

# Ganado Unified School District (Sophomore English/ 10<sup>th</sup>)

## PACING Guide SY 2021-2022

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>1<sup>st</sup> Quarter</b>  Sherman Alexie - "Superman and Me"  "The Sports Gene" (excerpt)  "Outliers" (excerpt)  "Masque of the Red Death"  "Monkey's Paw"  Personal narrative samples	<b>Unit One</b> <b>READING: INFORMATIONAL TEXT: Key Ideas and Details</b>  1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <b>Key Ideas and Details:</b>  1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  2. Determine a 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;	What matters more: hard work or talent?  What is the purpose of writing?  What choices do authors make and what is its impact on their audience?  How can English help me with my future goals?	Students will apply close reading strategies to determine main idea, writer's purpose, and the primary audience  Students will identify text structures and explain how the structure helps develop the writer's purpose  Students will write an argument essay that has a clear thesis statement, textual evidence as support, an effective counterargument, and a satisfying conclusion.  Students will produce a variety of sentences in their writing by using semicolons, colons, and appositives.  Use a semicolon, colon, and commas correctly in essays.  Create visuals that explain the rules for using semicolons, colons, and commas in writing.	<b>Academic Language:</b> -Annotation -Audience -Appositive -Purpose -Fact/Opinion -Interference -Deduction -Elaborate -Summarize -Analyze -Speculate -Claim -Evidence (textual) -Clarify -Compare/Contrast -Sequential/Chronological -Cause/Effect -Description -Problem/Solution -Personal Narrative  <b>Grammar</b> -Syntax -Semicolon -Colon -Independent Clause

<p>Big Future College Board search engine for colleges/major s</p>	<p>provide an objective summary of the text.</p> <p>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</p> <p><b>Reading Literature: Key Idea and Details</b></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, including determining where the text leaves matters uncertain. <b>(9-10 R.L.1)</b></p> <p>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. <b>(9-10 R.L.2)</b></p> <p>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). <b>(9-10 R.L.3)</b></p> <p><b>Reading Literature: Craft and Structure</b></p> <p>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). <b>(9-10.RL.4)</b></p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel</p>		<p>-Subject/Predicate</p> <p><b>Figurative Language:</b> Simile Metaphor Personification Hyperbole Imagery Idioms Analogy</p> <p><b>Literary Terms:</b> Modes of Discourse -Personal Narrative -</p> <p>Protagonist Antagonist Foil Static &amp; Dynamic Plot Terms: Exposition, Rising Action, Climax, Falling Action, Denouement Archetypes Myths, legends, fables Themes</p>
--	---	--	---

plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.RL.6)

**WRITING**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

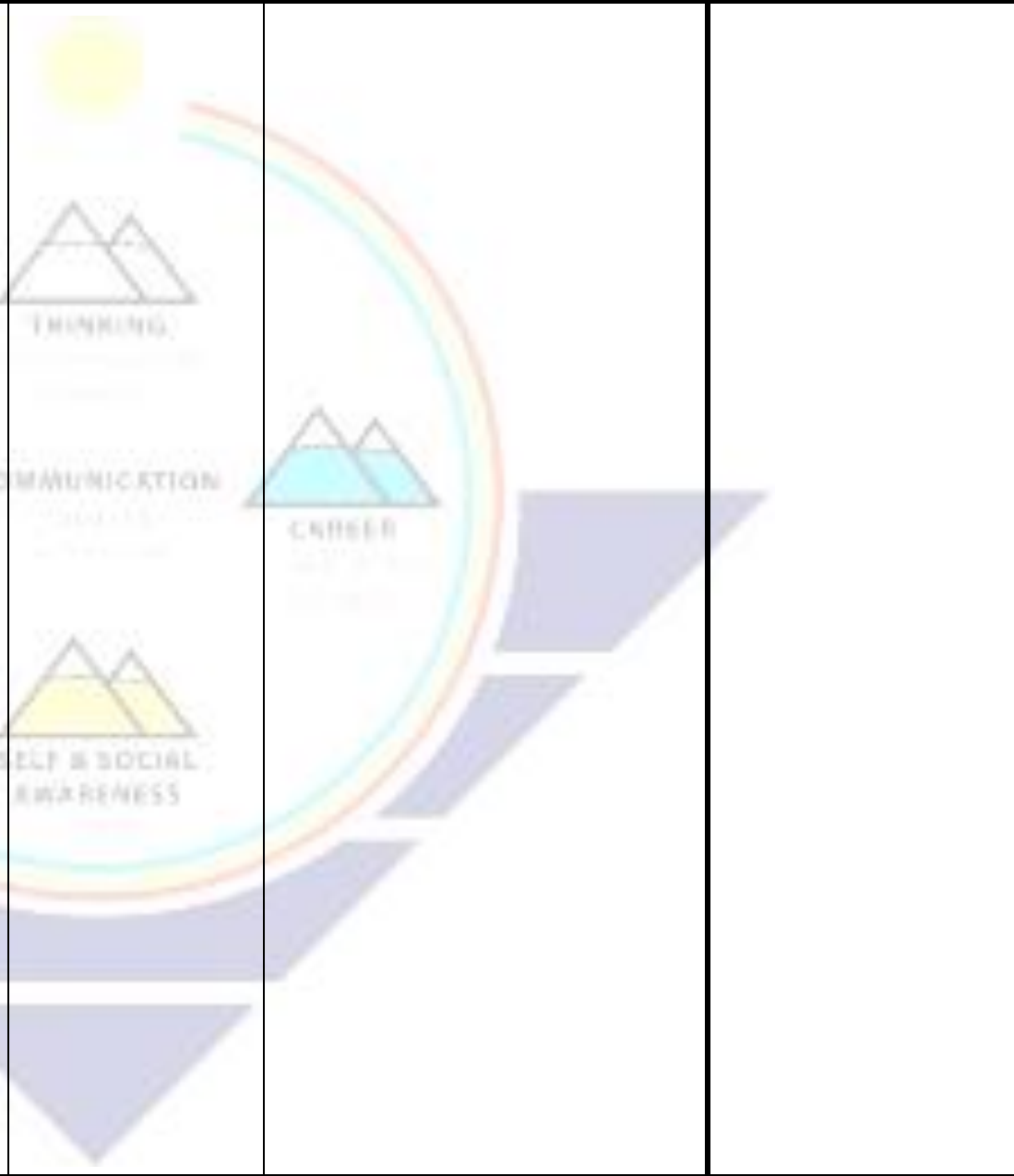
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.


**LANGUAGE:**



1. Demonstrate command of the conventions of standard



	<p>English grammar and usage when writing or speaking.</p> <p>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.</p> <p><b>SPEAKING AND LISTENING</b></p> <p>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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make</p>			
--	--	---	--	--


<p><b>Quarter 2</b></p> <p>Love is a Fallacy- short story</p> <p>Chew on This- novel</p> <p>Excerpts from Fast Food Nation- novel</p> <p><i>The Atlantic:</i> Look Inside a Chicken Nugget</p> <p>Food Inc. - movie and discussion guide</p> <p><i>The Smithsonian:</i> Frybread</p> <p><i>New York Times:</i> Soda Ban Explained</p>	<p><b>UNIT TWO: Nutritional Issues on the Navajo Nation</b></p> <p><b>READING: INFORMATIONAL TEXT: Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>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.</li> <li>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.</li> </ol> <p><b>READING INFORMATIONAL TEXT: Craft and Structure</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>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.</li> </ol>	<p>What is the relationship between food and people- why do they buy what they buy to eat?</p> <p>How has the food industry changed? How have these changes affected people?</p> <p>What are the biggest challenges facing Native Americans when it comes to food and health and how might we approach these issues?</p> <p>How do we persuade people to change their habits?</p>	<p>Identify and define common fallacies that are used in faulty arguments. Find specific examples in the food debate (i.e. commercials, policies, editorials, opinions).</p> <p>Identify common rhetoric approaches and analyze how they are used in marketing (ethos, logos, and pathos).</p> <p>Use close reading skills to track how an argument is developed in essays and editorials. Be able to identify and analyze the use of text structures (compare/contrast, chronological, process, cause &amp; effect, description/classification)</p> <p>Read nutritional labels and analyze how companies present nutritional information in different ways</p> <p>Create and present a public service announcement about a nutritional/food issue facing Native Americans using a balance of rhetorical approaches</p> <p>Draft, revise and publish a convincing argument about an issue from Food Inc. Must include a claims, appropriate evidence, a counterargument, and a conclusion that uses a call to action.</p>	<p><b>TEXT STRUCTURES &amp; CLOSE READING SKILLS:</b></p> <p>Annotate</p> <p>Context Clues: Synonyms, Antonyms, Cause &amp; Effect, Grouping</p> <p>Compare &amp; Contrast</p> <p>Chronological/Sequential</p> <p>Cause &amp; Effect</p> <p>Process</p> <p>Narrative</p> <p>Description/Classification</p> <p>Formal Tone</p> <p><b>Rhetoric:</b></p> <ul style="list-style-type: none"> <li>-Pathos, ethos, logos</li> <li>-Analogy</li> <li>-Argument and Counterargument</li> <li>-Call to Action</li> </ul> <p><i>Fallacies</i></p> <ul style="list-style-type: none"> <li>-Dicto simpliciter</li> <li>-Hasty generalization</li> <li>-Post hoc ergo propter hoc</li> <li>-Circular reasoning</li> <li>-False analogy</li> <li>-Poisoning the well</li> <li>-False Premise</li> </ul> <p><b>Food Issues:</b></p> <p>Food Desert</p> <p>Poverty Line</p> <p>WIC/SNAP</p> <p>Nutritional Labels</p> <p>Calories/ Carbohydrates</p>
---	---	---	---	--

	<p><b>READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas</b></p> <p>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.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>WRITING</b></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 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>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>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>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>Use a semicolon, colon, and commas correctly in essays.</p> <p>Create visuals that explain the rules for using semicolons, colons, and commas in writing.</p>	<p>Sugar: glucose, sucrose, fructose corn syrup Processed foods</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>-Clauses and Phrases Independent/Dependent Clauses</li> <li>-Subject &amp; Predicate</li> <li>-Conjunctions: coordinating &amp; subordinate</li> <li>-Semicolon</li> <li>-Colons</li> </ul>
--	--	---	--	---


	<p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>LANGUAGE:</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>SPEAKING/LISTENING</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>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.</p>			
<p><b>QUARTER 3</b></p> <p>Sports Synthesis</p> <p>Hers to Win (New York Times Article)</p> <p><i>Sports Illustrated</i> Profile on Ryneldi Becenti</p>	<p><b>UNIT 3: Sports and the High School Student</b></p> <p>Key Ideas and Details:</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.1</u> 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><u>CCSS.ELA-LITERACY.RI.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.3</u> 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.</p>	<p>What is the purpose of a high school education?</p> <p>How does sports affect high school students? Their school? Their community?</p> <p>What are the pros/cons to offering a high school athletics program? Should high schools continue to offer it?</p>	<p>Use close reading skills to track how an argument is developed in essays and editorials. Be able to identify and analyze the use of text structures (compare/contrast, chronological, process, cause &amp; effect, description/classification)</p> <p>Synthesize from the sources provided, a convincing and original argument on the need for sports in a high school setting. Must not summarize the sources, but use them as support</p> <p>Draft, revise and publish a convincing argument about the need for sports in a</p>	<p>MLA format</p> <p>In-text citations</p> <p>Works Cited</p> <p>Aphorisms</p> <p>Allusions</p> <p>Synthesis</p> <p>Citations</p> <p>Footnotes</p> <p>Plagiarism</p> <p>Academic Dishonesty</p> <p>Annotate</p> <p>Analyze</p> <p>Thesis Statement</p> <p>Annotated Bibliography</p> <p>Claim</p> <p>Evidence</p>

<p><i>Heart of the Game</i> (film) 2005</p> <p>“What is the Status of High School Athletes 8 Years Later” (study)</p> <p>Football Concussion article from <i>Kansas City Star</i></p> <p>“High School Athletes More likely to Succeed”- <i>The Atlantic</i></p> <p>“The Problem in College Classrooms”- Chronicle of Higher Education</p>	<p>Craft and Structure: <u>CCSS.ELA-LITERACY.RI.9-10.4</u> 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). <u>CCSS.ELA-LITERACY.RI.9-10.5</u> 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). <u>CCSS.ELA-LITERACY.RI.9-10.6</u> 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>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RI.9-10.7</u> 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. <u>CCSS.ELA-LITERACY.RI.9-10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>How does sports play an important role in rural communities like ours? Or is it less important than other opportunities?</p>	<p>high school setting. Must include a claims, appropriate evidence, a counterargument, and a conclusion.</p> <p>Use a semicolon, colon, and commas correctly in essays.</p> <p>Using the sources provided, create an annotated bibliography that correctly cites the sources in MLA format, summarizes the source, and explains how the student would use the source in their paper.</p> <p>Annotate the sources, tracking the rhetorical moves the author makes and how the author is convincing of their argument.</p>	<p>Interpretation (Analysis) CEI paragraphs</p>
---	---	---	---	---



	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.A</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><a href="#">CCSS.ELA-LITERACY.W.9-10.1.B</a>          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><a href="#">CCSS.ELA-LITERACY.W.9-10.1.C</a>          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><a href="#">CCSS.ELA-LITERACY.W.9-10.1.D</a>          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><a href="#">CCSS.ELA-LITERACY.W.9-10.1.E</a>          Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Research to Build and Present Knowledge:  <a href="#">CCSS.ELA-LITERACY.W.9-10.7</a>          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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a>          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,</p>			
--	--	---	--	--

	avoiding plagiarism and following a standard format for citation.			
<p><b>QUARTER 4</b></p> <p>NOVELS: Book Thief/ To Kill a Mockingbird</p> <p>RESOURCES: Stirring Up Justice- Jessica Singer Early World Literature Handbook (Center for Learning) To Shoot an Elephant- George Orwell A Hanging- George Orwell (attached handouts)</p> <p>POETRY: “And We Shall Be Steeped”- Leopold Senghor</p>	<p><b>UNIT FOUR: SOCIAL RESPONSIBILITY</b></p> <p><b>READING LITERATURE:</b> <b><i>Reading Literature: Key Idea and Details</i></b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>(9-10 R.L.1)</b></p> <p>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. <b>(9-10 R.L.2)</b></p> <p>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). <b>(9-10 R.L.3)</b></p> <p><b><i>Reading Literature: Craft and Structure</i></b> 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). <b>(9-10.RL.4)</b></p> <p>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. <b>(9-</b></p>	<p>What is social justice?</p> <p>How does culture help us “see” the world?</p> <p>How does fiction and non-fiction texts help people understand social justice issues?</p>	<p>Using fishbowl discussion, students will form discussion groups to identify the main claims from personal essays and compare/contrast their perspectives on American Life. Students will debate whether anything was left out of what it means to be <i>American</i>.</p> <p>Using fishbowl discussion, students will form groups to discuss various global perspectives on prejudice, bias, and oppression. (e.g. How have different countries treated Jewish citizens during WWII/ How have different places in the world dealt with diversity and pluralistic societies )</p> <p>Read a variety of cultural texts and identify how cultural bias affects the narrator or protagonist.</p> <p>Analyze prose and poetry by examining word choice, structure, symbolism, and allusion.</p> <p>Explicate lines of poetry to determine connotative and figurative meaning</p> <p>Use close reading skills to examine texts on issues of racism, sexism, and cultural bias. Identify the claims and analyze how</p>	<p><b>Literary Terms:</b> Unreliable narrator Flashbacks Foreshadowing Connotative/Denotative meaning Tone – formal and informal Theme Stanzas Allusion Symbolism Structure</p> <p><b>Social Justice Terms:</b> Prejudice Bias Stereotyping Racism Sexism Misogyny Colonialism Oppression Pluralism Globalization Apartheid Genocide</p>

<p>“Babi Yar” Yevtushenko</p> <p>Multicultural Literature Handbook (Center for Learning)</p> <p>“Just Walk on By” Brent Staples</p> <p>“The All – American Slurp”- Lensey Namioka</p> <p>The Paperclip Project- documentary</p>	<p><b>10.RL.5)</b></p> <p><i>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.RL.6)</i></p> <p><b>READING: INFORMATIONAL TEXT: Key Ideas and Details</b></p> <p>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.</p> <p><b>READING INFORMATIONAL TEXT: Craft and Structure</b></p> <p>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).</p> <p>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).</p> <p>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><b>READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas</b></p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid</p>		<p>they are developed- (through stories, examples, analogies, flashbacks)</p> <p>Research a social issue in the world and draw upon multiple sources of information (electronic and print).</p> <p>Evaluate electronic sources for bias, fallacious reasoning, and credibility.</p> <p>Present on a social issue in the world that fully explains the causes of the issue/problem and what is currently being done about it.</p> <p>Create varied sentence syntax by using commas and semicolons correctly and fluently.</p>	
---	---	---	--	--

and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**WRITING : Text Types and Purposes**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

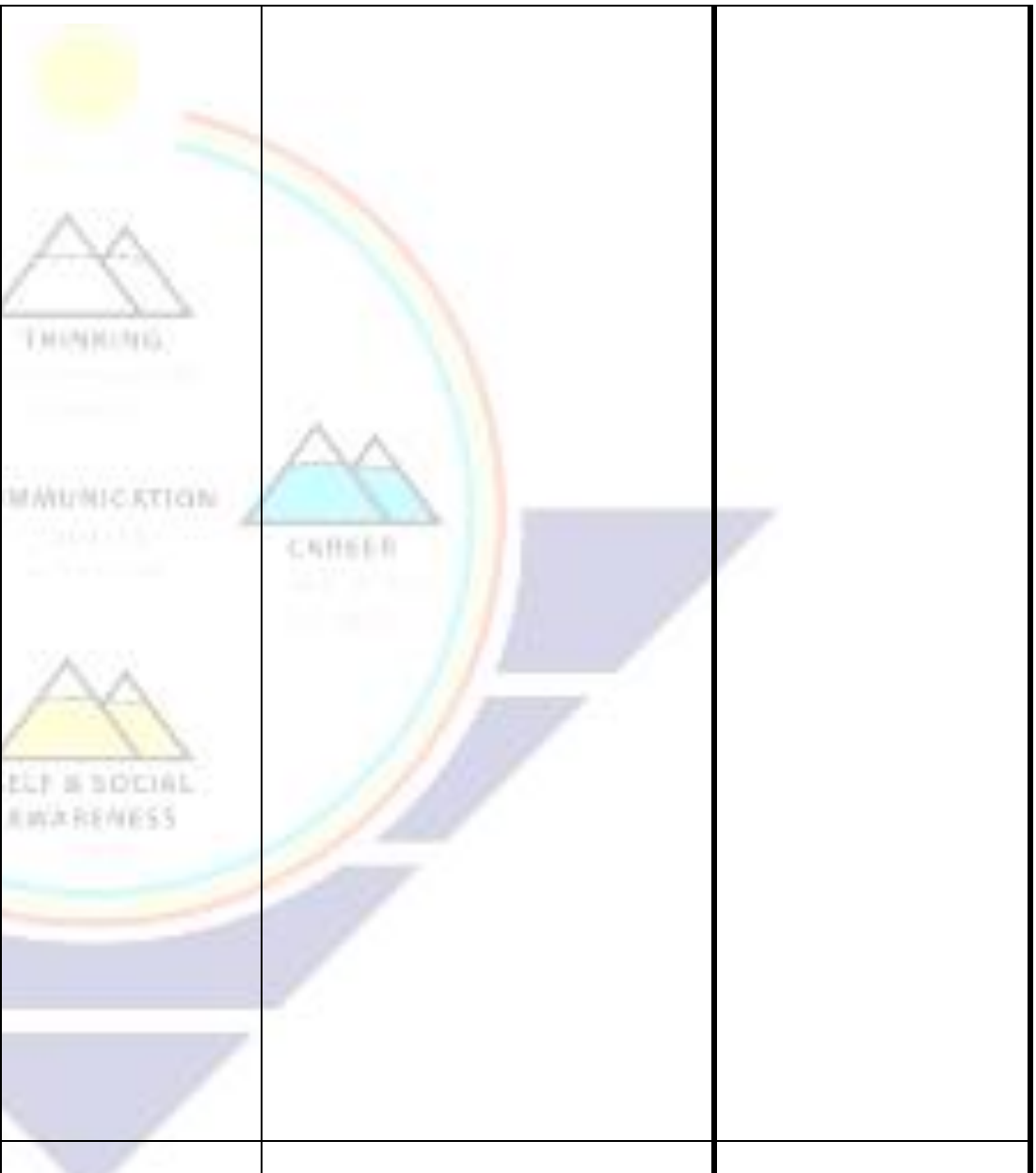
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic

**SPEAKING/LISTENING**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and




	<p>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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>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.</p>			



Ganado Unified School District  
 (Insert Subject/Grade Level)

**PACING Guide SY**

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
		 SELF & SOCIAL AWARENESS		