

English I Pacing Guide		
Marking Period 1		
Unit Progress Indicators	Texts Indicators Suggested Timelines <i>These texts are suggestions unless otherwise indicated with *. All indicated texts are mandatory.</i>	NJSLS Activities Formative Assessments Summative Assessments
<p>Unit 1: List Progress Indicators ~Focus Standard for the 1st two weeks/Summer Reading Review RL.9-10.2, RL.9-10.4 W.9-10.3</p> <p>Remainder of Marking Period 1: Focus Standards RL.9-10.1 RL.9-10.3 RI.9-10.1 RI.9-10.2 W.9-10.2</p> <p>Ancillary Standards RL.9-10.2 RL.9-10.4 W.9-10.3</p>	<p><u>Week 1 and 2: Review of Summer Reading/Review of Reading Strategies</u></p> <p>~The House on Mango Street*</p> <p>~Reading Strategies http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/</p> <p>~Figurative Language https://literarydevices.net/figurative-language/</p> <p>~Vignette Writing https://literarydevices.net/vignette/</p> <p>Extensions Resources: Calkins Investigative Journalism (Unit 1)</p> <hr/> <p><u>Remainder of Marking Period 1:</u> Viva La Causa</p> <ul style="list-style-type: none"> • Documentary (Safari) that outlines the plight of the migrant farm workers and Cesar Chavez • Commonlit.org (article) <ul style="list-style-type: none"> o Mexican Migrant Workers in the 20th Century https://www.commonlit.org/texts/mexican-migrant-work 	<p><u>Formative Assessments</u> Read narratives for meaning and comprehension (RL.9-10.2) (RL.9-10.4)</p> <p>Create narrative drafts (vignettes) (W.9-10.3)</p> <p>Create literary responses (W.9-10.3) (RL.9-10.1) (RI.9-10.1)</p> <p>Cite textual evidence (fiction and non-fiction)</p> <p>Analyze how complex characters develop (RL.9-10.3)</p> <p>Determine the central idea of a text (RI.9-10.2)</p> <p>Write informative, explanatory drafts in the form of an editorial or position paper (W.9-10.2)</p> <p>Coordinating questions in the Collections textbook (standards vary)</p> <p><u>Summative Assessments</u> Final draft of narrative (vignette) (W.9-10.3)</p> <p>Literary Responses with evidence (citations) (W.9-10.2) (RL.9-10.3) (RL.9-10.1) (RI.9-10.1)</p>

	<p style="text-align: center;"><u>rs-in-the-20th-century</u></p> <p>Collections Textbook: ~Pg 3: Quilt of a Country* ~Pg. 21: Rituals of Memory* ~Pg 27: The Gettysburg Address ~Pg 33: The Vietnam Wall ~Pg 48: I Have a Dream ~Pg 55: Nobody Turn Me Around ~Pg 71: America, The Story of Us: March on Washington</p> <p>~Pg. 103: When Mr. Pirzada Came to Dine</p> <p>~Pg 325: From Deep Survival ~Pg 339: The Leap</p> <p>Close Reader: ~Pg 3 “Making the Future Better Together” ~Pg 9 “Night Calls” * Pg 19~Oklahoma Bombing Memorial Address Pg 25~ A Eulogy for Dr.Martin Luther King Jr.</p> <p>Core Novel: <i>Of Mice and Men</i> by John Steinbeck*</p> <p>Additional Reading/Honors “Hidden Memory” by Anne Shimojima</p> <p>Extensions Resources: Calkins Position Papers (Unit 3)</p>	<p>Coordinating Assessment Pieces from Collections (standards vary)</p> <p>Final draft editorial or position paper (W.9-10.2)</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------

<p style="text-align: center;">Unit Progress Indicators</p>	<p style="text-align: center;">Texts Indicators Suggested Timelines</p> <p style="text-align: center;"><i>These texts are suggestions unless otherwise indicated with *. All indicated texts are mandatory.</i></p>	<p style="text-align: center;">NJSLS Activities Formative Assessments Summative Assessments</p>
<p>Unit 2: List Progress Indicators</p> <p>Focus Standards</p> <p>RL.9-10.5 RL.9-10.6 RI.9-10.3 RI.9-10.5 RI.9-10.6 W.9-10.1</p> <p>Ancillary Standards</p> <p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RI.9-10.1</p>	<p>Japanese Internment http://www.pbs.org/childofcamp/</p> <p>One Survivor Remembers: The Gerda Weissman Klein Story <i>found on Safari</i></p> <p>Holocaust https://qz.com/411444/the-most-powerful-holocaust-film-youve-never-seen-is-this-lost-hitchcock-documentary/</p> <p>March on Washington: <i>(supplementary video)</i> http://amhistory.si.edu/docs/MoWTeacherGuide.pdf</p> <p>Genocide http://onemillionbones.squarespace.com/genocide-resources/</p> <p>Gendercide http://www.itsagirlmovie.com/</p> <p>Collections Textbook</p> <p>~Pg 73: Cairo: My City, Our Revolution</p> <p>~Pg 81: Reading Lolita in Tehran*</p> <p>~Pg 89: The Censors</p> <p>~Pg 133: The Grasshopper and the Bell Cricket</p> <p>~Pg 325: Deep Survival</p>	<p>Formative Assessments:</p> <p>Analyze text structure and respond critically (RL.9-10.5)</p> <p>Analyze a particular point of view or cultural experience in a written response (RL.9-10.6)</p> <p>Analyze how the author unfolds a series of ideas or events through a timeline or through written response (RI.9-10.3)</p> <p>Analyze development of author’s ideas or claims through drafting a craft response (RI.9-10.5)</p> <p>Determine an author’s point of view or purpose (RI.9-10.6)</p> <p>Draft arguments to support claims (W.9-10.1)</p> <p>Summative Assessments</p> <p>Analyze text structure and respond critically (RL.9-10.5)</p> <p>Analyze a particular point of view or cultural experience in a written response that outlines the experience or a similar experience from the student’s point of view (RL.9-10.6)</p> <p>Analyze development of author’s ideas or claims through writing a formal craft response (RI.9-10.5)</p> <p>Publish an essay in which arguments</p>

	<p>~Pg 441: The Journey</p> <p>Close Reader:</p> <p>~Pg 29 The Prisoner Who Wore Glasses”</p> <p>~pg 39 “And of Clay We Are Created”</p> <p>~Pg 58 My Ceremony For Taking (poem)</p> <p>~Pg 59 The Stayer (poem)</p> <p>~Pg 77 <i>from An Ordinary Man</i>*</p> <p>~Pg 85 Truth at All Costs</p> <p>~Pg 92 The Survivor (poem) *</p> <p>~Pg 93 Who Understands Me But Me (poem) *</p> <p>Core Novels:</p> <p><i>Night</i> by Elie Wiesel*</p> <p>Additional Reading/Honors:</p> <p><i>One Day in the Life of Ivan Denisovich</i> by Alexander Solzhenitsyn</p> <p>Writing Resources: Calkins</p> <ul style="list-style-type: none"> ● Investigative Journalism (Unit 1) ● Editorial Writing (Unit 3) 	<p>are made and evidence is provided to support claims (W.9-10.1)</p>
<p>Marking Period 3</p>		
<p>Unit Progress Indicators</p>	<p>Texts Indicators Suggested Timelines</p> <p><i>These texts are suggestions unless otherwise indicated with *. All indicated texts are mandatory.</i></p>	<p>NJSLS Activities Formative Assessments Summative Assessments</p>

<p>Unit 1: List Progress Indicators</p> <p>Focus Standards</p> <p>RL.9-10.7 RL.9-10.9 RI.9-10.4 RI.9-10.7 RI.9-10.8 RI.9-10.9 W.9-10.1 W.9-10.2</p>	<p>Plato’s Allegory of the Cave https://www.youtube.com/watch?v=c6KVHMU3gb8</p> <p>Examples of Allegory http://www.literarydevices.com/allegory/</p> <p>History.com: The Russian Revolution (to be used with Animal Farm) http://www.history.com/topics/russian-revolution</p> <p>Power in Literature (to be used with Lord of the Flies) https://prezi.com/iy7akciqd_6f/power-struggles-in-literature/?webgl=0</p> <p>Collections: ~pg 88 Teaching Rhetoric ~pg 97 Teaching Argument Writing ~pg 322 PBL: Debate pg R14 Debating an Issue pg R16 Reading Arguments ~pg 27 revisit The Gettysburg Address ~pg 33 revisit Views of The Vietnam Wall ~pg 49 revisit I Have a Dream</p> <p>Close Reader: ~ Pg 53 <i>from</i> Animals in Translation ~Pg 97 <i>from the</i> Odyssey ~Pg 113 <i>from</i> The Good Soldiers</p> <p>Core Novels *<i>Animal Farm</i> or *<i>Lord of the Flies</i></p> <p>(Additional Reading/Honors) <i>The Things They Carried</i> by Tim O’Brien</p> <p>Writing Resources: Calkins</p>	<p>Formative Assessments:</p> <p>Analyze the representation of a key subject or scene in two mediums and create a critical response (RL.9-10.7)</p> <p>Analyze and reflect on how an author draws on source material in a short constructed response (RL.9-10.9)</p> <p>Determine the meaning of words and phrases using leveled text/grade leveled text (RI.9-10.4)</p> <p>Describe the argument and specific claims made in a text in a critical response (RI.9-10.8)</p> <p>Analyze documents of historical and literary significance and create a graphic organizer that outlines their similarities and differences (RI.9-10.9)</p> <p><i>PARCC Prep:</i> All writing types will be reviewed and used in this marking period</p> <ul style="list-style-type: none"> ● Write arguments to support claims (W.9-10.1) ● Write informative, explanatory text (W.9-10.2) <p>Summative Assessments:</p> <p>Analyze the representation of a key subject or scene in two mediums and create an extended response in which the two are compared and contrasted (RL.9-10.7)</p> <ul style="list-style-type: none"> ● Analyze documents of historical and literary significance (RI.9-10.9) <i>These can be assessed together</i> <p>Describe the argument and specific claims made in a text in critical response (RI.9-10.8)</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Publish a self-selected argument piece that uses evidence or research to support claims (W.9-10.1)</p> <p>Write a self selected informative piece or an explanatory piece (W.9.10.2)</p>
Marking Period 4		
Unit Progress Indicators	Texts Indicators Suggested Timelines	NJSLS Activities Formative Assessments Summative Assessments
<p>Unit 4: List Progress Indicators</p> <p>RL.9-10.4 RL.9-10.7 RL.9-10.9 RI.9-10.7 RI.9-10.8 RI.9-10.9</p> <p>Ancillary Standards</p> <p>W.9-10.1 W.9-10.2 W.9-10.3 SL.9-10.2 SL.9-10.4</p>	<p>Neolithic Romeo and Juliet (article) http://www.ancient-origins.net/history/neolithic-romeo-and-juliet-star-crossed-lovers-valdaro-007413</p> <p>Romeo & Juliet Pact Goes Awry (video) http://abcnews.go.com/US/teen-romeo-juliet-suicide-pact-awry-moms-murder/story?id=14511861</p> <p>A Modern Romeo & Juliet? http://www.dailymail.co.uk/news/article-1381760/Star-crossed-lovers-Jackson-Powell-Nicole-Dones-vanish-Miami-home.html</p> <p>Shakespearean Sonnets http://www.shakespeares-sonnets.com/xiiicommx.htm</p> <p>Collections Textbook: ~Pg. 163 <i>from</i> Love's Vocabulary ~Pg 173 My Shakespeare * ~Pg 181 Romeo and Juliet ~Pg 283 Pyramus and Thisbe ~ Pg 289 Duty</p> <p>Close Reader: ~Pg 63 <i>from</i> Romeo and Juliet</p>	<p>Formative Assessment: Determine the meaning of words and phrases in text using leveled text/grade leveled text (RL.9-10.4)</p> <p>Analyze the representation of a key subject or scene in two mediums using the movie version of Romeo and Juliet for specific scenes (RL.9-10.7)</p> <p>Analyze various perspectives as presented in two mediums (RI.9-10.7)</p> <p>Describe the argument and specific claims made in a text through short constructed responses (RI.9-10.8)</p> <p>Analyze documents of historical and literary significance including other works of Shakespeare and his contemporaries (RI.9-10.9)</p> <p>Draft narratives to develop real or imagined experiences for example alternate endings and point of view responses (W.9-10.3)</p> <p>Summative Assessments Analyze the representation of a key</p>

	<p>*Romeo and Juliet by William Shakespeare</p> <p>Extensions Resources:</p> <p>Investigative Journalism (Unit 1)</p>	<p>subject or scene in two mediums through an extended response(RL.9-10.7)</p> <ul style="list-style-type: none"> Analyze and reflect on how an author draws on source material (RL.9-10.9) <p>Publish a narrative that develops real or imagined experiences including an alternate ending for Romeo and Juliet (W.9-10.3)</p> <p>Publish a piece that illustrates the student's ability to write from an alternate point of view (W.9-10.3)</p>
--	------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Some units may be swapped based on resources.

**Differentiation for Honors may include pieces not covered by General Education

Additional Resources:

Leveled Text Sets <https://newsela.com/>

Argument <http://www.procon.org/>

News <http://www.cnn.com/>

Lesson ideas <https://www.teacherspayteachers.com/>

Classroom Management Resources <https://www.theteacherscorner.net/teacher-resources/>

AFT Sponsored Lesson Plans by AFT members <https://sharemylesson.com/grades/high-school>

Blog <https://www.edutopia.org> or <https://www.blogger.com>