

Instructional Guide

Grade Level Eleventh

Subject English Language Arts

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Nine Weeks	R-Standard III-2	<p>11.1.a Analyze authors' use of literary elements including characterization in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.</p> <p>11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present</p> <p>Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style</p>	<p><i>Prentice Hall Literature</i></p> <p>“A Wagner Matinee” pp. 671-678</p> <p>“Winter Dreams” pp. 742-760 (direct/indirect)</p> <p>“The Life You Save May Be Your Own” pp. 982- 992 (indirect/direct/ grotesque characters)</p> <p>“Marigolds” pp. 1012-1024 (static/dynamic)</p> <p>Unit 5: Part 2 Focus on Literary Forms pp. 804-805</p> <p><i>The text lacks comprehensive lesson on protagonist and antagonist. Instructor may want to reference these types of characters when reading above material.</i></p>		

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1 st Nine Weeks	R- Standards I-2 III-2	11.1.b Analyze authors' use of literary elements including theme in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. 11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style	<i>Prentice Hall Literature</i> “The Turtle from The Grapes of Wrath” pp.766-768 “Mirror” p. 1216 “In a Classroom” p. 1217 “The Explorer” p. 1218 “Frederick Douglass” p. 1219 “From Hiroshima” pp. 1198-1208 (implied theme) “Losses” p. 1209 (implied theme) “The Death of the Ball Turret Gunner” p. 1210 (implied theme) Unit 5: Part 2 Focus on Literary Forms pp. 804-805		

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1 st Nine Weeks	R- Standards III-2 III-3	11.1.c Analyze authors' use of literary elements including tone in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. 11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style	<i>Prentice Hall Literature</i> “Heading West” pp. 608- 614 “Aliceville” pp. 1030- 1044		

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1 st Nine Weeks	R- Standards III-2 III-3	11.1.d Analyze authors' use of literary elements including setting in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. 11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style	<i>Prentice Hall Literature</i> “Suspended” pp. 1083- 1084 “The Rockpile” pp. 1185- 1193 Unit 5: Part 2 Focus on Literary Forms pp. 804-805		

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1 st Nine Weeks	R- Standards III-2 III-3	11.1.e Analyze authors' use of literary elements including mood in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. 11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style.	<i>Prentice Hall Literature</i> “Heading West” pp. 608- 614 “I Will Fight No More Forever” p. 614 Unit 5: Part 2 Focus on Literary Forms pp. 804-805		

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1 st Nine Weeks	R- Standards III-2 III-3	11.1.f Analyze authors' use of literary elements including plot in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. 11.1.B.1 Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style	<i>Prentice Hall Literature</i> “Antojos” pp. pp. 1115-1126 “The Far and Near” pp.784-788 (rising action/anti-climax, climax) “To Build a Fire” pp. 620-635 (conflict/internal conflict/ external conflict) “A Rose for Emily” pp. 862- 874 (conflict/internal conflict/external conflict/resolution) “The First Seven Years” pp.998-1006 (external conflict/internal conflict) Unit 5: Part 2 Focus on Literary Forms pp. 804-805		

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1 st Nine Weeks	R- Standards III-2	11.1.g Analyze authors' use of literary elements including literary point of view in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.	<i>Prentice Hall Literature</i> “In Another Country” pp. 809- 814 “The Corn Planting” pp. 815-819 “A Worn Path” pp. 820-828 “Everyday Use” pp. 1089- 1098 (first-person point of view) “from The Woman Warrior” pp. 1104-1110 (limited third-person point of view) “An Occurrence at Owl Creek Bridge” pp. 518-526 (omniscient/limited third person/stream-of consciousness) “The Jilting of Granny Weatherall” pp. 848- 856 (stream of consciousness) Unit 5: Part 2 Focus on Literary Forms pp. 804-805		

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1 st Nine Weeks	R- Standards III-2 III-3 IV-1	11.2.a Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages. 11.2.B.1 Explaining use of allusions 11.2.B.2 Analyzing use of analogies for meaning 11.2.B.3 Interpreting irony 11.2.B.4 Analyzing poetry for rhythm and rhyme schemes	<i>Prentice Hall Literature</i> “From The Dark Tower” p. 938 (metaphor/extended metaphor/imagery) “Chicago” p. 840 (apostrophe/personification) “Anecdote of the Jar” p. 795 (simile/imagery/images) “The Love Song of J. Alfred Prufrock” p. 716-720 (allusions) “Onomatopoeia” pp. 1146-1147 (analogy) “The Story of an Hour” pp. 642-646 (irony-verbal, situational, dramatic) “Douglass” p. 653 (rhyme-exact, slant, end, internal) “Swing Low, Sweet Chariot” pp. 498-499 (refrain) The textbook lacks comprehensive lesson on literary devices and figurative language. Instructor may want to point out these items in the above reading selections.		

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1 st Nine Weeks	R- Standards I-2 IV-2 IV-3	11.4.a Analyze twentieth and twenty-first century American literary selections for plot structure. Examples: narratives, editorials	<i>Prentice Hall Literature</i> “Antojos” pp. pp. 1115-1126 “The Far and Near” pp.784-788 (rising action/anti-climax, climax) “To Build a Fire” pp. 620-635 (conflict/internal conflict/ external conflict) “A Rose for Emily” pp. 862- 874 (conflict/internal conflict/external conflict/resolution) “The First Seven Years” pp.998- 1006 (external conflict/internal conflict) Unit 5: Part 2 Focus on Literary Forms pp. 804-805 Recommended Auxiliary Materials: Magazine and Newspaper Editorial Articles		

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1 st Nine Weeks		11.4.b Analyze twentieth and twenty-first century American literary selections for cultural significance. Examples: narratives, editorials	<i>Prentice Hall Literature</i> “Marigolds” pp. 1012-1024 “Civil War” pp. 550 “Recollections of a Private” pp. 554-555 “A Confederate Account of the Battle of “Gettysburg” pp. 556-557 “An Account of the Battle of Bull Run” p. 558 “Reaction to the Emancipation Proclamation” pp. 559-560 “An Account of an Experience with Discrimination” pp.561-562 “War” pp. 567-570 Recommended Auxiliary Materials: Magazine and Newspaper Editorial Articles		

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1 st Nine Weeks	L-Standards II-2 III-1	11.5.a Evaluate twentieth and twenty-first century American authors' use of language including length and complexity of sentences.	Throughout the text.(<i>Prentice Hall Literature</i>)		
1 st Nine Weeks	L-Standards II-2	11.5.b Evaluate twentieth and twenty-first century American authors' use of language including diction.	<i>Prentice Hall Literature</i> “The Gettysburg Address” p. 532 “Second Inaugural Address” pp. 533-534 “Letter to His Son” pp.535-536 “Gold Glade” pp. 1050-1051 “The Light Comes Brighter” p. 1052 raveling “Through the Dark” pp. 1053-1054		

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1 st Nine Weeks	L-Standards II-2	11.5.c Evaluate twentieth and twenty-first century American authors' use of language including Standard English versus dialect.	<i>Prentice Hall Literature</i> “from Dust Tracks on a Road” pp. 914-920 <i>Cold Sassy Tree</i> by Olive Burns- Novel <i>Dialect</i> by Ethan Frome- Novel <i>Their Eyes Were Watching God</i> by Zora Neale Hurston- Novel		

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1 st Nine Weeks	R-Standard IV-1	11.6.a Determine word meaning in twentieth and twenty-first century American literature using word structure. Examples: prefixes, suffixes, root words	<i>Prentice Hall Literature</i> Prefixes: Vocabulary Lesson- pp. 564,648, 656,722,738, 770, 844,858,878, 1046, 1056, 1072,1086, 1139, 1194,1248, 1588 Suffixes: Vocabulary Lesson- pp. 494,502, 514,528,538,604, 637,666, 762, 790, 801,830, 894,908, 922,934,942,994, 1008, 1026,1100, 1112,1160, 1179,1212. 1236,1289,1313 Roots: Vocabulary Lesson- pp. 494,502, 514,528, 637,666,762,780,790,801,830,894,908,922,934, 942,994,1008,1100,1112,1160,1179,1212,1224,1236,1289 Related Words: Vocabulary Lesson- pp. 656,738,844, 1056,1248 Word Analysis: Vocabulary Lesson- pp. 538,604		

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1 st Nine Weeks	R-Standard IV-1	11.6.b Determine word meaning in twentieth and twenty-first century American literature using context clues. Examples: prefixes, suffixes, root words	<i>Prentice Hall Literature</i> Prefixes: Vocabulary Lesson- pp. 564,648, 656,722,738, 770, 844,858,878, 1046, 1056, 1072,1086, 1139, 1194,1248, 1588 Suffixes: Vocabulary Lesson- pp. 494,502, 514,528,538,604, 637,666, 762, 790, 801,830, 894,908, 922,934,942,994, 1008, 1026,1100, 1112,1160, 1179,1212. 1236,1289,1313 Roots: Vocabulary Lesson- pp. 494,502, 514,528, 637,666,762,780,790,801,830,894,908,922,934, 942,994,1008,1100,1112,1160,1179,1212,1224,1236,1289 Vocabulary Builder: Context- pp. 528,780,790, 801,908, 1008,1289, 1313 Critical Reading: Context Clues- p. 695 Throughout the text.		

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1 st Nine Weeks	R-Standard III-2 III-3 IV-4 L-Standard III-1	11.7 Compare the writing styles of two or more American authors or public figures. Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway	<i>Prentice Hall Literature</i> “from Letter from Birmingham City Jail” Martin Luther King Jr. pp. 1232-1234 “Letter to His Son” pp. 535-536		
	L-Standard III-2	11.9.a Analyze writing for parallelism in literary selections.	<i>Prentice Hall Literature</i> “Inaugural Address” pp.1228- 1231 “from Letter from Birmingham City Jail” pp.1232-1234		

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1 st Nine Weeks	R-Standard II-4 III-1	11.14 Identify propaganda in nonprint media.	<i>Writer's Choice</i> Unit 6: Persuasive Writing		

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2 nd Nine Weeks	R-Standard II-2 III-1 IV-1	11.3.a Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns. Examples:- informational materials-- employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts- functional materials--posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutritional pamphlets 11.3.B.1 Recognizing fallacies in logic 11.3.B.2 Drawing conclusions to determine author intent 11.3.B.3 Applying advanced knowledge of context clues and structural analysis to determine word meaning 11.3.B.4 Evaluating quality of writing	Possible Resources: Informational/Driver's Manual, Employee Handbook, Technical Manual Functional/ Apartment Lease, Nutritional Guide, Weather Reports		

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2 nd Nine Weeks	R-Standard II-2 IV-1	11.3.b Read with comprehension a variety of informational and functional reading materials, including evaluating strengths and weaknesses of argument. Examples:- informational materials-- employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts- functional materials--posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutritional pamphlets 11.3.B.1 Recognizing fallacies in logic 11.3.B.3 Applying advanced knowledge of context clues and structural analysis to determine word meaning 11.3.B.4 Evaluating quality of writing	Possible Resources: Informational/Driver's Manual, Employee Handbook, Technical Manual Functional/ Apartment Lease, Nutritional Guide, Weather Reports <i>Prentice Hall Literature Vocabulary Builder:</i> Context- pp. 528,780,790, 801,908, 1008,1289, 1313		

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2 nd Nine Weeks	R- Standard II-2 IV-1	11.3.c Read with comprehension a variety of informational and functional reading materials, including identifying directions implied or embedded in a passage. Examples:- informational materials-- employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts- functional materials-- posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutritional pamphlets 11.3.B.1 Recognizing fallacies in logic 11.3.B.2 Drawing conclusions to determine author intent 11.3.B.3 Applying advanced knowledge of context clues and structural analysis to determine word meaning 11.3.B.4 Evaluating quality of writing	Possible Resources: Informational/Driver's Manual, Employee Handbook, Technical Manual Functional/ Apartment Lease, Nutritional Guide, Weather Reports		

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2 nd Nine Weeks	R-Standard II-4	11.4.c Analyze twentieth and twenty-first century American literary selections for use of propaganda. Examples: narratives, editorials	<i>Prentice Hall Literature</i> “Inaugural Address” pp. 1228-1231 “from Letter from a Birmingham City Jail” pp. 12321234 <i>Recommended Auxiliary Materials: Magazine and Newspaper Editorial Articles</i>		
2 nd Nine Weeks	L-Standard I-7 I-1 II-2	11.8.a Write the text for an oral presentation with attention to word choice. 11.8.B.1 Using a variety of sentence patterns 11.8.B.2 Developing an effective voice suitable for audience and purpose.	<i>Writer’s Choice</i> Unit 2.4 Prewriting Audience and Purpose Unit 8: Style Through Sentence Combining Unit 13: Clauses and Sentence Structure Unit 29.2: Listening and Speaking		

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2 nd Nine Weeks	L-Standard I-7 III-1	11.8.b Write the text for an oral presentation with attention to organizational patterns. 11.8.B.1 Using a variety of sentence patterns 11.8.B.2 Developing an effective voice suitable for audience and purpose.	<i>Writer's Choice</i> Lesson 2.4 Prewriting Audience and Purpose Unit 3: Descriptive Writing Unit 4: Narrative Writing Unit 5: Expository Writing Unit 6: Persuasive Writing Unit 8: Style Through Sentence Combining Unit 13: Clauses and Sentence Structure Unit 29.2: Listening and Speaking		

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2 nd Nine Weeks	L-Standard I-7 III-1 R-Standard IV-2.3	11.8.c Write the text for an oral presentation with attention to transitional devices. 11.8.B.1 Using a variety of sentence patterns 11.8.B.2 Developing an effective voice suitable for audience and purpose.	<i>Writer's Choice</i> Lesson 2.4 Prewriting Audience and Purpose Lesson 5.1 Expository Paragraph Lesson 5.4 Compare and Contrast Unit 8: Style Through Sentence Combining Unit 13: Clauses and Sentence Structure Unit 29.2: Listening and Speaking		

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2 nd Nine Weeks	L-Standard I-7 III-1 R-Standard III-2	11.8.d Write the text for an oral presentation with attention to tone. 11.8.B.1 Using a variety of sentence patterns 11.8.B.2 Developing an effective voice suitable for audience and purpose.	<i>Writer’s Choice</i> Lesson 2.4 Prewriting Audience and Purpose Lesson 5.1 Expository Paragraph Lesson 5.4 Compare and Contrast Unit 8: Style Through Sentence Combining Unit 13: Clauses and Sentence Structure Unit 29.2: Listening and Speaking <i>Prentice Hall Literature</i> “from My Bondage and My Freedom” pp.506-512 “Heading West” pp. 608-613 “I Will Fight No More Forever” p.614		
2 nd Nine Weeks	L-Standard III-2	11.9.b Analyze writing for parallelism in student writing.	Teacher’s Resources		

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2 nd Nine Weeks	L-Standard I-5	11.10.a Edit writings, including student papers, for correct parallel form in clauses in a series. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Unit 21 Punctuation, Abbreviation, and Numbers Teachers' Resources		

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2 nd Nine Weeks	L-Standard I-5	11.10.b Edit writings, including student papers, for correct parallel form with correlative conjunctions. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Unit 21 Punctuation, Abbreviation, and Numbers Teachers' Resources		

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2 nd Nine Weeks	L-Standard I-5	11.10.c Edit writings, including student papers, for correct use of subject-verb agreement with subjects with intervening phrases. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Lesson 16.1 Subject Verb Agreement (Intervening Prepositional Phrases) Lesson 16.6 Subject Verb Agreement (Intervening Expressions) Unit 21 Punctuation, Abbreviation, and Numbers		

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2 nd Nine Weeks	L-Standard I-5	11.10.d Edit writings, including student papers, for correct use of subject-verb agreement with subjects with collective nouns. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Lesson 16.4 Subject Verb Agreement (Special Subjects) Unit 21 Punctuation, Abbreviation, and Numbers		

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2 nd Nine Weeks	L-Standard I-5	11.10.e Edit writings, including student papers, for correct use of subject-verb agreement with subjects with indefinite pronouns when the verb form depends on the rest of the sentence. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Lesson 16.7 Subject Verb Agreement (Indefinite Pronouns) Unit 21 Punctuation, Abbreviation, and Numbers		

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2 nd Nine Weeks	L-Standard I-5	11.10.f Edit writings, including student papers, for correct use of subject-verb agreement with subjects in sentences with correlative conjunctions or in inverted order. 11.10.B.1 Editing writings for mechanics, usage, grammar, and style 11.10.B.2 Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes	<i>Writer's Choice</i> Unit 2 The Writing Process Unit 3 Descriptive Writing Lesson 16.3 Subject Verb Agreement (Inverted Sentences) Lesson 16.5 Subject Verb Agreement (Compound Subjects) Unit 21 Punctuation, Abbreviation, and Numbers		

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2 nd Nine Weeks	L-Standard I-7	11.11 Differentiate between the use of active and passive voice.	<i>Writer's Choice</i> Lesson 15.7 Voice of Verbs		
2 nd Nine Weeks	R-Standard II-2 II-5 IV-4	11.12.a Use the research process to manage information to support a thesis on a literary topic. 11.12.B.1 Using paraphrasing and documentation of sources to avoid plagiarism	<i>Writer's Choice</i> 7.2 Developing a Outline <i>Composition Re-teaching</i> <i>Research Paper and Report Writing</i> Teacher's Resources.		

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2 nd Nine Weeks	R-Standard II-2 II-5 IV-4	11.12.b Use the research process to document information to support a thesis on a literary topic. 11.12.B.1 Using paraphrasing and documentation of sources to avoid plagiarism	<i>Writer's Choice</i> 7.4 Citing Sources <i>Composition Re-teaching</i> <i>Research Paper and Report Writing</i> Teacher's Resources.		
2 nd Nine Weeks	R-Standard II-2 II-5 IV-4	11.12.c Use the research process to organize information to support a thesis on a literary topic. 11.12.B.1 Using paraphrasing and documentation of sources to avoid plagiarism	<i>Writer's Choice</i> 7.2 Developing a Outline <i>Composition Re-teaching</i> <i>Research Paper and Report Writing</i> Teacher's Resources.		

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd Nine Weeks	R-Standard II-2 II-5 IV-4	11.12.d Use the research process to present information to support a thesis on a literary topic. 11.12.B.1 Using paraphrasing and documentation of sources to avoid plagiarism	<i>Writer's Choice</i> 7.6 Editing and Presenting <i>Composition Re-teaching</i> <i>Research Paper and Report Writing</i> Teacher's Resources.		
2 nd Nine Weeks	R-Standard IV-2.3	11.13 Compare the use of oral presentation skills of self and others.	Peer Evaluations Teacher's Resources		
2 nd Nine Weeks	R-Standard II-1 II-3	Not included in COS	<i>Writer's Choice</i> Lesson 2.6 Lesson 5.3		