

| Unit 1 Pacing Calendar |   |  | English 1  |  |  | General Unit Information  |
|------------------------|---|--|--|--|--|---|
| Week 1                 | Monday, August 17, 2020   | Tuesday, August 18, 2020   | Wednesday, August 19, 2020   | Thursday, August 20, 2020  | Friday, August 21, 2020  | Unit Topic: Survival<br>Essential Questions: What qualities help us survive?  |
|                        | Staff Development   | Staff Development  | Flex + Welcome to High School - "let's get to know each other!"<br>9.1(A) - engage in meaningful and respectful discourse<br>LT: I will participate in fun activities to help me get to know my teacher and classmates                     | Flex + Social Contracts<br>9.1(A) - engage in meaningful and respectful discourse<br>LT: I will learn procedures, expectations and management of a high school ELA classroom                                   | Flex + Independent Reading Introduction and Book Tasting<br>9.4(A) - establish purpose for reading self selected text<br>LT: I will participate in a book-tasting completing summaries on each book that interests me.                             |   |
|                        | Monday, August 24, 2020   | Tuesday, August 25, 2020   | Wednesday, August 26, 2020   | Thursday, August 27, 2020  | Friday, August 28, 2020  |   |
| Week 2                 | Flex + Library Visit and Independent Reading Novel Selection  | Independent Reading & Transfer of Learning (ES)  | Flex + Pre-Assessment  | The Cost of Survival   | The Cost of Survival   | Genre Focus for Reading & Writing: Argumentative<br>Essential Standards: 9.7(E)(i), 9.8(G), 9.10(C)   |
|                        | 9.4(A) - establish purpose for reading self selected text<br>LT: I will select my independent reading novel for Quarter 1                                       | 9.4(A) - read self-selected texts, 9.6(A) - theme through characterization and plot<br>LT: I will read my independent novel and will determine themes through characterization and plot. | 9.6(A) - analyze how themes are developed, 9.8(F) - analyze how the author's diction and syntax contribute<br>LT: I will take a pre-assessment to show knowledge of characteristics of argument.   | 9.5(D) - Summarizing to maintain meaning & logical order<br>LT: I will show comprehension of a text by writing a summary.  | 9.1(A) - engage in meaningful & respectful discourse, 9.7(E) - analyze characteristics of argumentative texts<br>LT: I will engage in argumentative discourse with an icebreaker by creating and defending claims.<br>Pre-Assessment for 9.7(E)(i) |   |
|                        | Monday, August 31, 2020   | Tuesday, September 1, 2020   | Wednesday, September 2, 2020   | Thursday, September 3, 2020  | Friday, September 4, 2020  |   |
| Week 3                 | Through the Tunnel  | Through the Tunnel   | The Moral Logic of Survivor Guilt  | Teacher Choice Argumentative Text  | Independent Reading & Transfer of Learning (ES)  | Reading & Writing Workshop<br>Incorporation: Word Study, Shared Writing, Read Aloud, Conferencing, Mini Lessons, Student Choice, Time to Read and Write, Mentor Texts |
|                        | 9.4(D) - create mental images to deepen understanding, 9.7(A) - read and respond to literature<br>LT: I will then read and annotate the text for understanding. | 9.4(F) - make inferences and use evidence to support understanding<br>LT: I will respond to a critical thinking question and discuss within a peer group.                                | 9.7(E)(i) - analyze a clear arguable claim, appeals, and convincing conclusion<br>LT: I will identify claims and appeals in an argumentative text.   | 9.7(E)(i) - analyze characteristics of argumentative texts<br>LT: I will identify prior taught vocab within a text using peer collaboration.   | 9.4(A) - read self-selected texts, 9.6(A) - theme through characterization and plot<br>LT: I will read my independent novel and will determine themes through characterization and plot.   |   |
|                        | Monday, September 7, 2020   | Tuesday, September 8, 2020   | Wednesday, September 9, 2020   | Thursday, September 10, 2020   | Friday, September 11, 2020   |   |
| Week 4                 | Labor Day Holiday   | Teacher Choice Argumentative Text  | Teacher Choice - commercials, short text excerpts  | Romeo and Juliet: A Tragedy? Or Just as Tragic Misunderstanding?   | Independent Reading & Transfer of Learning (ES)  |   |
|                        |   | 9.8(G) - explain the purpose of rhetorical devices<br>LT: I will recognize logical fallacies and identify their purpose (strawman, red herring, overstatement, understatement, etc.).    | 9.8(G) - explain the purpose of rhetorical devices, 9.4(A) - establish a purpose for reading<br>LT: I will pre-learn vocab 'ethos,' 'pathos,' and 'logos' within text and commercials before close reading the text for logical fallacies. | 9.7(E)(i) - analyze a clear arguable claim, appeals, and convincing conclusion<br>LT: I will work with a partner to analyze articles for claims, appeals, and logical fallacies (fallacies/ethos/pathos/etc.). | 9.4(A) - read self-selected texts, 9.6(A) - theme through characterization and plot<br>LT: I will read my independent novel and will determine themes through characterization and plot.   |   |
|                        | Monday, September 14, 2020  | Tuesday, September 15, 2020  | Wednesday, September 16, 2020  | Thursday, September 17, 2020   | Friday, September 18, 2020   |   |
|                        | The Value of a Sherpa Life  | The Value of a Sherpa Life   | The Value of a ___ (insert your own) Life  | The Value of a ___ (insert your own) Life  | Independent Reading & Transfer of Learning (ES)  |   |

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| Week 5 | 9.4(A) - establish a purpose for reading, 9.4(E) - make connections to personal experiences, 9.7(E) - analyze characteristics and structural elements of argumentative texts, 9.8(G) - explain the purpose of rhetorical devices | 9.4(A) - establish a purpose for reading, 9.4(E) - make connections to personal experiences, 9.7(E) - analyze characteristics and structural elements of argumentative texts, 9.8(G) - explain the purpose of rhetorical devices | 9.4(A) - establish a purpose for reading, 9.4(E) - make connections to personal experiences, 9.7(E) - analyze characteristics and structural elements of argumentative texts, 9.10(C) - compose argumentative texts using genre characteristics and craft | 9.10(C) - compose argumentative texts using genre characteristics and craft  | 9.4(A) - read self-selected texts, 9.6(A) - theme through characterization and plot               |  |
|        | LT: I will read the text with a peer and identify the argument and its support.  | LT: I will collaborate with a peer to discuss the text and answer the questions at the bottom of page 123 through page 124.  | LT: I will work on my own to breakdown the text, find claims, and replace with personal ideas/claims  | LT: I will write my own "Value of a _____" that includes at least two logical fallacies.   | LT: I will read my independent novel and will determine themes through characterization and plot. |  |
|        |  |  | <a href="#">Students will use text as a mentor to create their own "The Value of a _____" text. (i.e. YouTuber, TikToker)</a>   | Should spend one class period finalizing this piece.   |   |  |
|        | <b>Monday, September 21, 2020</b>  | <b>Tuesday, September 22, 2020</b>   | <b>Wednesday, September 23, 2020</b>  | <b>Thursday, September 24, 2020</b>  | <b>Friday, September 25, 2020</b>   |  |
| Week 6 | <b>Prompt: Should people in life-or-death situations be held accountable for their actions?</b>  | <b>Prompt: Should people in life-or-death situations be held accountable for their actions?</b>  | <b>Revision of Argumentative Essay (Prompt: Should people in life-or-death situations be held accountable for their actions?)</b>   | <b>Editing of Argumentative Essay (Prompt: Should people in life-or-death situations be held accountable for their actions?)</b>                     | <b>Independent Reading &amp; Transfer of Learning (ES)</b>  |  |
|        | 9.9(A) - plan a piece of writing appropriate for various purposes, 9.10(C) - compose argumentative texts using genre characteristics and craft   | 9.9(B)(i) - use an organizing structure appropriate to purpose, audience, topic, and context, 9.10(C) - compose argumentative texts using genre characteristics and craft  | 9.9(C) - revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness  | 9.9(D) - edit drafts using standard English conventions  | 9.4(A) - read self-selected texts, 9.6(A) - theme through characterization and plot               |  |
|        | LT: I will work with my class to brainstorm ideas for argumentative survival essay; I will then create an outline of my essay using examples from previous texts.  | LT: I will write a focused, structured, and coherent argumentative essay in which I state and defend my position on the prompt.  | LT: I will peer revise using pages 70-71 and participate in a writing conference with my teacher.   | LT: I will participate in three editing stations from page 73: Run-ons & Comma Splices, Capitalization, & Colons & Semicolons and begin final draft. | LT: I will read my independent novel and will determine themes through characterization and plot. |  |
|        | Other suggested prompts are included on pages 74, 146, etc   | Possible Bell Ringer: utilize poetry options in Unit 1 p.128-134 as quick writes, journaling etc?  | Possible Bell Ringer: utilize poetry options in Unit 1 p.128-134 as quick writes, journaling etc?   | Possible Bell Ringer: utilize poetry options in Unit 1 p.128-134 as quick writes, journaling etc?  | *Day can be used to extend final essay writing, if necessary.                                     |  |
|        | <b>Monday, September 28, 2020</b>  | <b>Tuesday, September 29, 2020</b>   | <b>Wednesday, September 30, 2020</b>  | <b>Thursday, October 1, 2020</b>   | <b>Friday, October 2, 2020</b>  |  |
| Week 7 | <b>Bring Your Own Book Activity</b>  | <b>Review for QSE (Tour of Knowledge)</b>  | QSE   | Flex Day Options: Finishing QSE if needed, independent reading, grade clean up   | Reteach/RTI/Retest  |  |
|        | 9.1(A) - engage in meaningful and respectful discourse   | 9.1(A) - engage in meaningful and respectful discourse   |   |  |   |  |
|        | LT: I will participate in a group and discuss my choice novel using the BYOB game.<br><br><a href="#">Link to Bring Your Own Book folder</a>   | LT: I will review the current unit using the <a href="#">Tour of Knowledge</a> .<br><a href="#">Lead4Ward Strategy</a> .   | Posters around the room with key vocab and TEKS, students will take turns adding their knowledge to posters.  |  |   |  |
|        | <b>Monday, October 5, 2020</b>   | <b>Tuesday, October 6, 2020</b>  | <b>Wednesday, October 7, 2020</b>   | <b>Thursday, October 8, 2020</b>   | <b>Friday, October 9, 2020</b>  |  |
| Week 8 | Reteach/RTI/Retest   | Reteach/RTI/Retest   | Flex Day Options: Independent reading and grade clean up  | <b>Student Holiday/ Staff Development</b>  | <b>Student Holiday/ Staff Development</b>   |  |