



Ganado Unified School District #20 (English/ 9)

PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	Academic Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
Unit 1 American Voices This unit will extend into 4 weeks Non-fiction Textbook “ <i>My Perspectives</i> ” Grade 9. From A Quilt for a Country by Anna Quindlen. Pages 13 – 22 From A Nation of Immigrants: The Immigrant Contribution by John F. Kennedy Pages 37 -36.	9-10.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. 9-10.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. 9-10.RI.3 Analyze how the author constructs 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.4 Determine the meaning of words and phrases as they are used	Q1. How do we show understanding of key ideas and details in fiction and nonfiction? Q2. How do we determine the main idea of a text using key details in nonfiction? Q3. How do we use specific information from the text to explain events, ideas, and concepts? Q4. How do we draw inference using details and examples from the text in fiction and nonfiction? Q5. How do we demonstrate an understanding of	Students will... <ul style="list-style-type: none"> ▪ Understand how to find the main idea. ▪ Understand the topic of a passage. ▪ Understand the author’s point <i>about</i> the topic. ▪ Understand the main purpose of a paragraph. ▪ Understand what the author is trying to prove. ▪ Read a passage and think what the author deals with most and how the information adds up to one major idea. ▪ Know where to look for a thesis statement in the introduction. ▪ Learn how the introduction, conclusion 	Informational text Non-fiction Main idea Thesis statement Topic Sentence Supporting details Quote Key words Word Meaning Context clues Antonyms Synonyms Inference Drawing conclusions Author’s Approach Narrator Point of View Cause & effect Comparative – relationships Compare & Contrast

<p><i>From American History by Judith Ortiz Cofer</i> Pages 37-61.</p> <p>Gettysburg Address by Abraham Lincoln</p> <p>This unit will extend into 5 weeks Short Stories</p> <p><i>From The Seventh Man by Haruki Murakami</i> Pages 133- 152</p> <p><i>From The Most Dangerous Game by Richard Connell</i> https://americanliterature.com/author/richard-connell/short-story/the-most-dangerous-game</p> <p><i>From Gift of the Magi by Henry O.</i> https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magis_0.pdf</p>	<p>in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9-10.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.</p> <p>9-10.W.2 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.</p> <p>9-10.W.1 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.</p> <p>9-10.W.1 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.</p>	<p>connections within, between, and/or among non-fiction and fiction text?</p> <p>Q6. How does the author use reasons and evidence to support main ideas in a text?</p> <p>Q7. How do we show an understanding of the structure found in fiction and non-fiction?</p> <p>Q8. What is the overall structure of informational text?</p> <p>Q9. How does the sequence of a story affect the reader’s response?</p> <p>Q10. How does conflict influence the relationships between characters?</p> <p>Q11. How does conflict reveal characters?</p> <p>Q12. How do writers use symbols to make connections between complex ideas?</p>	<p>and topic sentences can reveal the main idea.</p> <ul style="list-style-type: none"> ▪ Know how to judge statements from being either too broad or narrow. ▪ Learn how supporting details are important pieces of information that supports and builds the main idea. ▪ Learn how details relate to and support the big idea. ▪ Learn to skim and scan paragraphs for pre-reading strategy. ▪ Understand what context clues are to help understand unfamiliar words and phrases. ▪ Learn the acronym GRADES to help with context clues: <i>General idea</i> – overall idea of paragraph leads to word meaning. <i>Restatement</i> – a word or short phrase after the word in question. <i>Antonyms</i> – opposite of the word meaning. <i>Definition</i> – explain the definition hint won’t be located in the same sentence. 	<p>Sequence Chronological order Time line Logical order Summarizing Quoting Paraphrasing Annotation Close reading Allusion Antagonist Climax Conflict Connotation Denotation Exposition Falling Action Fiction Flashback Flat Character Foreshadowing Inciting incident Mood Narrative Plot Point-of-View Protagonist Resolution Rising Action Round Character Static Character Theme Tone</p>
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<p>Handbook Edition Prentice Hall Writing and Grammar Nine</p> <p>Personal Narrative Essay Chapter 5 Pages 48-62</p>	<p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision)</p>		<p><i>Example</i> – an example explaining the word. <i>Synonyms</i> – another word for the same meaning.</p> <ul style="list-style-type: none"> ▪ Learn to look at the root word for context clues. ▪ Learn to draw conclusions based on clues. ▪ Learn to actively think while reading by taking notes and marking reading passages. ▪ Understand literary terms and how it is applies to both works of literature, prose and poems. ▪ Have a deeper understanding of what to look for when reading a piece of literature. ▪ Begin to break down parts of literature using key literary terms. ▪ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Identify and explain the function of essential short story elements in the writer’s craft (i.e., character, setting, conflict, plot, climax, resolution, 	
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	<p>and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>9-10.SL.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.</p> <p>9-10.SL.1 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.</p> <p>9-10.SL.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; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		<p>theme, tone, point of view).</p> <ul style="list-style-type: none"> ▪ Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot. ▪ Analyze how complex characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ▪ 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). ▪ Identify minor and major characters. 	
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			<ul style="list-style-type: none"> ▪ Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details. ▪ Analyze how an author develops and contrasts the points of view of different characters and/or narrators. ▪ Distinguish between first- and third-person point of view. ▪ Determine a theme or central idea and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ▪ By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with framework as needed at the high end of the range. 	
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Second Quarter

<p>Novel This unit will extend for 4 weeks.</p>	<p>9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the</p>	<p>Q1. How is the idea of freedom of seen in the story?</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and analyze literary elements of a text 	<p>Annotation Argument Audience</p>
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<p>A copy of Animal Farm, by George Orwell.</p> <p>Unit 5 Journeys of the Transformation</p> <p>This unit will extend for 6 weeks.</p> <p>Textbook “My Perspectives” Grade 9. <i>from The Odyssey, Part 1 and Part 2</i> by Homer translated by Robert Fitzgerald. Pages 542-625</p>	<p>course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.</p> <p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Q2. How does society affect individual freedom?</p> <p>Q3. What is the role of an individual in his/her society?</p> <p>Q4. How does propaganda influence the actions of an individual?</p> <p>Q5. What is a revolution?</p> <p>Q6. What causes people to rise up and rebel?</p> <p>Q7. What are of the criteria of myth?</p> <p>Q8. What are the patterns of myth?</p> <p>Q9. What is the hero’s journey?</p> <p>Q10. How does allegories promote change in people’s thinking?</p>	<p>and how they interact with the setting, characters, and/or plot.</p> <ul style="list-style-type: none"> ▪ Identify minor and major characters. ▪ Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details. ▪ Identify differences between first person, third person, third person limited, and third person omniscient. ▪ Analyze how an author develops and contrasts the points of view of different characters and/or narrators. ▪ Distinguish between first, third person point of view. ▪ Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary. ▪ Identify major components of plot and elements of characterization. ▪ Explain the importance of a setting. ▪ Identify and explain major themes. 	<p>Central idea Citation Claim Connotative Counterclaim Credibility Denotative Diction Ethos Explicit Fallacious reasoning Fallacy Inference Logos Pathos Point-of-view Purpose Relevant Rhetoric Sufficient Thesis</p>
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			<ul style="list-style-type: none"> ▪ Use reading strategy as appropriate: Connect text to self, text to text(s), and text to world Question Predict Visualize Evaluate Clarify ▪ Compare/contrast a fictional portrayal of time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history ▪ Compare/contrast elements of fiction ▪ Draw inferences from the text and use text-based evidence to support conclusions and inferences. 	
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Third Quarter

<p>Textbook “My Perspectives” Grade 9. <i>The Tragedy of Romeo and Juliet</i>, page 366 -478</p> <p>This unit will extend into 7 weeks.</p>	<p>9-10.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.</p> <p>9-10.RL.10 By the end of the year, proficiently and independently read</p>	<p>Q1. Do we determine our destinies? Q2. Is there such a thing as love at first sight? Q3. Is “true love” able to be defined? Q4. Are there forces in life which people have no control?</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Learn drama and dialogue. ▪ Understand language change in English. ▪ Understand how Middle English works in syntax. ▪ Learn how to read Shakespeare. 	<p>Lamentable Blank verse Paraphrase Pernicious Augment Cunning Vile Predominant Tedious</p>
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<p>1st week: Will cover background information and Act 1. 2nd week: Read Act 1 and Act 2. 3rd week: Read Act 2 and Act 3. 4th week: Read Act 3 and Act 4. 5th week: Read Act 5. 6th week: Movie and Play comparison with essay.</p> <p>This unit will extend into 3 weeks. Poetry From “All the World’s a Stage” by Williams Shakespeare https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage</p> <p>From “Hope” is the thing with feathers by Emily Dickenson https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314</p>	<p>and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.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.</p> <p>9-10.W.1 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.</p>	<p>Q5. Do differences bring people together or separate them?</p>	<ul style="list-style-type: none"> ▪ Learn the historical era of the Elizabethan age. ▪ Learn about the Globe Theater. ▪ Learn about the feudal system of the times. ▪ Learn about prologue. ▪ Learn words and phrases of Shakespeare’s writing and language, including Shakespearean insults. ▪ Apply the plot and analysis between characters. ▪ Learn to apply 6 kinds of conflicts in the play. ▪ Learn character analysis through details/quotes/situations and how it unfolds through physical descriptions, inner desires, and important traits that are important to the story. ▪ Learn to decide which characters are to blame for the tragedy. ▪ Learn to analyze various passages from the story and determine which kind of figurative language is used. ▪ Learn to identify, compare, and analyze the phrases. 	<p>Abhor Wayward Loathsome Dismal Haughty Ambiguity Compromise Arrogant Commend Grace Forfeit Reverence Disposition Rite Perverse Apothecary Mortal Contempt Cordial Betrothed Acrostic Alliteration Ballad Blank verse Close rhyme Couplet Elegy Epic Foot Haiku Iamb Internal rhyme Limerick Line Lyric Meter</p>
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<p>From “The Road Not Taken” by Robert Frost https://www.poetryfoundation.org/poems/44272/the-road-not-taken</p> <p><i>“from Fire and Ice”</i> by Robert Frost https://www.poetryfoundation.org/poems/44263/fire-and-ice</p> <p>The Official ACT English Guide 2nd Edition</p> <p>The Official ACT Reading Guide 2nd Edition</p> <p>The Princeton Review ACT Practice Questions</p> <p>Handbook Edition Prentice Hall Writing and Grammar Nine</p>		<ul style="list-style-type: none"> ▪ Recognize the meanings of unfamiliar words as they are presented in context. ▪ Identify the multiple meanings of words. ▪ Recognize roots, prefixes, and suffixes and use them to identify appropriate meaning of words. ▪ Identify synonyms and antonyms. ▪ Define and use correctly new vocabulary words. ▪ Determine or clarify the meaning of words that have multiple meanings. ▪ Gain an understanding of all grammatical topics by identifying and using them throughout the year. ▪ Improve skills in both writing and speaking as a result of using standard English. ▪ Identify and use correctly different types of nouns. ▪ Identify and use parts of speech and parts of a sentence correctly. ▪ Use punctuation marks correctly. ▪ Recognize the purpose of conjunctions is to join words, phrases, and clauses. 	<ul style="list-style-type: none"> Onomatopoeia Poem Poet Refrain Repetition Rhyme Stanza Verse Nouns/pronouns Definition Common Proper Singular plural nouns Possessive Compound Adjectives/adverbs Definition Comparative Superlative Phrase Demonstrative Predicate adjective Comparative adverb Conjunctions Verbs Definition Types Action Linking State-of-being Tenses irregular Principal parts Prepositions List Phrase
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			<ul style="list-style-type: none"> Identify and use action, helping, and linking verbs. Identify and properly use present, past, and future tenses. Basic introduction to recognize a preposition and identify proper placement in a sentence. 	<p>Sentence parts</p> <ul style="list-style-type: none"> Simple subject Simple predicate Complete subject Complete predicate Compound subject Compound predicate Understood subject Direct object Predicate nominative Predicate adjective
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Fourth Quarter

<p>-This unit will extend over a period of time to allow for developing, draft, editing, and completing research paper.</p> <p>-Several lessons are estimated to be in a 5week period:</p> <ol style="list-style-type: none"> 1. Topic Proposal: 5 days. 2. Outline: 1-2 weeks. 3. Rough draft: 3-4 weeks. 4. Peer editing: 1-2 weeks. 5. Final copy: 4-5 weeks. <p>The Official ACT English Guide 2nd Edition</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.W.1 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.</p> <p>9-10.W.1 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.</p> <p>9-10.W.1 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</p>	<p>Q1. What is the value of research?</p> <p>Q2. What is a research paper?</p> <p>Q3. Why are research papers written?</p> <p>Q4. What makes an effective argument?</p> <p>Q5. What makes a good source?</p> <p>Q6. How does conflict impact relationships?</p> <p>Q7. How does silence impact conflict?</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe what a research paper is. Explain the process for writing a research paper. Critic the value and quality of individual topics for research. Develop research topics from their personal interest and analyze questions. Analyze an argument and select a side to support based upon research. Identify the differences between primary and secondary works. Identify different types of sources, e.g., websites, periodicals, book, etc. Properly cite the works of others. 	<p>Sentence type</p> <ul style="list-style-type: none"> Simple Compound Declarative Interrogative Exclamatory Imperative Sentence errors Run-on Fragment Combining Capitalization First word of a sentence Proper nouns Pronoun “I” Titles and initials Greeting/closing of letter Abbreviations First word in a direct quotation Proper adjectives Punctuation
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<p>The Official ACT Reading Guide 2nd Edition</p> <p>The Princeton Review ACT Practice Questions Handbook Edition Prentice Hall Writing and Grammar Nine</p> <p>Textbook “My Perspectives” Grade 9. Unit 3 Literature of the Civil Rights</p> <p><i>From “I Have a Dream” by Martin Luther King Jr. Pages 261-270</i></p> <p><i>From “Letters from the Birmingham Jail” by Martin Luther King Jr. Pages 271-293</i></p> <p><i>From “Traveling” Just as I Thought by Grace Paley Pages 334-345</i></p>	<p>evidence, and between claim(s) and counterclaims.</p> <p>9-10.W.1 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>9-10.W.1 e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9-10.W.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.)</p> <p>9-10.W.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.)</p> <p>9-10.W.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,</p>		<ul style="list-style-type: none"> ▪ Properly organize and categorize components of a research paper. ▪ Support thesis statement with evidence. ▪ Elaborate on major ideas. ▪ Adequately make connections between similar topics. ▪ Write a strong and coherent conclusion. ▪ Organize a bibliography for the research paper. ▪ Create an annotated bibliography. ▪ Be able to analyze all aspects of a research paper. ▪ Know errors in style and grammar and offer alternative options. ▪ Adjust/edit their writing for an appropriate audience and purpose. 	<p>Period</p> <p>End of sentence</p> <p>Abbreviations/initials</p> <p>Question mark</p> <p>Exclamation point</p> <p>Comma</p> <p>Dates</p> <p>Introductory words/phrases</p> <p>Nouns of direct address</p> <p>Items in a series</p> <p>Compound sentences, conjunctions</p> <p>Quotations</p> <p>Writing last name first</p> <p>Quotation marks</p> <p>Direct</p> <p>Titles</p> <p>Apostrophe</p> <p>Contractions</p> <p>Possessive</p> <p>Colon, hyphen dash</p> <p>Indenting</p> <p>Ambiguity</p> <p>Analyze</p> <p>Central Idea</p> <p>Citation</p> <p>Cite</p> <p>Evidence</p> <p>Index</p> <p>Keyword</p> <p>Objective</p> <p>Paraphrase</p> <p>Periodical</p>
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	<p>demonstrating understanding of the subject under investigation.</p> <p>9-10.W.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.</p> <p>9-10.SL.1a. 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.</p> <p>9-10.SL.1c. 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.</p>			<p>Plagiarism Primary Source Research Search engine Secondary source Sources Source card Subjective Summarize Supporting detail Thesis Works cited page Acrostic Alliteration Ballad Blank verse Close rhyme Couplet Elegy Epic Foot Haiku Iamb Internal rhyme Limerick Line Lyric Meter Onomatopoeia Poem Poet Refrain Repetition Rhyme Stanza Verse</p>
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