

English I Honors – 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"> ● Benchmark: SLO ● Suggested: USA TestPrep Test Bank 	Pretest	USA TestPrep Bank
12 days	1st semester: 3-14 2nd semester: 93-104	<ul style="list-style-type: none"> ● I 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. ● I 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis ● I 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. ● 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 ● RL 6: Summarize key details and ideas to support analysis of thematic development. ● 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. ● 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. 	Short Stories/Nonfiction articles Options: <ul style="list-style-type: none"> ● “The Scarlet Ibis” ● “The Gift of the Magi” ● “The Pit and the Pendulum” ● “The Mask of the Red Death” ● “The Necklace” ● “The Black Cat” ● “A Sound of Thunder” ● Other selections from the textbook 	Find and explain an article that addresses the same theme(s) as a fictional work. Create a text set of articles, poems, or short stories, on Newsela and/or Commonlit that connects to each story. Create a plot map to demonstrate mastery of literary concepts such as setting, plot, plot elements, and conflict. Create a one-pager to demonstrate mastery of literary concepts such as symbol, theme, characterization, and imagery. Socratic Seminar covering topic such as: <ul style="list-style-type: none"> ▸ What makes someone a reliable narrator? ▸ What constitutes insanity versus obsession? ▸ Should a person’s background be taken into consideration when sentencing for crimes? ▸ Is violence against animals a good indicator of future violent acts against humans? ▸ Can people who are insane still have valid and grounded perspectives on some issues?

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		<ul style="list-style-type: none"> ● RL 8: Analyze characters, setting, events, and ideas ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. ● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● 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. 		<p>Students write a personal narrative in the form of a poem, short story, or narrative essay which utilizes the techniques of a mentor text.</p> <p>Students explore stories in small groups and then explain it through a presentation and skit.</p> <p>Students explore short stories in small groups and create a movie trailer and movie poster to highlight the plot, characterization, etc.</p>
18 days	<p>1st semester: 15-32</p> <p>2nd semester: 105-122</p>	<ul style="list-style-type: none"> ● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● I.3 (Examine historical contexts) ● (Info Texts) RI.3: (synthesize ideas to find new understanding) ● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ● 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 	<p>Choice Novel:</p> <ul style="list-style-type: none"> ● <i>Animal Farm</i> ● <i>Fahrenheit 451</i> ● <i>Lord of the Flies</i> ● <i>Monster</i> ● <i>Nothing But the Truth: A Documentary Novel</i> ● <i>Stuck in Neutral</i> ● <i>The Old Man and the Sea</i> <p>- OR -</p> <p><i>the Odyssey</i> Selections:</p> <ul style="list-style-type: none"> ● "Sailing from Troy" ● "The Lotus Eaters" ● "The Cyclops" ● "The Land of the Dead" ● "The Sirens" ● "Scylla and Charybdis" ● "The Cattle of the Sun God" 	<p>Literature Circles (Literature Circles: Voice and Choice in Book Clubs & Reading Groups by Harvey Daniels)</p> <p>Reader's Theater strategy</p> <p>Students create a skit or tableau (mannequin challenge) for a specific passage or chapter</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>Explore articles on the Stanford Prison Study, the fight or flight syndrome, and mob mentality (<i>Lord Of the Flies</i>)</p> <p>Analyze historical documents and art from Ancient Greece (<i>Odyssey</i>), etc.</p>

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		<ul style="list-style-type: none"> ● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. ● RI 10: (author point of view and rhetoric) ● RI 6: (central idea) ● RI 8: (meaning of words, text features) ● C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. ● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 		<p>Students write a compare/contrast essay which explains the similarities and differences between one of Homer’s episodes and another artistic medium with the same subject (example, the Sirens episode of the Odyssey and “Siren Song” by Atwood or a painting by Waterhouse).</p> <p>Student presentation on a novel’s historical context and/or author’s background</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>Create a cartoon strip of an episode from the Odyssey using Storyboardthat or similar site.</p> <p>Create a Padlet timeline for the Odyssey</p> <p>Create a presentation using Thinglink which explores the regions of Odysseus’s journey</p>
14 days	<p>1st semester: 33-46</p> <p>2nd semester: 123-136</p>	<ul style="list-style-type: none"> ● I 3: (Examine historical contexts) ● RI 9: (context clues) ● RI 3: (synthesize ideas to find new understanding) (paired reading) ● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● 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. ● W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 	<p><i>Mythology</i> by Edith Hamilton</p> <p>Required Excerpts to Teach:</p> <ul style="list-style-type: none"> ● <i>The Titans and the Twelve Great Olympians</i> ● <i>The Underworld</i> ● <i>Prometheus</i> ● <i>Pyramus and Thisbe</i> ● <i>Perseus</i> ● <i>Theseus</i> ● <i>Hercules</i> ● <i>The Trojan War</i> ● <i>The Fall of Troy</i> 	<p>Create infographics of Mythological Characters</p> <p>Create trading cards for 10-15 mythological characters (front: image of character showcasing related symbols; back includes facts about each character) Students can play a Pokemon-style game with the cards on the day they are due.</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>Students will research different creation myths from various cultures and present them to the</p>

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			<p>Paired Nonfiction: “The Hero’s Adventure” and “The Hero’s Journey” (Joseph Campbell)</p>	<p>class via some sort of online platform (Google Slides, Prezi, etc.)</p> <p>Cover the different archetypes seen in the myths: damsel in distress, mentor, villain, monster, tragic hero, etc.</p> <p><i>The History Channel</i> documentaries on the Trojan War</p> <p>Create a play version of the Trojan War for class to read/perform.</p> <p>Students will create social media profile for a Greek god/goddess including:</p> <ul style="list-style-type: none"> ▸ age ▸ name ▸ user handle ▸ short, attention getting phrase that hints at what the role of the god/goddess is ▸ 1 quote from a myth including the god/goddess ▸ 3 social media posts from the god/goddess that track their actions in the myth that was quoted from above ▸ List of friends and relatives ▸ image <p>Students will read an informational text about historical Roman relationships and compare and contrast the institute of marriage, affairs, gender roles, etc. using a venn diagram. They will then use that diagram to write a short essay on the topic.</p>
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				<p>Students will read informational texts about Roman gladiators and the myth of Perseus and discuss the following things in a Socratic Seminar:</p> <ul style="list-style-type: none"> ▸ What does it mean to be a hero then vs. now? ▸ Does Perseus fit the archetype of the hero? ▸ How are our modern sports heroes similar/different than the ancient gladiators ▸ Were the gladiator fights ethical? ▸ Can a hero be weak? ▸ Can someone be a hero and a bad person? <p>Student groups explore several heroes in small groups from ancient Greece and work together to present their adventures to class, based on understanding of the Hero’s Journey stages.</p> <p>Students research constellations that have their basis in ancient Greek mythology. They review the plot elements by breaking down the myth associated with the constellation, and present to the class or conduct a gallery walk.</p>
1 day	<p>1st semester: 47</p> <p>2nd semester: 137</p>	<ul style="list-style-type: none"> ● Benchmark: SLO ● Suggested: USA TestPrep Test Bank 		
12 days	<p>1st semester: 48-59</p> <p>2nd semester: 138-149</p>	<ul style="list-style-type: none"> ● I 4: Synthesize information to share learning and/or take action ● RL 11: (author’s POV shape meaning) ● I 3: (synthesize ideas to find new understanding) ● RI 5: (cite textual evidence) ● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. ● W 2: (info/exp texts to examine ideas) ● RI 11: (support of claims and assess reasoning) 	<p><i>To Kill a Mockingbird</i>, Part I</p> <p>Suggested nonfiction texts:</p> <ul style="list-style-type: none"> ● “Women on Breadlines” ● “Bread Line, New York City, 1932” ● FDR’s First Inaugural Address ● “Letter from a Birmingham Jail” 	<p>Reader’s Theater of trial scene and/or whole novel</p> <p>Students formulate a definition of “Mockingbirds of Society” and then research a “Mockingbird” from history, providing rationale for their inclusion as a Mockingbird figure.</p>

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		<ul style="list-style-type: none"> ● C 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages. ● W 1: (arg to support claims with evidence) ● RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. ● C 5: Incorporate craft techniques to engage and impact audience and convey messages. 	<ul style="list-style-type: none"> ● “From Slaves to Sharecroppers” ● “Herd Behavior” ● “President Obama’s Remarks on Treyvon Martin Ruling” <p>Suggested poetry:</p> <ul style="list-style-type: none"> ● “On Turning Ten” ● “An Incident” ● “We Wear the Mask” ● “An Obstacle” ● “If We Must Die” 	<p>Letter to the Editor: Students create letter sharing thoughts of vigilante justice based on the novel and informational texts.</p> <p>Students research and present on a aspect of the historical context of the novel, such as:</p> <ul style="list-style-type: none"> ▸ The Dust Bowl ▸ The Great Depression ▸ Women’s Rights/Feminist Philosophy ▸ Viewpoints on parenthood in the 30s vs. today ▸ FDR and policies/legislation ▸ Jim Crow laws of the South ▸ The Scottsboro Trial <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>Students research the life of Harper Lee and create a virtual family album or scrapbook using Thinglink or other tech site(s).</p> <p>Create a one-pager to demonstrate mastery of literary concepts such as symbol, theme, characterization, and imagery.</p> <p>Students write a personal narrative about growing up in the form of a poem, short story, or narrative essay which utilizes the techniques of a mentor text.</p>
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12 days	<p>1st semester: 60-71</p> <p>2nd semester: 150-161</p>	<ul style="list-style-type: none"> ● RL 11: (author’s POV shape meaning) ● I 3: (synthesize ideas to find new understanding) ● RI 5: (cite textual evidence) ● W 2: (info/exp texts to examine ideas) ● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 	<i>To Kill a Mockingbird, Part II</i>	<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>Research Project: The following link is a Problem Based Learning Lesson with TKAM. https://docs.google.com/presentation/d/1w_XAsZ_bQLhs8o9u3IjgF4r3GKJmWdqA1fa0mA42HU/edit?usp=sharing</p> <p>Students write a paper analyzing the text and connecting it to outside research (Link to paper: https://docs.google.com/document/d/16nplamG007a0Ue1IWnAS3zTY9j3EfNaKJEsVWLZ-Ho8/edit?usp=sharing)</p> <p>Students research other trials like the Scottsboro trial and argue whether the court’s finding was valid or invalid.</p>

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				<p>Students analyze a character from the novel, such as Boo Radley or Tom Robinson and relate them with a real-life character from history.</p> <p>Students research the life of Harper Lee and create a virtual family album or scrapbook using Thinglink or other tech site(s).</p> <p>Create a one-pager to demonstrate mastery of literary concepts such as symbol, theme, characterization, and imagery.</p> <p>Students write a personal narrative about growing up in the form of a poem, short story, or narrative essay which utilizes the techniques of a mentor text.</p> <p>Students explore the “This I Believe” site and reflect on 3 submissions before creating an original submission (short personal narrative) on a core belief.</p> <p>Interactive notes using Nearpod or Peardeck</p>
18 days	<p>1st semester: 72-89</p> <p>2nd semester: 162-179</p>	<ul style="list-style-type: none"> ● RL 9: (figurative and connotative meanings of words) ● RL 12: (manipulate time to create different effects) ● W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. ● C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. ● C 5: Incorporate craft techniques to engage and impact audience and convey messages. 	<i>Romeo and Juliet</i>	<p>Read modern articles based on family and social themes throughout R&J. Example Questions:</p> <ul style="list-style-type: none"> ▸ Is arranged marriage a good idea? ▸ Should parents be held responsible for the actions of their children? <p>Example Group Activities: Socratic Seminar on arranged marriage, parenting styles, depression, friendship and loyalty, romantic love, gender roles</p>

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			<p>Philosophical Chairs (Agree/Disagree) with theme statements:</p> <ul style="list-style-type: none"> ▸ Opposites attract ▸ Making quick decisions is never a good idea ▸ Society rejects those who don't fit the mold ▸ Parents are often to blame for their children's tragedies ▸ Grudges lead to destruction ▸ Fate plays a role in everyone's lives ▸ Jigsaw on the Elizabethan era ▸ games and diversions ▸ superstition ▸ gender roles ▸ government ▸ religious ideology ▸ young Shakespeare ▸ older Shakespeare ▸ Elizabethan theater <p>Students will do a project researching the role of fate in Shakespearean tragedies. They will research the Zodiac signs, where they came from, 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. The students will then assign a star sign to Romeo and Juliet, explain their choice and support it with a quote from the play, and then explain how these "star-crossed lovers" were destined to fail based on these signs, even if the story didn't end in their death.</p> <p>Students practice familiarity with Elizabethan English by "battling" with created insults and "wooing" with practice of famous romantic lines.</p> <p>Video pairing for language</p>
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			<p>Students match the modern translation of lines with actual lines. CalShakes resources</p> <p>Teach Iambic Pentameter and have students create their own sonnets or present famous sonnets with analysis</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 close reading of specific scenes to analyze for language, symbols, puns, rhyming, 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: https://docs.google.com/document/d/1DqAHM3_fdTjBYLxEi80po1hbFBTjHKy_bCAMq89w-5k/edit?usp=sharing</p> <p>--Act 2: https://docs.google.com/document/d/1RCqD6bsCPooK5PnV7KgVU9pM-sRcpJ0tQk--jr8DJ0g/edit?usp=sharing</p> <p>--Act 3: https://docs.google.com/document/d/1Ag61-lbcRAU7LToLe90mNab0kDRhUO0rAw6eILrnUo/edit?usp=sharing</p> <p>--Act 4: https://drive.google.com/file/d/0BwaDFot3g3urRExpaUwwQ3FvV1E/view?usp=sharing</p>
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				<p>--Act 5: https://docs.google.com/document/d/1sVG5mjUxVw6MTttriZtZUT6zy6zuQQ5JC8l-ffoXHM/edit?usp=sharing</p> <p>Romeo and Juliet Hyperdoc for intro</p> <p>“Dear Betsy/Willy/Bill/Elizabeth” is an advice column that invites individuals to write in with their problems to seek advice on how best to handle them. Teacher creates submissions which need to be addressed. Students choose <u>one</u> of the scenarios, and provide their best advice, based on the events in <i>Romeo and Juliet</i>. They use one of the stories or individuals from the novel to explain their point(s).</p>
1 day	<p>1st semester: 90</p> <p>2nd semester: 180</p>	<u>FINAL EXAM</u>		