

Pacing Guide:					
Content and Duration	Content Expectation (GLCE/HSCE)	Student Learning Targets	Content Vocabulary	Required Activities	Common Assessments and Rubrics
<u>Content:</u> Memoir study (<i>Into Thin Air</i>) Writing practice and evaluation ACT prep <u>Duration:</u> Six Weeks ***** <u>Content:</u> Memoir study (<i>Night</i>) Writing practice and evaluation	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.3.1, 1.3.2, 1.3.3 1.3.2 1.3.4 1.3.5 1.3.7 1.3.9 1.4.1 1.4.3 1.4.6	Use all parts of the writing process correctly. Use the writing process to compose a variety of genres. Develop and extend a thesis. Assess and adjust writing to meet audience expectations and needs. Collaborate and work effectively in a group. Know, select, and use correct mechanical conventions. Identify, explore, and refine research topics. Draw conclusions and support findings with research in the assigned format. Cite sources correctly.	rogue catharsis innocuous benign appellation arduous visceral machismo parvenu frenetic raconteur capacious garrulous scathing enigma affable succumb gregarious fastidious debilitating quintessential myriad proliferation loquacious fortuitous rescind squalor countenance reprehensible languish ostentatious epitomize	Quick writes Research Quizzes Tests Responses to literature Analysis essay Memoir essay (personal narrative)	Six Plus One Writing Traits rubric Writing prompts, quizzes, and tests use themes and questions from the Michigan Department of Education's English 11 unit. The unit description and questions are available at www.micigangov.org .

<p>ACT prep</p> <p><u>Duration:</u></p> <p>Six Weeks</p>	<p>1.4.5</p> <p>2.1.1, 2.1.2, 2.1.3</p> <p>2.1.1</p> <p>2.1.7</p> <p>2.1.7</p> <p>2.1.2</p> <p>2.2.1, 3.1.1, 3.1.3, 3.1.4, 3.2.3</p> <p>2.2.1, 3.1.1, 3.1.3</p>	<p>Use appropriate organizational structures and transitions.</p> <p>Use reading strategies to figure out unfamiliar language in text.</p> <p>Access prior knowledge to connect to literature.</p> <p>Paraphrase and/or summarize text to demonstrate understanding.</p> <p>Respond to text with a personal opinion.</p> <p>Identify text features (footnotes, graphs, etc.) and author's purpose for their use.</p> <p>Identify literary strategies (irony, satire, etc.) and author's purpose for their use.</p> <p>Identify, interpret, and describe the use of story grammar.</p>	<p>caustic amulet venerate inherent lucre irrefutable lethargic supine precipitous deferential hypoxia pugnacious lament cognitive impede exacerbate abdicate protuberance malice profligate deleterious advocacy cajole gyre entrophy untrammeled fecundity hubris ostracize nefarious esoteric equivocation neophyte</p>		
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	3.1.5 2.2.3, 3.1.7, 3.1.8, 3.1.9 2.2.3	Compare and contrast themes. Explain historical and social contexts in literature. Examine, interpret, and evaluate print and visual media. Identify and use the conventions of punctuation properly. Identify and use the parts of speech correctly. Identify and use correct sentence structure. Identify and use appropriate words and phrases to match style and tone.			
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