**PACING GUIDE**

**COURSE: English 1A** **GRADE(S): 9**

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| **MONTH** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices |
| Sept-Oct | Narrative Writing | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**LA.11-12.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**LA.11-12.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**LA.11-12.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.**LA.11-12.RL.11-12.2** 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.**LA.11-12.RL.11-12.3** 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).**LA.11-12.RL.11-12.**4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)**LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**LA.11-12.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | NWTPixar-in-a-box assignments | * Pixar-in-a-box from Khan Academy
* CommonLit Short Stories
* Pixar’s “Bao”
* Pixar’s “La Luna”
* Pixar’s “Float”
* Pixar’s “Piper”
* Pixar’s “Paper Man”
* Pixar’s “Red’s Dream”
* Pixar’s “For the Birds”
* Pixar’s “Lifted”
* Pixar’s “One Man Band”
* Pixar’s “22 vs Earth”
* Pixar’s “Geri’s Game”
* Pixar’s “Partly Cloudy”
* Pixar’s “Knick Knack”
* Pixar’s “The Blue Umbrella”
* Pixar’s “Presto”
* Clips from “Spongebob Squarepants”
 | All Pixar-in-a-Box videos and writing activitiesClose viewing/response to all Pixar short filmsClose reading of a variety of CommonLit short storiesEvaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Nov/Dec | Literary Analysis Writing | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**LA.11-12.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**LA.11-12.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**LA.11-12.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.**LA.11-12.RL.11-12.2** 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.**LA.11-12.RL.11-12.3** 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).**LA.11-12.RL.11-12.**4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)**LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**LA.11-12.W.11-12.10** 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.**LA.11-12.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**LA.11-12.W.11-12.2** 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. | LAT | * MLK “I Have a Dream”

 * John Lewis, “Speech at the March on Washington”

  * KellyGallagher.org

 * “The Landlady” Roald Dahl

 * “Presence” Hayes Davis

 * “MVP” Clare Mishica

 * “The Raven” Edgar Allen Poe

 * “Masque of the Red Death”  Edgar Allen Poe

 * “The Lottery” Shirley Jackson

 * “The Necklace” Guy De Maupassant

 * “Gift of the Magi” O. Henry

 * “A Good Man is Hard to Find” Flannery O’ Connor

 * “Good Country People” Flannery O’ Connor
 | Composition of LAT Close reading of all speeches and short stories – discussion of rhetorical devices, diction, and author’s purpose and tone. Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Jan/Feb | Informative/Expository Writing | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**LA.11-12.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**LA.11-12.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**LA.11-12.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.**LA.11-12.RL.11-12.2** 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.**LA.11-12.RL.11-12.3** 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).**LA.11-12.RL.11-12.**4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)**LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Romeo and Juliet Expository EssayRomeo and Juliet assorted EdPuzzlesCommonLit | Romeo and Juliet – William ShakespeareRomeo and Juliet – Baz LuhrmanRomeo and Juliet – Franco ZeffirelliWest Side Story - 2021 | Close reading of William Shakespeare’s Romeo and JulietClose viewing of multiple film versions of Romeo and JulietClose viewing of West Side StoryWord InventionSonnet composition |
| March/April | Argumentative Writing | **LA.11-12.W.11-12.10** 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.**LA.11-12.W.11-12.2** 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.**LA.11-12.W.11-12.2.A** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**LA.11-12.W.11-12.2.B** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.**LA.11-12.W.11-12.2.C** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**LA.11-12.W.11-12.2.D** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**LA.11-12.W.11-12.2.E** Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.**LA.11-12.W.11-12.2.F** Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).**LA.11-12.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**LA.11-12.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.**LA.11-12.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | RST  | * DRHS Databases:
	+ Issues and Controversies
	+ Points of View
	+ Gale in Context : Opposing Viewpoints
	+ Gale in Context: Global issues
	+ Esbsco Host
* NoodleTools
* Purdue Owl MLA Formatting Guide
 | Students will compose a seven-paragraph essay arguing the positives or negatives of a specific topic (chosen by the teacher). Students must utilize databases and reliable sources to gather and collect information relevant to their argument and thesis statement. Students are expected to adhere to an outline, use in-text documentation, create a works cited and peer edit and review.  Students will learn, practice, and master the use of DRHS Databases and NoodletoolsStudents will learn to navigate and utilize the Purdue OWL MLA Formatting Guide |
| May/June | Creative Writing | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**LA.11-12.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**LA.11-12.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**LA.11-12.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.**LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.**LA.11-12.RL.11-12.2** 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.**LA.11-12.RL.11-12.3** 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).**LA.11-12.RL.11-12.**4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. 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