

## English I CP – Curriculum Pacing Guide

### YEAR LONG PACING GUIDE

Pacing	Instructional Day(s)	SC Standards/Indicators	Academic Focus: Major Topic or Concept	Supporting Resources
1 day	1st semester: 2  2nd semester: 92	<ul style="list-style-type: none"> <li>● Benchmark: SLO</li> <li>● Suggested: USA TestPrep Test Bank</li> </ul>	Pretest	USA TestPrep Bank
12 days	1st semester: 3-14  2nd semester: 93-104	<ul style="list-style-type: none"> <li>● I 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</li> <li>● I 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis</li> <li>● I 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</li> <li>● RL/ RI 1, 2, 3, 4: (Principles of Reading) understanding of organization, features, spoken word, syllables, sounds, phonics, and word analysis and read with sufficient accuracy and fluency to support comprehension</li> <li>● RL 6: Summarize key details and ideas to support analysis of thematic development.</li> <li>● RI 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</li> <li>● RI 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</li> </ul>	<p>Short Stories/Nonfiction articles</p> <p>Options:</p> <ul style="list-style-type: none"> <li>● <i>The Most Dangerous Game</i></li> <li>● <i>The Scarlet Ibis</i></li> <li>● <i>Tell-Tale Heart</i></li> <li>● <i>A Sound of Thunder</i></li> <li>● <i>There Will Come Soft Rains</i></li> <li>● <i>The Gift of the Magi</i></li> <li>● Other selections from the textbook</li> </ul> <p>Writing – Quick short story or memoir piece</p>	<p>Find and explain an article that addresses the same theme(s) as a fictional work.</p> <p>Explore a created text set of articles on <i>Newsela</i> and/or <i>Commonlit</i> that connects to each story or relates author biography or background.</p> <p>Create a plot map to demonstrate mastery of literary concepts such as setting, plot, plot elements, and conflict.</p> <p>Create a one-pager to demonstrate mastery of basic literary concepts such as characterization, setting, and plot.</p> <p>Close Reading Workbook and All-In-One Notebook</p> <p>Socratic Seminar covering topic such as:</p> <ul style="list-style-type: none"> <li>▸ Comparing and contrasting Hunger Games to <i>The Most Dangerous Game</i></li> <li>▸ How racism contributes to violence</li> <li>▸ Whether ‘winning the game’ would change Rainsford to be like General Zaroff</li> <li>▸ Discussing whether hunting for sport is immoral</li> <li>▸ What qualifies an animal as appropriate for hunting?</li> </ul>

## English I CP – Curriculum Pacing Guide

		<ul style="list-style-type: none"> <li>● RL 8: Analyze characters, setting, events, and ideas</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> <li>● W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> <li>● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>▸ Does playing violent video games contribute to violence behavior?</li> </ul> <p>Explore related texts that focus on how context shapes meaning and the influences of the author's voice.</p> <p>Students will fill out chart comparing the author's language, background, content, and their reaction to the text for various short stories.</p> <p>Students write a personal narrative in the form of a poem, short story, or narrative essay.</p>
18 days	<p>1st semester: 15-32</p> <p>2nd semester: 105-122</p>	<ul style="list-style-type: none"> <li>● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> <li>● I.3: (Examine historical contexts)</li> <li>● (Info Texts) RI 3: (synthesize ideas to find new understanding)</li> <li>● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</li> <li>● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time</li> </ul>	<p>Choice Novel:</p> <ul style="list-style-type: none"> <li>● <i>Animal Farm</i></li> <li>● <i>Fahrenheit 451</i></li> <li>● <i>Lord of the Flies</i></li> <li>● <i>Monster</i></li> <li>● <i>Nothing But the Truth: A Documentary Novel</i></li> <li>● <i>Stuck in Neutral</i></li> </ul>	<p>Reader's Theater strategy for reading (Students read character parts, teacher reads narrator.)</p> <p>Paired nonfiction texts to further ideas about setting and character, such as articles on the Russian Revolution, Stalin, and forms of government (<i>Animal Farm</i>).</p> <p>Students use a comparison chart to understand and apply the concept of allegory (<i>Animal Farm</i>)</p> <p>Explore articles on the Stanford Prison Study, the fight or flight syndrome, and mob mentality (<i>Lord Of the Flies</i>)</p> <p>Students will work in groups to create their own dystopian society and present it to the class. The dictator (e.g. teacher) will decide which type of dystopian society they want to implement in their "city" (classroom). The project they choose will be the winner. (<i>Fahrenheit 451</i>)</p>

## English I CP – Curriculum Pacing Guide

		<ul style="list-style-type: none"> <li>● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</li> <li>● RI 10: (author point of view and rhetoric)</li> <li>● RI 6: (central idea)</li> <li>● RI 8: (meaning of words, text features)</li> <li>● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</li> </ul>		<p>Students create a survival guide for the wilderness or a desert island (<i>Lord of the Flies</i>)</p> <p>Compare real life controversial trials to the trial in <i>Monster</i></p> <p>Socratic Seminar covering topic such as:</p> <ul style="list-style-type: none"> <li>▸ What makes someone a reliable narrator?</li> <li>▸ Should a person’s background be taken into consideration when sentencing for crimes?</li> <li>▸ Can people who are insane still have valid and grounded perspectives on some issues? (<i>Monster</i>)</li> </ul> <p>Students create a “Choose Your Own Adventure” using Google Slides related to plot for one novel.</p> <p>Students create a book jacket for a novel which includes original artwork related to theme or character (cover), summary (inside), author background (inside), and original artwork related to symbol (back), as well as a list of similar texts (back)</p>
14 days	<p>1st semester: 33-46</p> <p>2nd semester: 123-136</p>	<ul style="list-style-type: none"> <li>● I 3: (Examine historical contexts)</li> <li>● RI 9: (context clues)</li> <li>● RI 3: (synthesize ideas to find new understanding) (paired reading)</li> <li>● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build 4 upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</li> </ul>	<p><i>Mythology</i> by Edith Hamilton</p> <p>Required Excerpts to Teach:</p> <ul style="list-style-type: none"> <li>● “The Titans and the Twelve Great Olympians”</li> <li>● “The Underworld”</li> <li>● “Prometheus”</li> <li>● “Pyramus and Thisbe”</li> <li>● “Perseus”</li> <li>● “Theseus”</li> <li>● “Hercules”</li> <li>● “The Trojan War”</li> <li>● “The Fall of Troy”</li> <li>● “Narcissus and Echo”</li> </ul>	<p>Use Play Scripts aligned with Mythology texts to compare and contrast characters, interpretations, and to aid in comprehension.</p> <p>Students will answer a journal prompt about where they think everything came from, what the purpose of humanity is, whether there are universal right and wrongs, etc.</p> <p>Cover the different archetypes seen in the myths: damsel in distress, mentor, villain, monster, tragic hero, etc.</p>

## English I CP – Curriculum Pacing Guide

		<ul style="list-style-type: none"> <li>W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</li> </ul>	<ul style="list-style-type: none"> <li>“Demeter and Persephone”</li> </ul> <p>Paired Nonfiction:          “The Hero’s Adventure” and “The Hero’s Journey” (Joseph Campbell)          (Commonlit)</p>	<p>Student will do archetype one pager that has the following on it:</p> <ul style="list-style-type: none"> <li>One archetype (mentor, etc.)</li> <li>The definition and purpose of that archetype</li> <li>A colored image of a modern example of that archetype from a tv show or movie</li> <li>An explanation as to how that character fits that archetype</li> </ul> <p>Students will watch informational documentary about Roman gladiators and read the myth of Perseus and discuss the following things in a Socratic Seminar:</p> <ul style="list-style-type: none"> <li>What does it mean to be a hero then vs. now?</li> <li>Does Perseus fit the archetype of the hero?</li> <li>How are our modern sports heroes similar/different than the ancient gladiators</li> <li>Were the gladiator fights ethical?</li> <li>Can a hero be weak?</li> <li>Can someone be a hero and a bad person?</li> </ul> <p>Students will compare and contrast informational texts about healthy vs abusive relationships to the myth of Demeter and Persephone and track what healthy and unhealthy relationships exist in that myth.</p> <p>Students will create social media profile for a Greek god/goddess including:</p> <ul style="list-style-type: none"> <li>age</li> <li>name</li> <li>user handle</li> <li>short, attention getting phrase that hints at what the role of the god/goddess is</li> <li>image</li> </ul>
--	--	--	--	---

## English I CP – Curriculum Pacing Guide

				<p>Mythological monster gallery walk: Students explore images and descriptions of the different mythological monsters and creatures they will encounter in this unit.</p> <p>Analyze and compare historical documents and art from Ancient Greece and Rome</p> <p>Create infographics of Mythological Characters and/or Trading Cards</p> <p>The History Channel documentaries on the Trojan War</p> <p>Reader’s Theater version of the Trojan War</p> <p>Student groups explore 2-4 heroes from ancient Greece and choose one for presentation on the Hero’s Journey stages.</p> <p>Students research constellations that have their basis in ancient Greek mythology.</p> <p>They review the plot elements by breaking down the myth associated with the constellation, and <a href="#">present to the class</a> or <a href="#">conduct a gallery walk</a>.</p> <p>Journal entries on heroes vs. villains, relationships (love), trusting others, loyalty, etc. (central personal issues related to theme)</p>
1 day	<p>1st semester: 47</p> <p>2nd semester: 137</p>	<ul style="list-style-type: none"> <li>● Benchmark: SLO</li> <li>● Suggested: USA TestPrep Test Bank</li> </ul>		

## English I CP – Curriculum Pacing Guide

12 days	<p>1st semester: 48-59</p> <p>2nd semester: 138-149</p>	<ul style="list-style-type: none"> <li>● I 4: Synthesize information to share learning and/or take action</li> <li>● RL 11: (author’s POV shape meaning)</li> <li>● I 3: (synthesize ideas to find new understanding)</li> <li>● RI 5: (cite textual evidence)</li> <li>● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</li> <li>● W 2: (info/exp texts to examine ideas)</li> <li>● RI 11: (support of claims and assess reasoning)</li> <li>● C 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.</li> <li>● W1: (arg to support claims with evidence)</li> <li>● RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</li> <li>● C5: Incorporate craft techniques to engage and impact audience and convey messages.</li> </ul>	<p><i>To Kill a Mockingbird</i>, Part I</p> <p>Suggested nonfiction texts:</p> <ul style="list-style-type: none"> <li>● “Women on Breadlines”</li> <li>● “Bread Line, New York City, 1932”</li> <li>● FDR’s First Inaugural Address</li> <li>● Scottsboro Boys</li> </ul> <p>Suggested poetry:</p> <ul style="list-style-type: none"> <li>● “On Turning Ten”</li> <li>● “An Incident”</li> <li>● “We Wear the Mask”</li> <li>● “An Obstacle”</li> <li>● “If We Must Die”</li> </ul>	<p>Reader’s Theater of trial scene and/or whole novel</p> <p>Fill in the blank chapter summaries for non-essential chapters</p> <p>Historical context gallery walk covering the topics of:</p> <ul style="list-style-type: none"> <li>▸ Jim Crow Laws</li> <li>▸ The Great Depression</li> <li>▸ About the Author</li> <li>▸ The Role of Women in the South</li> </ul> <p>Create a children’s book based on the summary of the novel and corresponding theme.</p> <p>Letter to the Editor: Students create letter sharing thoughts of vigilante justice based on the novel and informational texts.</p> <p>PBL: Students identify a social issue in the school and hypothesize a solution. They conduct an interview and search for sources to support their ideas, culminating in a paper and presentation.</p> <p>Students evaluate a speech and then write their own speech regarding a social justice issue</p> <p><a href="#">Webquest of Jim Crow era</a></p> <p>Create a one-pager to demonstrate mastery of literary concepts such as setting, character, symbol, theme, and conflict</p> <p>Vocabulary Jam through Vocabulary.com with vocabulary words from TKaM</p>
---------	---	---	---	--

## English I CP – Curriculum Pacing Guide

				<p>Flashcard Factory through Peardeck: Students generate flashcards in pairs in real time and then class evaluates flashcards. Students are grouped into day shift and night shift and winner is determined through evaluation.</p> <p>Journal entries on parenting styles, gender roles, influence of society, apathy vs. sympathy, central personal issues related to theme. Students discuss their thoughts with the class.</p>
12 days	<p>1st semester: 60-71</p> <p>2nd semester: 150-161</p>	<ul style="list-style-type: none"> <li>● RL 11: (author’s POV shape meaning)</li> <li>● I 3: (synthesize ideas to find new understanding)</li> <li>● RI 5: (cite textual evidence)</li> <li>● W 2: (info/exp texts to examine ideas)</li> <li>● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>	<i>To Kill a Mockingbird</i> , Part II	<p>Writing Suggestion: Link the phrase by Atticus Finch, “You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it,” with the idea of walking in someone else’s shoes. *Teacher brings in different shoes (men’s and women’s). Students choose a shoe and write a story about the person to whom the shoe might belong.</p> <p>Create a one-pager to demonstrate mastery of literary concepts such as setting, character, symbol, theme, and conflict</p> <p>Research Project: The following link is a Problem Based Learning Lesson with TKAM. <a href="https://docs.google.com/presentation/d/1w_XAsZ_bQLhs8o9u3JlgF4r3GKJmWdqA1fa0mA42HU/edit?usp=sharing">https://docs.google.com/presentation/d/1w_XAsZ_bQLhs8o9u3JlgF4r3GKJmWdqA1fa0mA42HU/edit?usp=sharing</a></p> <p>Students write a paper analyzing the text and connecting it to outside research (Link to paper: <a href="https://docs.google.com/document/d/16nplamG007a0Ue1IWnAS3zTY9j3EfNaKJEsVWLZ-Ho8/edit?usp=sharing">https://docs.google.com/document/d/16nplamG007a0Ue1IWnAS3zTY9j3EfNaKJEsVWLZ-Ho8/edit?usp=sharing</a>)</p>

## English I CP – Curriculum Pacing Guide

				<p>Students write an argumentative essay concerning a modern social justice issue. They will include:</p> <ul style="list-style-type: none"> <li>▸ Claim</li> <li>▸ 2 supporting reasons</li> <li>▸ 3 pieces of supporting evidence</li> <li>▸ Counterclaim</li> <li>▸ Works Cited Page</li> </ul>
18 days	<p>1st semester: 72-89</p> <p>2nd semester: 162-179</p>	<ul style="list-style-type: none"> <li>● RL 9: (figurative and connotative meanings of words)</li> <li>● RL 12: (manipulate time to create different effects)</li> <li>● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</li> <li>● C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</li> <li>● C 5: Incorporate craft techniques to engage and impact audience and convey messages.</li> <li>● C3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</li> </ul>	<i>Romeo and Juliet</i>	<p>Read modern articles based on real life family feuds and social themes throughout R&amp;J: Hatfields vs. McCoys, Bloods vs. Crips, Mob families, etc.</p> <p>Introduction to the life and times of Shakespeare through a gallery walk</p> <p>Anticipation Guide Questions:</p> <ul style="list-style-type: none"> <li>▸ Is arranged marriage a good idea?</li> <li>▸ Should parents be held responsible for the actions of their children?</li> <li>▸ Do family feuds only affect the adults involved?</li> <li>▸ Is killing someone in revenge for killing a close friend okay?</li> <li>▸ Can teens truly understand what love is?</li> <li>▸ Is there such a thing as love at first sight?</li> </ul> <p>Students will do virtual tour of The Globe Theatre</p> <p>“Translate” prologue of <i>Romeo and Juliet</i> as a class</p> <p>Example Group Activities: Socratic Seminar on arranged marriage, parenting styles, depression, friendship and loyalty, romantic love, gender roles</p>

## English I CP – Curriculum Pacing Guide

				<p>Philosophical Chairs (Agree/Disagree) with theme statements:</p> <ul style="list-style-type: none"> <li>▸ Opposites attract.</li> <li>▸ Making quick decisions is never a good idea.</li> <li>▸ Society rejects those who don't fit the mold.</li> <li>▸ Parents are often to blame for their children's tragedies.</li> <li>▸ Grudges lead to destruction.</li> <li>▸ Fate plays a role in everyone's lives.</li> <li>▸ Infographic on the Elizabethan era</li> <li>▸ games and diversions</li> <li>▸ superstition</li> <li>▸ gender roles</li> <li>▸ government</li> <li>▸ religious ideology</li> <li>▸ young Shakespeare</li> <li>▸ older Shakespeare</li> <li>▸ Elizabethan theater</li> </ul> <p>Students practice familiarity with Elizabethan English by "battling" with created insults and "wooing" with practice of famous romantic lines.  <a href="#">Video pairing for language</a></p> <p>Students match the modern translation of lines with actual lines.  <a href="#">CalShakes resources</a></p> <p>Mock Trial of Friar Lawrence for the death of Romeo and Juliet</p> <p>Create a playlist of songs which relate to theme or character from one text. Explain rationale for playlist and create cover art for playlist "album."</p> <p>Students will do a project researching the role of fate in Shakespearean tragedies. They will research the Zodiac signs, where they came from,</p>
--	--	--	--	--

## English I CP – Curriculum Pacing Guide

				<p>what their personal sign is, and whether they are accurate or not. They will then theorize why Shakespeare references fate, destiny, and the stars so much in his tragic plays and seek to explain why the Zodiac signs were painted on the Heavens of the Globe Theatre</p> <p>Students will do close reading of specific scenes to analyze for language, humor, puns, meaning, etc.</p> <p>Differentiated Instruction: For students who struggle with Shakespeare’s language, use guided act packets to help them chunk the play. The guides combine reading, writing, activities, and watching movie clips of the play.</p> <p>--Act 1:  <a href="https://docs.google.com/document/d/1DqAHM3_fdTjBYLxEi80po1hbFBTjHKy_bCAMq89w-5k/edit?usp=sharing">https://docs.google.com/document/d/1DqAHM3_fdTjBYLxEi80po1hbFBTjHKy_bCAMq89w-5k/edit?usp=sharing</a></p> <p>--Act 2:  <a href="https://docs.google.com/document/d/1RCqD6bsCPooK5PnV7KgVU9pM-sRcpJ0tQk--jr8DJ0g/edit?usp=sharing">https://docs.google.com/document/d/1RCqD6bsCPooK5PnV7KgVU9pM-sRcpJ0tQk--jr8DJ0g/edit?usp=sharing</a></p> <p>--Act 3:  <a href="https://docs.google.com/document/d/1lAg61-lbcRAU7LToLe90mNab0kDRhUOOrAw6eILrnUo/edit?usp=sharing">https://docs.google.com/document/d/1lAg61-lbcRAU7LToLe90mNab0kDRhUOOrAw6eILrnUo/edit?usp=sharing</a></p> <p>--Act 4:  <a href="https://drive.google.com/file/d/0BwaDFot3g3urRExpaUwwQ3FvV1E/view?usp=sharing">https://drive.google.com/file/d/0BwaDFot3g3urRExpaUwwQ3FvV1E/view?usp=sharing</a></p> <p>--Act 5:  <a href="https://docs.google.com/document/d/1sVG5mjUxVw6MTttriZtZUT6zy6zuQQ5JC8l-ffoXHM/edit?usp=sharing">https://docs.google.com/document/d/1sVG5mjUxVw6MTttriZtZUT6zy6zuQQ5JC8l-ffoXHM/edit?usp=sharing</a></p> <p><a href="#">Romeo and Juliet Hyperdoc</a> for intro</p>
--	--	--	--	---

## English I CP – Curriculum Pacing Guide

1 day	1st semester: 90  2nd semester: 180	<b><u>FINAL EXAM</u></b>
-------	---	--------------------------