduring Understandings:</b> Independent readers build a repertoire of reading habits and strategies to engage with the ideas and meanings in creative nonfiction. They develop an understanding of</p>	<p><b>Pre-Unit Performance Task</b> <i>What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading literary nonfiction? After listing in- and out-of-school reading, and reading dust-jacket comments from a range of literary nonfiction, write a reflective paragraph that states if this unit will stretch or extend your reading habits. Predict one way you might change as a reader by reading and studying this genre.</i></p> <p><b>Mid-Unit Formative Assessment Task</b> <i>How are my reading habits, my identity as a reader, or my preferences for reading</i></p>	<p>Oakland County Unit: <a href="#">Independent Reading</a></p> <p>Classroom Library</p>	<p>-I can develop positive identities and habits as readers</p> <p>-I can become familiar with basic elements of a genre and how these genre elements function to create meaning and central ideas</p> <p>-I can self-monitor reading comprehension</p> <p>-I can develop speaking and listening habits while discussing their reading with others</p>	RL.11-12.10

	<p>how the text works to express the central ideas developed across a text. In personal reading and peer conversations, they build their understanding of how creative nonfiction texts are written, at the same time they build an understanding of the ideas and evidence the writer uses to inform or persuade a reader.</p>	<p><i>changing? Review your reader's notebook, the goals you set before beginning the unit and the goals you set during the unit. Reflect on this review to identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</i></p> <p><b>Post-Unit Assessment Task</b>  <i>What reading habit impacted the way you analyzed and tracked the central idea(s) in this text? After reading part or all of one text, review the connections, theories, and discussion topics you have tracked and recorded in your reader's notebook, handouts, or</i></p>		<p>-I can develop critical-thinking skills</p>	
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		<p><i>bookmarks. Write 2-3 paragraphs to state the central idea and/or purpose of the whole text, explain how the author connects details across the text to promote that central idea, and explain how the author structures a single chapter, or a pair of chapters, to establish and explore the central idea of the whole text.</i></p>			
QTR 4	<p>ELA 11 Junior Passion Project (Research)  <b>What is a passion project?</b></p> <p><b>-Students select a task or skill in which they want to learn something new.</b></p> <p><b>-Students generate an essential and researchable question about their interest and topic</b></p> <p><b>-Students research and</b></p>	<p>MLA formatted Research Paper  Project Presentation</p>	<p><a href="#">Passion Project Rubric</a></p>	<p>-I can write an MLA formatted research paper  -I can format an MLA works cited page  -I can present my research  -I can use digital media in my presentation  -I can identify multiple sources of information presented in diverse media or</p>	<p>W.11-12.7  W.11-12.8  W.11-12.9  W.11-12.4  RI.11-12.1  RI.11-12.2  SL.11-12.4  SL.11-12.5</p>

	<p><b>complete the task within the time frame outlined and with the resources available.</b></p> <p><b>-Students keep a reflection log of their learning journey outlining their successes and failures using resources, understanding information, and what they have learned....</b></p> <p><b>-Students keep information collected in a GoogleDoc for easy storage and access.</b></p> <p><b>-Students will write an MLA formatted research paper.</b></p> <p><b>-Students put together a presentation outlining their learning journey and outcomes from their research which can include videos, photos, Power Points, Google</b></p>			<p>formats on a topic, issue, concept, idea, etc.</p> <p>-I can research effectively in order to gather multiple sources of information from diverse media and formats.</p> <p>-I can write an MLA formatted research paper</p> <p>-I can format an MLA works cited page</p> <p>-I can present my research</p> <p>-I can use digital media in my presentation</p>	
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	<b>Presentations, activities, games or other approved projects.</b> <b>-Students share, teach and inspire others!</b>				
Learning Targets Communication Core	<a href="#">-Reading Literature</a> <a href="#">-Reading Informational Text</a> <a href="#">-Writing</a> <a href="#">-Speaking and Listening</a> <a href="#">-Language</a>			<a href="#">-I Can Reading Statements</a> <a href="#">-I Can Writing Statements</a> <a href="#">-I Can Speaking Statements</a> <a href="#">-I Can Language Statements</a>	

12a

### 12A Pacing Guide

Course Title:

Textbook:

Time Frame	Big Ideas	Assessments	Resources	Learning Targets	Standards
Month / weeks/ Quarter	Overarching theme for the unit of study. (What are the most important things for students to know and remember)	What formative assessments will you use? Is a performance task appropriate to demonstrate proficiency? Summative assessment	Textbook alignment Online Tools Technology Materials	What will students be responsible to know or do by the end of class/unit. Should be in student friendly language.	State standard codes
1-12	Teacher Literary Choice (Memoir, literature circles, independent reading, etc.) + Senior Project	Personal Narrative Essay College/Training Research Career Research Essay Job Shadow with Reflection Senior Project Presentation	-Google Classroom (Docs, Slides, etc) -Assorted literary texts	-Focus on author's craft/ analysis -Mode of writing/ purpose -MLA Format/ Citation -Evaluating Source Documents	

				<ul style="list-style-type: none"> <li>-Presentation/Sp eaking Skills</li> <li>-Peer evaluation</li> <li>-Vocabulary</li> <li>-Monitor reading strategies</li> <li>-Self-reflection</li> <li>-Discussion skills</li> </ul>	
13-18	<i>Night</i> by Elie Wiesel	Summative Assessment- Author's craft	Google Classroom Class set of texts Assorted Linking Texts	<ul style="list-style-type: none"> <li>-Focus on author's craft/ analysis</li> <li>-Mode of writing/ purpose</li> <li>-Vocabulary</li> <li>-Monitor reading strategies</li> <li>-Self-reflection</li> <li>-Discussion skills</li> </ul>	