



Garden Grove Unified School District
Office of Secondary Education
Department of 7-12 Instruction

**English/Language Arts
7-12
Curriculum
&
Pacing Guide**

ELA Curriculum & Pacing Guides

Introduction

Background & Rationale

The new Curriculum and Pacing Guides for English-Language Arts were created to provide alignment within and across schools in order to maximize student performance on curriculum-embedded and state assessments, and enhance common planning opportunities for teachers. The guides are aligned with our district-adopted Holt program and reflect differentiation opportunities for all types of learners.

The new Curriculum and Pacing Guides were developed by English-Language Arts consults which met in Spring of 2007. The consensus reached by those consults, one related to ELA Pacing and the other to Writing, is detailed in the post-consult memos which are included on pages 2-6 of this introductory section.

Organization

For purposes of vertical articulation and for those teaching multiple grade-levels, all grade-levels of pacing, 7-12, have been included in each binder. *Following this introductory section, the sections of the binder are as follows:*

Pacing- Each grade-level contains an at-a-glance document for each year and quarter. The yearly pacing is provided to ensure that the minimum course of study most relevant to CST preparation is provided prior to testing. Each quarter at-a-glance document provides details on differentiation for strategic learners and should be used in conjunction with the (Teacher Edition) Teacher Wrap Around and spiral-bound on-course mapping.

Graphic Organizers- all of the graphic organizers from our original Curriculum Guides, 7-12, are provided for you in this section. We will also create a CD for each school.

Resources – This tab is to be used for your own purposes to add materials shared at your site or district trainings/collaboration.

KEY to Acronyms used in the at-a-glance documents:

- LRA: Literary Response & Analysis Standard
- WA: Word Analysis/Vocab Standard
- RC: Reading Comprehension Standard
- UA: Universal Access Supplemental Pieces
- PA: Progress Assessment (also found in the One-Stop Planner CD)
- LPLD: Lesson Plans for Language Development
- IR: Interactive Reader
- VocDev: Vocabulary Development
- WLS= Writing, Listening, & Speaking
- LP=Lesson Plans for Language Development PA:
- WLS= Progress Assessment Writing, Listening, & Speaking

Garden Grove Unified School District
Office of Secondary Education
Department of 7-12 Instruction

To: All ELA Teachers, 7-12

From: Gabriela Mafi, Director of 7-12 Instruction

Re: ELA Pacing Consult

The ELA Pacing Consult met on 5/24 & 6/4 to discuss 7-12 ELA Pacing, including examining the curriculum guides, benchmark assessments, and pacing for various groups of students (extended, benchmark, strategic & intensive). The following decisions were reached by the group:

- The benchmark assessments have not previously been aligned with focus standards or instruction. **Thus, the Holt summative assessments will be used as our benchmark assessments in 7-12.** The Office of Research and Evaluation will assist us with preparing these summative exams for the same process as is used with our current benchmark exams. Additionally, a subcommittee of 12 grade teachers will work in 07-08 to develop a 12th grade benchmark that mirrors college placement tests.
- As currently structured, the **ELA Curriculum Guides** are not aligned with our base program and have been confusing for those wishing to use them with Holt. The focus standards continue to be of importance and the strategies section is useful as a resource for graphic organizers. However, the instructional sequences section is difficult to align with Holt and the pacing by objective/focus standard does not include textbook references. The group decided that the guides are to be return to the district so we can reissue a revised focus standards and pacing document. **Thus, each site will box its curriculum guides and return to the warehouse.** *Department Chairs will be asked to help in overseeing this task.* We will compile a CD of all of the Instructional Strategies pages from all subject areas and grade-levels so we can share these with all schools.
- In aligning with our base program and supplemental resources, the group completed a year-at-a-glance minimum course of study pacing. This was necessary because, while Holt provides an excellent on-course mapping guide, several heavily-tested units must be covered prior to testing; thus, some chapters must be truncated to precede CST testing. The groups also started work on more detailed Quarter pacing charts, which also delineate differentiated materials by type of learner; the group will continue work this summer so those documents will be ready for you in the fall.
- The consult discussed and determined novel study according to type of learner. **The next page of this packet details the guidelines for novels/major works to be studied by grade-level and type of learner.**

The consult worked together very diligently and productively both to consider student and teacher needs/interests. Please give them your thanks for a job well done; they accomplished so very much in only two days!

GGUSD 7-12 Novel/Major Work Guidelines

The ELA pacing consult identified a maximum number of whole-class novel/major works (plays, essays, etc.) study by grade-level and type of learner (extended, benchmark, strategic, intensive), below. Guidelines include:

- *The number and frequency below does not apply to novels students read independently, individually or in small groups. Students should be encouraged to read books and other works within their reading level range (zone of proximal development) on a daily basis to build fluency.*
- *Literature Circles-type study also may be utilized to differentiate according to student needs (as with grade 7, below) by providing several books at different reading levels*
- *Exposure to novels (read-aloud, selections) rather than in-depth and long-term study should be used for struggling students.*
- *Teachers may still use the whole-class novel “optionally,” in that student need for pre-teaching or re-teaching of base program materials may take precedence over novel study. The number below does not identify a minimum for any group of students and should be based on student need.*
- *The novels from which to choose were already identified in the 2002 & 2004 consults. Eighth grade would also like to have two additional possible books: Children of the River & Anne Frank. Continued discussion in 2007-2008 will focus on ensuring that the books on the approved lists include books at differentiated reading levels to meet the needs of all types of learners.*

Learners	7	8	9	10	11	12
Challenge/ Extended <i>(above level)</i>	Same as below plus one additional (optional)	2 per year: 2 nd Q 4 th Q	Based on class needs (AP, honors), read novels at a deeper level and/or add additional <i>(approximately 2-4 total)</i>		Based on class needs (AP, honors), read novels at a deeper level and/or add additional AP as per syllabus.	
Benchmark <i>(at level)</i>	1 per year: 4 th quarter <i>Theme: community Books differentiated by level</i>		2 per year: 2 nd Q 4 th Q		2 per year: 1 per semester	3 per year:
Strategic <i>(up to 2 years below level)</i>			Possibly 1 complete novel or one section of major work/novel		Same as for benchmark with differentiated instruction/strategies	
Intensive <i>(over 2 years below level)</i>	Should be in L3! or treated as strategic	Should be in L3! or treated as strategic	Possibly 1 complete novel or one section of major work/novel		Would be grouped with strategic students	
Special Ed <i>(self-contained)</i>	0-1 per year based on student needs, with at-level reading and heavy scaffolding.					

Garden Grove Unified School District
Office of Secondary Education
Department of 7-12 Instruction

To: All ELA Teachers, 7-12

From: Gabriela Mafi, Director of 7-12 Instruction

Re: Writing Consult

The Writing Consult met on 5/31 & 6/6 to discuss 7-12 Writing, including the purpose, type and frequency of the District Writing Assessment, Writer's Workshop focus areas by quarter and alignment of writing process stages and descriptions. These were the first two days of a consult which will continue into next year as we work on further aligning writing instruction, including the revision of writing rubrics, development of anchor papers and identification of writing resources based on student needs. In these two days, the consult reached consensus on several key items, including:

- The District Writing Assessments and Writer's Workshop focus areas were revised/developed. **The chart providing the details for both of these is on page 5 of this packet.** Members of the consult will be joining the pacing consult this summer to tie the writer's workshop pacing into the general ELA year and quarter at a glance guides. In addition, consult members will be working on writing the new prompts this summer; the prompts can then be reviewed early in the fall by all stakeholder groups and final versions can be completed and distributed before the testing window.
- K-6 already utilizes a consistent writing process model with explicit stages that are consistent across grade-levels and schools. Building upon that model as one way to scaffold writing instruction for our 7-12 students, the consult arrived at a consistent label and description for each of the stages of the writing process to be used at all 7-12 schools. The consult will continue to work in the 2007-2008 school year to develop additional examples for each of the stages as well as teacher references/resources. **The new 7-12 stages and descriptors are found on page 6 of this document.** This document will be formatted and will be distributed in letter size for copies to teachers/students and available as posters for classrooms.
- The group also identified other long-term needs, which include: scaffolding of genres, 7-12, including verbiage regarding genre expectations and supplemental resources based on needs by type of learner; creation of on-demand writing prompts for teacher use; revision of rubrics; creation of anchor papers; identification of cross-content needs to support writing across content areas, including ELD. These needs will be addressed when the consult reconvenes in the 2007-2008 school year.

The consult worked together very diligently and productively to consider both student and teacher needs/interests. Please give them your thanks for a job well done; they accomplished very much in only two days!

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District Writing Assessments & Workshops by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7	<i>November**</i> Fictional Narrative Fictional Narrative	Response to Literature	<i>Late February</i> Persuasive Persuasive	Research Report
8	<i>November**</i> Personal Narrative Personal Narrative	Response to Literature	<i>March</i> <i>(same dates as CST)</i> Response to Literature Writing for life (Tech)	Persuasive Essay (research elements embedded)
9	(Auto)biographical* Narrative	Persuasive (with research elements embedded)	<i>Early February</i> Biography* Analyze poem/ short story	Persuading with Cause and Effect
10	Biographical Narrative	Persuasive	<i>Early February</i> Persuasive Research	Analyzing Short Story
11	Analyzing Non-fiction	Historical Research	<i>Early February</i> Response to Literature Analyzing Literature	Reflective (Response to Novel)
12	Reflective Essay (college entrance essay)	Analyzing Literature (workshops 3, 4 or 6)	<i>Early February</i> Reflective Essay Descriptive (Reporting Literature Research)	Job Resumes Media Workshop

**Note: “Students are not given autobiographical narrative tasks to ensure that test questions addressing this standard are consistent with California Education Code Section 60614, which prohibits questions that solicit or invite disclosure of a pupil’s or his or her parents’ or guardians’ personal beliefs or practices” (CAHSEE Booklet, California Department of Education Standards and Assessment Division 52). However, students may write of their own life experiences in the third person to protect confidentiality.*

*** Note that the DWA is technically administered in Quarter 2.*

Description of Writing Process Stages

Stage	Description
Pre-writing	<ul style="list-style-type: none">• Establish a topic• Gather ideas• Organize ideas• Compose a thesis• Review rubric & prompt/genre/audience/ purpose
Drafting	<ul style="list-style-type: none">• Use prewriting to compose initial draft (include introduction, body, conclusion)
Revising	<ul style="list-style-type: none">• Evaluate & revise draft's content, organization and style using revision checklist• Create 2nd draft
Editing <i>(Editing/ Proofreading for grade 7 to scaffold language from K-6 model)</i>	<ul style="list-style-type: none">• Edit for spelling, punctuation, & grammar mistakes.
Publishing	<ul style="list-style-type: none">• Create & share finished writing• Assess using rubric• Reflect

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7-12 ELA Written Language Conventions Pacing

The pacing charts on the pages which follow provide overall guidelines for the handbook chapters as aligned with the minimum course of study. The Holt Handbook provides support for students in acquiring and mastering English Language conventions. Instruction in English Language conventions has two objectives: (1) understanding the rules of language conventions (grammar, mechanics and usage); (2) applying those rules in the context of writing

Understanding language conventions, #1 above, is especially important for all students, especially English Language Learners who will require explicit instruction. The application of conventions is best taught and assessed within the context of writing rather than in isolation, in order to provide differentiated instruction and support for all students in reaching mastery. The new analytical writing rubric and accompanying conventions checklist will assist teachers and students in identifying and tracking areas for individual growth.

The focus areas below are those found in the Holt Handbook. While students will have repeated exposure to these concepts over time, their need for instruction and support will vary. The chart below shows the typical modes of instruction that should be utilized in levels 7-12. The keys to the modes of instructions are as follows:

- Whole class instruction: Teaching & re-teaching (W = initial, w = review)
- Small flexible grouping: Reteaching & application (S = review/intervention)
- Individual instruction: Application *using conventions checklist* (I = review/intervention)

Focus	7-8		9-10		11-12	
	7	8	9	10	11	12
Parts of a Sentence Subject/Predicate; Complements	W	w	w	S	I	I
Parts of Speech	W	w			S	I
The Phrase	W	w			w	I
The Clause	W	W	W	w	S	I
Kinds of Sentence Structure	W					
Agreement Subject/Verb; Pronoun/Antecedent	W	W	W	W	S	S
Using Verbs Correctly / Verbals & Verb Phrases	W		W	w	S	I
Using Pronouns Correctly	W				I	I
Using Modifiers Correctly	W		W	w	S	I
Correcting Common Errors	W					W
Capitalization	W		S	S	I	I
Punctuation	W	W	W	W	w	w
Direct & Indirect Object		W				
Glossary of Usage		W			W	W
Writing Effective Sentences/ Combining Sentences & Improving Sentence Style		W	W	W	W	W
Tense			W	W		
Possessives, Plurals, Contractions			W			
Hyphens, Parentheses, Dashes			W	W		
Manuscript Form			W			
Spelling	W		S	S	I	I
Sentence Fragments, Run-on Sen.			W	w		
Clear References					W	W
Writing Clear Sentences					W	W

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Grade 7 Year at a Glance Pacing

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Sept. 4 – Nov. 7 47 Instructional Days	Nov. 10 – Jan. 30 44 Instructional Days	Feb. 2 – April 3 42 Instructional Days	April 13 – April 24 10 days until CST	May 22 - June 17 27 days after CST
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>			<i>Use of Holt and other materials for test prep</i>	<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>
Literature Chapters <i>Ch. 1: Plot</i> Spelling <i>Units as needed per PreTest</i> Holt Handbook Chapters <i>Ch. 1: Parts of a Sentence Ch. 2: Parts of Speech Ch. 3: Parts of Speech Ch. 5: The Phrase Ch. 13-15: Review as needed **</i> Writer’s Workshop <i>Narrative (p. 536-557, 563)</i>	Literature Chapters <i>Ch. 2: Character Ch. 3: Theme</i> Spelling <i>Units as needed per PreTest</i> Holt Handbook Chapters <i>Ch. 6: Clauses Ch. 7: Clauses Ch. 8: Subject/Verb Agreement</i> Writer’s Workshop <i>Response to Literature (p. 564-582, 595)</i>	Literature Chapters <i>Ch. 4: Point of View Ch. 5: Forms of Prose</i> Spelling <i>Units as needed per PreTest</i> Holt Handbook Chapters <i>Ch. 9: Using Verbs Correctly Ch. 10: Pronouns Ch. 11: Using Modifiers **</i> Writer’s Workshop <i>Persuasive (p. 595-615, 623)</i>	Literature Chapters <i>Ch. 7: Workplace Documents</i> Spelling <i>Units as needed per PreTest</i> Holt Handbook Chapters <i>Ch. 17: Correcting Common Errors (p. 376-407) **</i> Writer’s Workshop <i>Research (p. 624-653, 661)</i>	Literature Chapters <i>Ch. 6: Literary Criticism</i> Spelling <i>Units as needed per PreTest</i> Holt Handbook Chapters <i>Ch. 13: Capital Letters (p. 264-287) Ch. 14: Punctuation (p. 288-317) Ch. 15: Punctuation (p. 318-345)</i> Writer’s Workshop <i>Research (continued) (p. 624-653, 661)</i>
Assessments <i>Q1 Benchmark DWA Fictional Narrative</i>	Assessments <i>Q2 Benchmark</i>	Assessments <i>Q3 Benchmark DWA Persuasive</i>	Assessments <i>CST</i>	Assessments <i>Q4 Benchmark</i>

*Not including used for CST- approximately April 24-May 22

**These chapters are not in red (minimum course of study), but they are tested on benchmarks.

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Grade 8 Year at a Glance Pacing

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Sept. 4 – Nov. 7 47 Instructional Days	Nov. 10 – Jan. 30 44 Instructional Days	Feb. 2 – April 3 42 Instructional Days	April 13 – April 24 10 days until CST	May 22 - June 17 27 days after CST
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>			<i>Use of Holt and other materials for test prep</i>	<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>
Literature Chapters <i>Ch. 1: Plot Ch. 2: Character</i>	Literature Chapters <i>Ch. 3: Setting Ch. 4: Recurring Themes</i>	Literature Chapters <i>Ch. 5: Literary Devices Ch. 6: Poetry</i>	Literature Chapters <i>Ch. 7: Literary Criticism - begin Ch. 8: Informational Materials</i>	Literature Chapters <i>Ch. 7: Literary Criticism – finish</i>
Spelling <i>Units as needed per PreTest</i>	Spelling <i>Units as needed per PreTest</i>	Spelling <i>Units as needed per PreTest</i>	Spelling <i>Units as needed per PreTest</i>	Spelling <i>Units as needed per PreTest</i>
Holt Handbook Chapters <i>Ch. 1: Parts of a Sentence Ch. 2: Parts of Speech Ch. 3: Parts of Speech</i>	Holt Handbook Chapters <i>Ch. 4: Direct & Indirect Object ** Ch. 6: The Clause Ch. 8: Subject/Verb Agreement **</i>	Holt Handbook Chapters <i>Ch. 12: Usage Ch. 14: Punctuation review ** Ch. 15: Punctuation review **</i>	Holt Handbook Chapters <i>Ch. 18: Effective Sentences</i>	Holt Handbook Chapters <i>Ch. 18: Effective Sentences</i>
Writer’s Workshop <i>Personal Narrative (p. 591-603)</i>	Writer’s Workshop <i>Response to Literature (p. 610-631)</i>	Writer’s Workshop <i>Writing for Life (p. 524-559)</i>	Writer’s Workshop <i>Persuasive Research elements embedded (p. 704-725)</i>	Writer’s Workshop <i>Persuading with Cause and Effect (p. 734-741)</i>
Assessments <i>Q1 Benchmark DWA Personal Narrative</i>	Assessments <i>Q2 Benchmark</i>	Assessments <i>Q3 Benchmark DWA Response to Literature</i>	Assessments <i>CST</i>	Assessments <i>Q4 Benchmark</i>

Not including 10 days used for CST- approximately April 24-May 22These chapters are not in red (minimum course of study), but they are tested on benchmarks.*

Garden Grove Unified School District
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Grade 9 Year at a Glance Pacing

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Sept. 4 – Nov. 7 47 Instructional Days	Nov. 10 – Jan. 30 44 Instructional Days	Feb. 2 – April 3 42 Instructional Days	April 13 – April 24 10 days until CST	May 22 - June 17 27 days after CST
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>			<i>Use of Holt and other materials for test prep</i>	<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>
Literature Chapters <i>Ch. 1: Plot & Setting Ch. 2: Character Ch. 3: Narrator & Voice</i>	Literature Chapters <i>Ch. 4: Comparing Themes Ch. 5: Irony & Ambiguity Ch 6: Symbolism and Allegory</i>	Literature Chapters <i>Ch. 7: Poetry Ch. 8: Evaluating Style Ch. 9: Biographical & Historical Approach Ch. 12: Consumer Workplace Documents</i>	Literature Chapters <i>Ch. 11: Drama - begin</i>	Literature Chapters <i>Ch. 11: Drama - finish Ch. 10: Epic & Myth</i>
Holt Handbook Chapters <i>Ch. 2: Parts of Sentence Ch. 3: The Phrase Ch. 4: The Clauses Ch. 5: Agreement</i>	Holt Handbook Chapters <i>Ch. 6: Using Verbs Ch. 8: Using Modifiers Ch. 10: Capital Letters</i>	Holt Handbook Chapters <i>Ch. 11: End Marks Ch. 12: Colons Ch. 13: Italics, Quotes Ch. 14: Apostrophes Resources: Manuscript</i>	Holt Handbook Chapters <i>Ch. 15: Hyphens, Parentheses, Dashes Ch. 16: Spelling</i>	Holt Handbook Chapters <i>Ch. 18: Complete Sentences Ch. 19: Effective Sentences</i>
Writer's Workshop <i>Autobiographical Narrative (p. 66-73)</i>	Writer's Workshop <i>Persuasive with Research elements embedded (p.320-327)</i>	Writer's Workshop <i>Analyzing a Short Story (p.548-555)</i>	Writer's Workshop <i>CST Prep</i>	Writer's Workshop <i>Persuading with Cause and Effect (p. 734-741)</i>
Assessments <i>Q1 Benchmark</i>	Assessments <i>Q2 Benchmark</i>	Assessments <i>Q3 Benchmark DWA Biographical Narrative</i>	Assessments <i>CST</i>	Assessments <i>Q4 Benchmark</i>

*Not including 10 days used for CST- approximately April 24-May 22

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Grade 10 Year at a Glance Pacing

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Sept. 4 – Nov. 7 47 Instructional Days	Nov. 10 – Jan. 30 44 Instructional Days	Feb. 2 – April 3 42 Instructional Days	April 13 – April 24 10 days until CST	May 22 - June 17 27 days after CST
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>			<i>Use of Holt and other materials for test prep</i>	<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>
Literature Chapters <i>Ch. 1: Plot & Setting Ch. 2: Character Ch. 3: Narrator & Voice</i>	Literature Chapters <i>Ch. 4: Comparing Themes Ch. 5: Irony & Ambiguity Ch. 6: Symbolism and Allegory</i>	Literature Chapters <i>Ch. 7: Poetry Ch. 8: Literary Criticism: Evaluating Style Ch. 9: Literary Criticism: Biographical & Historical Approach Ch. 11: Consumer Workplace Documents</i>	Literature Chapters <i>Ch. 10: Drama - begin</i>	Literature Chapters <i>Ch. 10: Drama - finish</i>
Holt Handbook Chapters <i>Ch. 2: Parts of Sentence Ch. 3: The Phrase Ch. 4: The Clauses Ch. 5: Agreement</i>	Holt Handbook Chapters <i>Ch. 7: Using Verbs Ch. 8: Using Modifiers Ch. 10: Capitalization Ch. 11: End Marks, Comma</i>	Holt Handbook Chapters <i>Ch. 12: Colons Ch. 13: Italics, Quotes Ch. 14: Apostrophes Ch. 15: Spelling Resources: Manuscript</i>	Holt Handbook Chapters <i>Ch. 17: Complete Sentences Ch. 18: Effective Sentences</i>	Holt Handbook Chapters <i>Ch. 17: Complete Sentences Ch. 18: Effective Sentences</i>
Writer's Workshop <i>Biographical Narrative (p. 122-129)</i>	Writer's Workshop <i>Persuasive (p. 294-301)</i>	Writer's Workshop <i>Research (p. 690-709)</i>	Writer's Workshop <i>CST Prep</i>	Writer's Workshop <i>Analyzing Short Story (p. 440-442)</i>
Assessments <i>Q1 Benchmark</i>	Assessments <i>Q2 Benchmark</i>	Assessments <i>Q3 Benchmark DWA Persuasive</i>	Assessments <i>CST</i>	Assessments <i>Q4 Benchmark</i>

*Not including 10 days used for CST- approximately April 24-May 22

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Grade 11 Year at a Glance Pacing

Quarter 1		Quarter 2		Quarter 3		Quarter 4			
Sept. 4 – Nov. 7 47 Instructional Days		Nov. 10 – Jan. 30 44 Instructional Days		Feb. 2 – April 3 42 Instructional Days		April 13 – April 24 10 days until CST			
May 22 - June 17 27 days after CST									
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>						<i>Use of Holt and other materials for test prep</i>		<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>	
Literature Chapters <i>Ch. 1: Encounters and Foundations to 1800 Ch. 2: American Romanticism 1800-1860</i>		Literature Chapters <i>Ch. 3: American Masters: Whitman and Dickinson Ch. 4: The Rise of Realism: The Civil War to 1914</i>		Literature Chapters <i>Ch. 5: The Moderns (1914-1939) Ch. 6: Contemporary Literature (1939-Present) - begin</i>		Literature Chapters <i>Ch. 6: Contemporary Literature (1939-Present) - finish</i>		Literature Chapters <i>Holt Review</i>	
Holt Handbook Chapters <i>Review as necessary based on diagnostic assessment and student writing Ch. 1: Parts of Speech Ch. 2: Parts of A Sentence Ch. 3: The Phrase Ch. 4: The Clause</i>		Holt Handbook Chapters <i>Ch. 5: Agreement ** Ch.6: Pronouns ** Ch.7: Clear Reference ** Ch.8: Verbs **</i>		Holt Handbook Chapters <i>Ch.10: Modifying ** Ch.11: Glossary of Usage Ch.12: Capitalization ** Ch.13: Punctuation Ch.14: Punctuation</i>		Holt Handbook Chapters <i>Ch. 15: Spelling</i>		Holt Handbook Chapters <i>Ch. 17: Writing Clear Sentences ** Ch. 18: Combining Sentences ** Ch.19: Improving Sentence Style **</i>	
Writer's Workshop <i>Analyzing Non- Fiction (p. 1031-1032)</i>		Writer's Workshop <i>Historical Research (p. 528-544)</i>		Writer's Workshop <i>Analyzing Literature (p. 665-666)</i>		Writer's Workshop <i>CST Prep</i>		Writer's Workshop <i>Reflective Response to Novel (p. 361-367)</i>	
Assessments <i>Q1 Benchmark</i>		Assessments <i>Q2 Benchmark</i>		Assessments <i>Q3 Benchmark DWA Response to Literature</i>		Assessments <i>CST</i>		Assessments <i>Q4 Benchmark</i>	

*Not including 10 days used for CST- approximately April 24-May 22

** These chapters are not in red (minimum course of study), but they are tested on benchmarks.

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Grade 12 Year at a Glance Pacing

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Sept. 4 – Nov. 7 47 Instructional Days	Nov. 10 – Jan. 30 44 Instructional Days	Feb. 2 – April 3 42 Instructional Days	April 13 – April 24 10 days until CST	May 22 - June 17 27 days after CST
<i>Minimum course of study: reading, grammar & writing shown below. Additionally, according to student needs, differentiate with use of Universal Access/Strategic or Advancement/Challenge (including use of support materials, novels, etc.)</i>			<i>Use of Holt and other materials for test prep</i>	<i>Reteaching &/or Advancement Listening & Speaking Novel Study</i>
Literature Chapters <i>Ch. 1: Anglo Saxons 449-1066 Ch. 2: The Middle Ages 1066-1485</i>	Literature Chapters <i>Ch. 3: The Renaissance 1485-1660 Ch. 4: The Restoration and the 18th Century</i>	Literature Chapters <i>Ch. 5: The Romantic Period 1798-1832 Ch. 6: The Victorian Period 1832-1901</i>	Literature Chapters <i>Ch. 7: Modern World 1900 to Present <u>Emphasis:</u> A: A World At War B: Clashes of Culture</i>	Literature Chapters <i>Ch. 7: Modern World 1900 to Present <u>Emphasis:</u> C: Discoveries and Transformations D: Ourselves Among Others</i>
Holt Handbook Chapters <i>Review as necessary based on diagnostic assessment and student writing Ch. 1: Parts of speech Ch. 2: Parts of A Sentence Ch. 3: The Phrase Ch. 4: The Clause</i>	Holt Handbook Chapters <i>Ch. 5: Agreement ** Ch. 6: Using Pronouns Correctly ** Ch. 7: Clear Reference ** Ch. 8: Using Verbs Correctly **</i>	Holt Handbook Chapters <i>Ch. 9: Using Modifiers Correctly ** Ch. 10: Placement of Modifiers ** Ch. 11: Glossary of Usage Ch. 12: Capitalization</i>	Holt Handbook Chapters <i>Ch. 13&14: Punctuation Ch. 15: Spelling ** Ch. 16: Correcting Common Errors ** Ch. 17: Writing Clear Sentences **</i>	Holt Handbook Chapters <i>Ch. 18: Combining Sentences ** Ch. 19: Improving Sentence Style **</i>
Writer's Workshop <i>Reflective Essay (p. 656-663)</i>	Writer's Workshop <i>Analyzing Literature (p. 390-397)</i>	Writer's Workshop <i>Reporting Literature Research (p. 204-223)</i>	Writer's Workshop <i>Job Resume (begin)</i>	Writer's Workshop <i>Media Workshop (p. 1112-1119)</i>
Assessments <i>Q1 Benchmark</i>	Assessments <i>Q2 Benchmark</i>	Assessments <i>Q3 Benchmark DWA Reflective</i>	Assessments <i>CST</i>	Assessments <i>Q4 Benchmark</i>

*Not including 10 days used for CST- approximately April 24-May 22

**These chapters are not in red (minimum course of study), but they are tested on benchmarks.

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Grade 7—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.1: Structures: Clarifying Meaning	LRA 3.2	Plot (p.4-5) <i>Introduction of Concept</i>	IR p.1-11 LPLD p.3-4	
	LRA 3.2; WA 1.3	"Duffy's Jacket" (p.6-14)	IR p.12 LPLD p. 8 VocDev p.1	PA p. 1-3
	RC 2.1	"Yeti-Like Monster Gives Staid Town in Illinois a Fright" (p.15-19)	IR p.13 LPLD p.9, 27, 35 VocDev p.2	PA p. 4-5
	RC 2.1	"India's History" (p.42-47)	LPLD p.15	PA p.11-12
	RC 2.1	"Cellular Telephone Owner's Manual" (p.91-93)	IR p.20 LPLD p. 34	PA p. 22-23
	RC 2.1	"Signs" (p.94-95)	IR p.21	

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Grade 7—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.1: Parts of a Sentence	WLC 1.1	Whole class	Parts of a Sentence (p.2-23)	LSS p. 10-20 DLSS p. 4, 6-8 LPLD p. 272-273	PA p. 1-2
Ch. 2-3: Parts of Speech	WLC 1.3	Whole class	Parts of Speech (p.24-71)	LSS p. 24-67 DLSS p. 9-28 LPLD p. 274-277	PA p.3-6
Ch. 5: The Phrase	WLC 1.3	Whole class	The Phrase (p.89-97)	LSS p. 89-109 DLSS p. 40-46 LPLD p. 280-281	PA p. 9-10
Ch. 13-15: Capitalization & Punctuation	WLC 1.5	Small flexible grouping	Capitalization (Review as needed)	LSS p. 257-279 DLSS p. 97-108 LPLD p. 296-297	PA p. 25-26
	WLC 1.6		Punctuation (Review as needed) & Quotations (p.322-329)	LSS p. 280-329 DLSS p. 109-124 LPLD p. 28-301	PA p. 27-30
Writing Workshop					
Workshop 1: Narrative		Whole class	Narrative (p. 536-557, 563)	WLS p. 18-24, Trans. 7 LPLD p. 251	PA: WLS p. 2-4
Quarter 1 Benchmark District Writing Assessment: <i>Fictional Narrative</i>					

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Grade 7—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.2: Characters	LRA 3.3	Characterization (p.106-107) <i>Introduction of Concept</i>	IR p. 47-56 LPLD p.39-40	
	LRA 3.3; WA 1.2	“Mother & Daughter” (p.108-117)	IR p.57; LPLD p.41-44, 55, 60 VocDev p.9	PA p.32-34
	LRA 3.3; WA 1.2	“The Smallest Dragonboy” (p.118-135)	IR p.58; LPLD p.45-48, 56 VocDev p.10-11	PA p.35-37
Ch. 3: Themes Across Time	LRA 3.4	Theme (p.158-159) <i>Introduction to Concept</i>	IR p.83-89 LPLD p.63-64	
	LRA 3.4; WA 1.1 WA 1.2	“The Highwayman” (p.160-169)	IR p.90 LPLD p.65-68, 84	PA p.52-54
	LRA 3.4; WA 1.1 WA 1.2	“User Friendly” (p.185-197)	IR p.94 LPLD p.75-78, 88	PA p.62-64
	RC 2.4	“It Just Keeps Going and Going” (p.198-202)	IR p. 95 LPLD p.79, 89, 93	PA p.65-66

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Grade 7—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.6: The Clause	WLC 1.3	Whole class	The Clause (p.112-127)	LSS p. 110-129 DLSS p. 47-52 LPLD p. 282-283	PA p. 11-12
Ch. 7: Kinds of Sentence Structure	WLC 1.1	Whole class	Kinds of Sentence Structure (p.128-144)	LSS p. 131-143 DLSS p. 53-56 LPLD p. 284-285	PA p. 13-14
Ch. 8: Agreement	WLC 1.1	Whole class	Agreement (p.146-172)	LSS p. 145-169 DLSS p. 57-66 LPLD p. 286-287	PA p. 15-16
Writing Workshop					
<u>Workshop 2:</u> Response to Literature		Whole class	Response to Literature (p. 564-582, 595)	WLS p. 31-40 LPLD p. 252-253	PA: WLS p. 5-7
Quarter 2 Benchmark					

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Grade 7—Quarter 3 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 4: Point of View	LRA 3.5	Point of View (p.222-223) <i>Introduction of Concept</i>	IR p.121-128; LPLD p.95-96	
	LRA 3.5; WA 1.3	“An Unforgettable Journey” (p.270-277)	IR p.135; LPLD p.115-118 VocDev p.19	PA p.94-96
	RC 2.4	“Exile Eyes” (p.278-281)	IR p.136; LPLD p. 119,129,135	PA p.149-151
	LRA 3.5; WA 1.3	“Elizabeth I” (p.282-295)	IR p.137; LPLD p.120-121,130-136	PA p.99-101
Ch. 5: Prose and Poetry	LRA 3.1	Forms of Prose (p.306-307) <i>Introduction of Concept</i>	IR p.169-178; LPLD p.137-138	
	LRA 3.1; WA 1.1 WA 1.3	“Barrio Boy” (p.323-331)	IR p.181; LPLD p.145-149 VocDev p.23	PA p.114-116
	LRA 3.1; WA 1.1 WA 1.3	“Song of the Trees” (p.332-350)	IR p.182; LPLD p.152-153 VocDev p.24	PA p.117-119
	LRA 3.1; WA 1.1 WA 1.3	“Fish Cheeks” (p.351-356)	IR p.183; LPLD p.153 VocDev p.25	PA p.120-122

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Grade 7—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.9: Using Verbs Correctly	WLC 1.3	Whole class	Using Verbs Correctly (p.174-199)	LSS p. 178-192 DLSS p. 69-72 LPLD p.	PA p. 17-18
Ch. 10: Using Pronouns Correctly	WLC 1.2	Whole class	Using Pronouns Correctly (p.200-221)	LSS p. 194-213 DLSS p. 73-80 LPLD p. 290-291	PA p. 19-20
Ch. 11: Using Modifiers Correctly	WLC 1.1	Whole class	Using Modifiers Correctly (p.222-243)	LSS p. 227-243 DLSS p. 87	PA p. 21-22
Writing Workshop					
Workshop 3: Persuasive		Whole class	Persuasive (p.596-615, 623)	WLS p. 56-66, Trans. 11 LPLD p. 256-257	PA: WLS p. 8-10
Quarter 3 Benchmark District Writing Assessment: <i>Persuasive</i>					

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Grade 7—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Begin with Test Prep as needed

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 7: Reading For Life	RC 2.2; RC 2.3	Reading for Life (p.482-483) <i>Introduction to Concept</i>	IR p.265-271; LPLD p.227-228	PA p.173-174
	RC 2.2; RC 2.3	Public Documents (p.484-489)	IR p.272; LPLD p.229-230	PA p.175-176
	RC 2.2; RC 2.3	Workplace Documents (p.490-494)	IR p.273; LPLD p.245	
	RC 2.2; RC 2.3	Consumer Documents (p.495-500)	IR p.274; LPLD p.236-239, 243	PA p.177-178
CST TESTING				
Ch. 6: Literary Criticism	LRA 3.6	Literary Criticism (p.412-413) <i>Introduction to Concept</i>	IR p.219-232; LPLD p.199-200	
	LRA 3.6; VD 1.2	“King Arthur” (p.414-431)	IR p. 233; LPLD p.215-221 VocDev p.29	PA p.152-154
	LRA 3.6; VD 1.2	Three Responses to Literature (p.432-437)	IR p.234; LPLD p.205, 216, 222	PA p.155-156

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Grade 7—Quarter 4 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
<i>Prior to CST</i>					
Ch.17: Correcting Common Errors	WLC 1.4	Whole class	Correcting Common Errors (p.376-407)	LSS p. 244-256 DLSS p. 87-90 LPLD p. 284-295	PA p. 23-24
<i>After CST</i>					
Ch. 13: Capital Letters	WLC 1.6	Whole class	Capital Letters (p.264-287)	LSS p. 257-279 DLSS p. 97-108 LPLD p. 296-297	PA p. 25-26
Ch. 14-15: Punctuation	WLC 1.5	Whole class	Punctuation (p.288-345)	LSS p. 280-329 DLSS p. 109-124 LPLD p. 298-301	PA p. 27-30
Writing Workshop					
<u>Workshop 4:</u> Research		Whole class	Research (p.624-653, 661)	WLS p. 82-93, Trans. 14 LPLD p. 259-260	PA: WLS p. 11-13
Quarter 4 Benchmark					

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Grade 8—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.1: Structures: Patterns of Meaning	LRA 3.2	Plot (p.4-5) <i>Introduction to Concept</i>	IR p.1-10; LPLD p.3-4	
	RC 2.2	"Road Warriors" (p.19-21)	IR p.12; LPLD p. 9, 20	PA p. 4-5
	LRA 3.2; WA 1.1 WA 1.2	"Flowers for Algernon" (p.22-56)	IR p.13; LPLD p.10-13, 21 VocDev p.2-3	PA p. 6-8
	RC 2.1; WA 1.1 WA 1.2	"Memory: A Matter of Brains and Brawn" (p.57-60)	IR p.14; LPLD p.14, 22, 25 VocDev p.4	PA p.9-10
Ch. 2: Characters	LRA 3.3	Characters (p.84-85) <i>Introduction to Concept</i>	IR p.45-54; LPLD p.27-28	
	LRA 3.3; WA 1.2	"Harriet Tubman" (p.86-99)	IR p.55; LPLD p.29-32, 49 VocDev p.6	PA p.23-25
	LRA 3.3; WA 1.2	"Too Soon a Woman" (p.113-121)	IR p.58; LPLD p.38-39	PA p.31-33
	RC 2.3	"Union Pacific Railroad Poster" & "Home Sweet Soddie" (p.122-128)	IR p.59; LPLD 53-54	PA p.34-35

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Grade 8—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.1: Parts of a Sentence	WLC 1.1	Whole class review	Parts of a Sentence (p.7-13)	LSS p. 2-24 DLSS p. 1-8 LPLD p. 304-305	PA p. 1-2
Ch. 2-3: Parts of Speech	WLC 1.4	Whole class review	Parts of Speech (p.31-32, 38-41, 51-52, 69-71)	LSS p. 46-69 DLSS p. 19-28 LPLD p. 308-309	PA p. 5-6
Writing Workshop					
<u>Workshop 1:</u> Personal Narrative		Whole class	Personal Narrative (p. 591-603)	WLS p. 4-13, Trans. 6 LPLD p. 277-278	PA: WLS p. 2-4
Quarter 1 Benchmark District Writing Assessment: <i>Response to Literature</i>					

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Grade 8—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.3: Setting	LRA 3.4	Setting (p.150-151) <i>Introduction to Concept</i>	IR p. 89-96; LPLD p.61-62	PA p.51-54
	LRA 3.4; WA 1.3	"There Will Come Soft Rains" (p.167-176)	IR p.99; LPLD p.68-71, 80 VocDev p.13-14	
Ch. 4: Theme	LRA 3.5	Theme (p.210-211) <i>Introduction to Concept</i>	IR p.137-148; LPLD p.87-88	PA p.84-86
	LRA 3.5; WA 1.3	"Camp Harmony" & "In Response to Executive Order 9066" (p.318-328)	IR p.154 LPLD p.102-106, 121-122 VocDev p.22	

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Grade 8—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 4: Direct & Indirect Object	WLC 1.4	Whole class	Direct & Indirect Object (p.81-84)	LSS p. 70-85 DLSS p. 29-36 LPLD p. 310-311	PA p. 7-8
Ch. 6: The Clause	WLC 1.3	Whole class	The Clause (p.118-137)	LSS p. 118-137 DLSS p. 47-50 LPLD p. 314-315	PA p. 11-12
Writing Workshop					
<u>Workshop 2:</u> Response to Literature		Whole class	Response to Literature (p. 610-631)	WLS p. 26-38 LPLD p. 280-281	PA: WLS p. 5-7
Quarter 2 Benchmark					

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Grade 8—Quarter 3 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 5: Literary Devices	LRA 3.6	Literary Devices (p.350-352) <i>Introduction to Concept</i>	IR p.189-197; LPLD p.131-132	
	LRA 3.6; WA 1.1	"The Tell-Tale Heart" (p.353-362)	IR p.198; LPLD p.133-136, 149	PA p.100-102
	LRA 3.6; WA 1.1	"Raymond's Run" (p.366-377)	IR p.200; LPLD p. 138-141, 151	PA p.105-107
Ch. 6: Forms of Poetry	LRA 3.1	Poetry (p.402-404) <i>Introduction to Concept</i>	IR p.221-230; LPLD p.162-163	
	LRA 3.1	"Sam McGee," "Dying Cowboy," "Maiden-Savin' Sam" (p.416-426)	IR p.233 LPLD p.170-175, 193-195, 208	PA p.131-133
	LRA 3.1	Summaries of "Casey at the Bat" (p.434-436)	IR p.235 LPLD p.178-179, 198, 209	
	LRA 3.1	"Ode a la gracias/Ode to Thanks," "Birdfoot's Grampa," "Ode to a Toad" (p.437-441)	IR p.236; LPLD 180-183, 199-201	PA p.137-139
	LRA 3.1	"On the Grasshopper and the Cricket" (p.442-445)	IR p.237; LPLD p.184, 202, 210	PA p.140-142
LRA 3.1	"O Captain! My Captain!" (p.446-449)	IR p.238; LPLD p.185, 203	PA p.143-145	

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Grade 8—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 12: Glossary of Usage	WLC 1.2-1.3	Whole class	Glossary of Usage (p.262-283)	LSS p. 244-327 DLSS p. 29-36 LPLD p. 326-327	PA p. 23-24
Ch. 14 & 15: Punctuation	WLC 1.5	Whole class	Punctuation (Review as needed)	LSS p. 303-327 DLSS p. 113-122 LPLD p. 332-333	PA p. 29-30
Writing Workshop					
Workshop 6: Writing for Life		Whole class	Writing for Life (p.524-559)	WLS p. 138-140 LPLD p. 294-295	PA: WLS p. 17-20
Quarter 3 Benchmark District Writing Assessment: <i>Response to Literature</i>					

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Grade 8—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Begin with Test Prep as needed

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 8: Reading For Life	RC 2.1; RC 2.5	Documents for Life (p.528-530) <i>Introduction to Concept</i>	IR p.307-320; LPLD p.241-242	
	RC 2.1; RC 2.5	"Skateboard Park Documents," "Dog Run Documents" (p.531-539)	IR p.321-322; LPLD p.243-252	PA p.181-184
	RC 2.1; RC 2.5	"WarpSpeedNet Documents," "SweetPlayer Documents" (p.540-549)	IR p.323-324; LPLD p.253-261	PA p.185-188
	RC 2.1; RC 2.5	"Computers from Holt Science" (p.550-556)	IR p.325; LPLD p.262, 270, 274	PA p.189-190
CST TESTING				
Ch. 7: Literary Criticism	LRA 3.7	Literary Criticism (p.468-469) <i>Introduction to Concept</i>	IR p.261-271; LPLD p.213-214	
	LRA 3.7; WA 1.1 WA 1.3	"The Treasure of Lemon Brown" (p.489-501)	IR p. 274; LPLD p.220-223, 232 VocDev p.30-31	PA p.164-166
	LRA 3.7; WA 1.1 WA 1.3	"Little Walter" (p.502-506)	IR p.275; LPLD p.224, 233	PA p.167-168

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Grade 8—Quarter 4 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.18: Writing Effective Sentences	WLC 1.1-1.3	Whole class	Writing Effective Sentences (p.436-471)	LSS p. 397-428 DLSS p. 137-154 LPLD p. 338-339	PA p. 35-39
Writing Workshop					
<u>Workshop 5:</u> Persuasive: <i>Research elements embedded</i>		Whole class	Persuasive: <i>Research elements embedded</i> (p.704-725)	WLS p. 111-120; LPLD p. 290-291	PA: WLS p. 14-16
			Persuading with Cause & Effect (p. 734-741)	WLS p. 109-114, Trans.14 LPLD p. 319-320	PA:WLS p. 86-88
Quarter 4 Benchmark					

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Grade 9—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One- Stop Planner CD)</i>
Ch. 1: Plot & Setting	LRA 3.6; WA 1.1	"Most Dangerous Game" (p.4-25)	IR p.4-37 LPLD p.5-8 & 25 VocDev p.1	PA p.1-3
	RC 2.3; WA 1.2	"Can Animals Think" (p.26-31)	LPLD p.9-10, 26, 30 VocDev p.2	PA p.4-5 PA Ch. Test, p.16-23
Ch. 2: Character	LRA 3.4	"Thank You Ma'am" (p.86-94)	IR p.52-62 LPLD p.35-38, 55, 59	PA p.24-26
	RC 2.5; WA 1.1, 1.3	"Feeding Frenzy" (p.96, 100-103)	LPLD p.39-42, 56, 60 VocDev p.7	PA p.27-28 PA Ch. Test, p.36-43
Ch. 3: Narrator	LRA 3.9; WA 1.1	"Cask of Amontillado" (p.172-182)	LPLD p.73-76, 85, 89 VocDev p.14	PA p. 50-52
	RC 2.4	"Four Readings About Poe's Death" (p.183-192)	LPLD p.77-80, 86, 90 VocDev p.15	PA p. 191-192 PA Ch. Test, p.56-62

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Grade 9—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.2: Parts of a Sentence	WLC 1.2	Whole class review	The Sentence (p.41-42); Subject and Predicate (p.42-55); Complements (p.55-62)	LSS p. 32-59 DLSS p. 25-38 LPLD p. 405-408	PA p. 3-4
Ch. 3: Verbals & Verb Phrases	WLC 1.3	Whole class	Verbals and Verb Phrases (p.77-88)	LSS p. 137-162 DLSS p. 69-82 LPLD p. 405-408	PA p. 11-12
Ch. 4: Clauses	WLC 1.1	Whole class	Clauses (p.98-108)	LSS p. 87-110 DLSS p. 51-60 LPLD p. 411-412	PA p. 7-8
Ch. 5: Agreement	WLC 1.2	Whole class	Subject/Verb Agreement (p.121-134); Pronoun/Antecedent Agreement (p.135-140)	LSS p. 111-136 DLSS p. 61-69 LPLD p. 413-414	PA p. 9-10
Writing Workshop					
Workshop: Autobiographical Narrative		Whole class	Autobiographical Narrative (p.66-73)	WLS p.2-9, Trans. 5 LPLD p.22, 23	PA: WLS p.53-55, 97-112
Quarter 1 Benchmark					

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Grade 9—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 2: Comparing Themes	LRA 3.5	“The Sniper” (p.211-217)	IR p.108-120 LPLD p.93-96, 117,123 VocDev p.18	PA p.63-65
	RC 2.4; WA 1.1	“A Country Divided” (p.231-235) & “Peace Isn’t Impossible” (p.240-241 & 243)	LPLD p.101-104,119,125 VocDev p.20	PA p.69-70
	LRA 3.2; WA 1.2	“Exile” (p. 255-260)	LPLD p.109-110,121,126	PA p.71-73 PA Ch. Test, p.74-81
Ch. 5: Irony & Ambiguity	LRA 3.8; WA 1.1	“Gift of the Magi” (p.286-296)	IR p.140-151 LPLD p.131-134,148,152 VocDev p. 24	PA p.82-85
	LRA 3.8	“Lady or the Tiger” (p.297-305)	LPLD p.135-138,149,153 VocDev p.25	PA p.86-88
	RC 2.8	“Defense of Jury System” (p.308-312)	LPLD p.139-142,150 VocDev p.26	PA p.89-90 PA Ch. Test, p.94-99
Ch. 6: Symbolism & Allegory	LRA 3.7	“Golden Kite, Silver Wind” (p.364-372)	LPLD p.165-168,178,182 VocDev p.31	PA p.106-108
	RC 2.4; WA 1.1	“Weapons of the Spirit” (p.374-375) & “The Arms Race” (p.379-382)	LPLD p.169-172,179,183 VocDev p.32	PA p.109-110 PA Ch. Test, p.111- 118

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Grade 9—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.6: Tense	WLC 1.2	Whole class	Tense (p.161-162)	LSS p. 137-147 DLSS p. 69-78 LPLD p. 415-416	PA p. 13-14
Ch. 8: Modifiers	WLC 1.2	Whole class	Modifiers (p.213-218)	LSS p. 189-217 DLSS p. 93-98 LPLD p. 419-420	PA p. 15-16
Ch. 10: Using Capital Letters Correctly	WLC 1.4	Small flexible grouping	Using Capital Letters Correctly (p.246-260)	LSS p. 233-253 DLSS p. 105-118 LPLD p. 423-424	PA p. 19-20
Resources: Manuscript Form	WLC 1.5	Whole class	Manuscript Form (p.490-500)	LSS p. 451-452 DLSS p. 177-178	
Writing Workshop					
Workshop: Persuasive with Research elements embedded		Whole class	Persuasive (p.320-327)	WLS p.42-48, Trans. 9 LPLD p.145-146	PA: WLS p.66-68, 97-103
Quarter 2 Benchmark					

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Grade 9—Quarter 3 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 7: Poetry	LRA 3.11; WA 1.2 LRA 3.7; WA 1.1 LRA 3.11 LRA 3.9	“Internment” (p.436-439) “The Seven Ages of Man” (p.444-446) “Women” (p.447-449) “Legal Alien” (p.472-474)	LPLD p.199-200,228,242 LPLD p.203-204,230,243 LPLD p.205, 231 LPLD p.215,237	PA p.140-142 PA p.146-148 PA p.149-151 PA p.167-169 PA Ch. Test p.173-179
Ch. 8: Evaluating Style: Lit. Criticism	LRA 3.11; WA 1.1 RC 2.8	“A Sound of Thunder” (p.498-515) “Rising Tides” (p.516-520, 523-524)	IR p.220-239 LPLD p.251-254,269,273 VocDev p.35 LPLD p.255-258,270,274 VocDev p.36	PA p.180-182 PA p.183-184 PA Ch. Test p.192-199
Ch. 9: Biographical & Historical Approach: Lit. Criticism	LRA 3.12; WA 1.1 RC 2.5	“American History” (p.564-576) “A Warm, Clear Day in Dallas” (p.578-583,588-9)	IR p.250-265 LPLD p.279-282,294,297 VocDev p.40-41 LPLD p.283-286,295,298 VocDev p.42	PA p.200-203 PA p.204-205 PA Ch. Test p.210-220
Ch. 12: Consumer & Work Docs	RC 2.1; 2.2; 2.6; 2.7	Analyzing Informational Materials - Standards Review (p.978-979) <i>Consider using as a Diagnostic for additional selection choices</i>	IR p.343-399 LPLD p.382-402	PA p.270-279 PA Ch. Test p.280-286

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Grade 9—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.11-13: Punctuation	WLC 1.4	Whole class	End Marks (p.265-267); Abbreviations (p.267-271); Commas (p.271-280, 290); Semicolons (p.296-303); Colons (p.303-306); Italics (p.311-314); Quotation Marks (p.314-322)	LSS p. 254-338 DLSS p. 119-144 LPLD p. 425-434	PA p. 21-30
Ch. 14: Punctuation	WLC 1.4	Whole class	Possessive Case (p.327-335); Contractions (p.335- 337); Plurals (p.337-338)	LSS p. 307-322 DLSS p. 139-140 LPLD p. 431-432	PA p. 27-28
Writing Workshop					
Workshop: Analyze Poem/Short Story		Whole class	Analyze Poem/Short Story (p.548-555)	WLS p.864-91, Trans. 12 LPLD p.267-268	PA: WLS p. 27-29, 79-81
Quarter 3 Benchmark District Writing Assessment: <i>Biographical Narrative</i>					

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Grade 9—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Begin with Test Prep as needed

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 11: Drama	LRA 3.10	Begin <i>Romeo & Juliet</i>	LPLD p.339-342,367,374	
CST TESTING				
Ch. 11: Drama	LRA 3.1; LRA 3.10; LRA 3.12; WA 1.1	<i>Romeo & Juliet: Act I</i> (p.783-817)	LPLD p.339-342,367,374	PA p.244-246
	LRA 3.1; LRA 3.10; LRA 3.12	<i>Romeo & Juliet: Act II</i> (p.818-843)	IR p.312-326 LPLD p.343-346,368,375	PA p.247-250 PA Ch. Test, p.262-269
Ch. 10: Epic & Myth	LRA 3.3; WA 1.1	<i>The Odyssey, Part One</i> (p.649-688)	IR p.282-299 LPLD p.303-306,322,326 VocDev p.46	PA p.221-224 PA Ch. Test, p.234-240

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Grade 9—Quarter 4 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
<i>Prior to CST</i>					
Ch.15: Punctuation	WLC 1.4	Whole class	Hyphens (p.344-347); Parentheses (p.348-349); Dashes (p.349-352)	LSS p. 323-331 DLSS p. 141-144 LPLD p. 433-434	PA p. 29-30
Ch. 16: Spelling	WLC 1.4	Small flexible grouping	Good Spelling (p.359-361); Spelling Rules (p.362- 274); Words Often Confused (p.374-385)	LSS p. 307-322 DLSS p. 139-140 LPLD p. 431-432	PA p. 27-28
<i>After CST</i>					
Ch. 18: Writing Complete Sentences	WLC 1.1	Whole class	Sentence Fragments (p.434-441); Run-on Sentences (p.441-444)	LSS p. 411-424 DLSS p. 159-162 LPLD p. 439-442	PA p. 35-38
Ch. 19: Writing Effective Sentences	WLC 1.1 & 1.3	Whole class	Combining Sentences (p.451-461); Improving Sentence Style (p.461-466); Beyond Sentence Style (p.466-470)	LSS p. 425-450 DLSS p. 163-176 LPLD p. 441-442	PA p. 39-43
Writing Workshop					
Workshop: Persuading with Cause and Effect		Whole class	Persuading with Cause and Effect (p.734-741)	WLS p.109-114, Trans 14 LPLD p.319-320	PA: WLS p.86-88
Quarter 4 Benchmark					

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Grade 10—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 1: Plot & Setting	WA 1.1 LRA 3.6	"Contents of the Dead Man's Pocket" (p. 4-20) Consider preceding with <i>Plot</i> p.2-3	IR p.4-29 LPLD p.5-8, 26, 30 VocDev p.1	PA p.1-3
	RC 2.4	"Double Daddy" and "Child's View of Working Parents" (p.21-23 and 28-29)	LPLD p.9-12, 27, 31, VocDev p.2	PA p.4-5 PA Ch. Test, p.13-19
Ch. 2: Character	LRA 3.4	"Everyday Use" (p.76-87) Consider preceding with <i>Character</i> p.74-75	IR p.52-68 LPLD p.37-40, 57, 61 Voc Dev p.7	PA p.20-22
	RC 2.5	"Interview with Alice Walker" (p.88-95)	LPLD p.41-44, 58, 62	PA p.23-24
	LRA 3.3	"Two Kinds" (p.98-111) Consider preceding with <i>Character Interactions</i> p.96-97	LPLD p.47-50, 59 VocDev p.8	PA p.25-27 PA Ch. Test, p.31-38
Ch 3: Narrator and Voice	WA 1.1 LRA 3.9	"Typhoid Fever" (p.193-205) Consider preceding with <i>Point of View</i> p.138-139	LPLD p.83-86, 96 VocDev p.16	PA p.50-52
	RC 2.3	"An Ancient Enemy Gets Tougher" (p.206-210)	LPLD p.87-88, 97, 102	PA p.53-54 PA Ch. Test, p.55-61

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Grade 10—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch.2: Parts of a Sentence	WLC 1.3	Small flexible grouping	Parts of a Sentence (p. 33-37); Subjects and Predicates (p. 37-48); Complements (p.48-56)	LSS p. 30-56 DLSS p. 27-40 LPLD p. 399-402	PA p. 3-4
Ch. 3: Verbals and Verb Phrases	WLC 1.2	Whole class review	Verbals and Verb Phrases (p. 70-80)	LSS p. 164-192 DLSS p. 83-98 LPLD p. 411-412	PA p. 13-14
Ch. 4: Clauses	WLC 1.1	Whole class review	Clauses (p. 90-93); Subordinate Clauses (p.93-100)	LSS p. 84-109 DLSS p. 53-62 LPLD p. 405-406	PA p. 7-8
Ch. 5: Agreement	WLC 1.2	Whole class	Agreement of Subject and Verb (p.110-129); Agreement of Pronoun and Antecedent (p. 130-137)	LSS p. 110-137 DLSS p. 63-70 LPLD p. 407-408	PA p. 9-10
Writing Workshop					
Workshop: Biographical Narrative		Whole class	Biographical Narrative (p.122-129)	WLS p.14-20 LPLD p. 55-56	PA: WLS p. 53-55
Quarter 1 Benchmark					

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Grade 10—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 4: Comparing Themes	LRA 3.2	"And of Clay ..." (p.256-271) Consider preceding with <i>Comparing Themes</i> p.230-232	LPLD p.113-116, 130, 135 VocDev p.21	PA p.68-71
	WA 1.2 LRA 3.2	"The Man in the Water" (p.272-282)	LPLD p.117-120, 131, 136 VocDev p.22	PA p.72-74
	RC 2.8	"If Decency Doesn't" (p.284-291)	LPLD p.121-124, 132, 137 VocDev p.23	PA p.75-76 PA Ch. Test, p.77-82
Ch. 5: Irony & Ambiguity	WA 1.1 LRA 3.8	"From Into Thin Air" (p.349-365) Consider preceding with <i>Irony and Ambiguity</i> p.314-415	IR p.147 LPLD p.149-152, 165, 170 Voc Dev p.28	PA p.89-91
	WA 1.1 RC 2.3	"Explorers Say..." (p.366-373)	LPLD p.153-156, 166, 171 VocDev p.29	PA p.92-93 PA Ch. Test, p.97-102
Ch. 6: Symbolism & Allegory	WA 1.1 LRA 3.7	"Through the Tunnel" (p.400-410) Consider preceding with <i>Symbolism and Allegory</i> p.398-399	IR p.174-190 LPLD p.175-178, 192, 196 Voc Dev p.33	PA p.103-105
	RC 2.4	"Coming of Age" (p.411-416)	LPLD p.179-182, 193, 197 VocDev p.34	PA p.106-107 PA Ch. Test, p.115-120

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Grade 10—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 7: Tense	WLC 1.2	Whole class	Tense (p.195-197)	LSS p. 164-178 DLSS p. 83-96 LPLD p. 411-412	PA p. 13-14
Ch. 8: Using Modifiers Correctly	WLC 1.2	Whole class review	Dangling Modifiers (p. 224-225); Misplaced Modifiers (p. 225-229)	LSS p. 193-219 DLSS p. 99-104 LPLD p. 413-414	PA p. 15-16
Ch. 10: Using Capital Letters Correctly	WLC 1.4	Small flexible grouping	Using Capital Letters Correctly (p.266-286)	LSS p. 235-257 DLSS p. 113-126 LPLD p. 417-418	PA p. 19-20
Ch. 11: Punctuation	WLC 1.4	Whole class	Endmarks (p. 292-298); Commas (p.298-316)	LSS p. 258-334 DLSS p. 127-156 LPLD p. 419-426	PA p. 21-28
Writing Workshop					
Workshop: Persuasive		Whole class	Persuasive (p.294-301)	WLS p. 36-41 LPLD p.125-126	PA: WLS p.60-62, 91-97, 128-136
Quarter 2 Benchmark					

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Grade 10—Quarter 3 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 7: Poetry	LRA 3.7	"Same Song" (p.461-464) Consider preceding with <i>Imagery</i> p.456-457	LPLD p.202, 235, 250	PA p.124-126
		"Heart! We will forget him" and "Three Japanese Tankas" (p.487-492) Consider preceding with <i>Figurative Language</i> p.477	LPLD p.212-213, 240	PA p.138-140
		"Shall I Compare Thee" (p.493-496)	LPLD p.214-415, 241	PA p.141-143
		"Sea Fever" (p.506-508)	LPLD p.220-221, 243	PA p.147-149 PA Ch. Test, p.166-171
Ch. 8: Evaluating Style	LRA 3.11	"Night Calls" (p.564-576) Consider preceding with <i>Evaluating Style</i> p.556-557	LPLD p.263-266, 278 VocDev p.38	PA p.175-178
	RC 2.8 WA 1.1	"Call of the Wild-Save Us" (p.577-585)	LPLD p.267-270, 279 VocDev p.39	PA p.179-180 PA Ch. Test, p.185-191
Ch. 9: Biographical and Historical Approach	LRA 3.12 WA 1.1	"Where Have You Gone, ..." (p.620-631) Consider preceding with <i>Biography and History</i> p.618-619	IR p.260-274 LPLD p.285-288, 312 VocDev p.43	PA p.192-195
	RC 2.5	from "The Declaration of Independence" (p.632-633, 639-643)	LPLD p.289-292, 313 VocDev p.44	PA p.196-197 PA Ch. Test, p.211-218
Ch. 11: Consumer and Work Docs	RC 2.1, 2.2, 2.6, 2.7	Standards Review: Analyzing Informational Materials p.938-939 Consider using as diagnostic for selection choice in Ch. 11	IR p.362-384	PA Ch. Test, p.257-263

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Grade 10—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 12-14: Punctuation	WLC 1.4	Whole class	Semicolons (p.322-326); Colons (p.327-330) Italics (p. 337-340); Quotation Marks (p.341-347); Ellipsis (p.348-350) Apostrophes (p.356-364); Hyphens (p.365-367); Parentheses (p. 368-370); Brackets (p.370-371)	LSS p. 258-334 DLSS p. 127-156 LPLD p. 419-426	PA p. 21-28
Ch. 15: Spelling	WLC 1.4	Small flexible grouping	Good Spelling Habits (p.377-378); Spelling Rules (p.378-391)	LSS p. 335-366 DLSS p. 157-168 LPLD p. 427-428	PA p. 29-30
Writing Workshop					
Workshop: Research		Whole class	Research (p.690-709)	WLS p. 93-100, Trans 14 LPLD p. 309-310	PA: WLS p. 79-82
Quarter 3 Benchmark District Writing Assessment: <i>Persuasive</i>					

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Grade 10—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 10 Drama	LRA 3.10	Begin "The Elizabethan Stage" (p.745-749) Consider preceding with <i>Drama</i> p.720-723	LPLD p.331-332	
CST Testing				
Ch. 10 Drama	LRA 3.1 LRA 3.10 WA 1.1	<i>Julius Caesar, Act I</i> (p.754-781)	LPLD p.333-336, 361	PA p.223-225
	RC 2.8	<i>"Julius Caesar in an Absorbing . . . "</i> (p.881-887)	LPLD p.353-356, 366 VocDev p.50	PA p.238-239 PA Ch. Test, p.240-246

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Grade 10—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 17: Writing Complete Sentences	WLC 1.1	Whole class review	Sentence Fragments (p.446-454); Run-On Sentences (p. 454-458)	LSS p. 411-426 DLSS p. 171-174 LPLD p. 431-432	PA p. 33-35
Ch. 18: Writing Effective Sentences	WLC 1.1 & 1.3	Whole class	Combining Sentences (p.464-475); Improving Sentences (p.476-480); Beyond Sentence Style (p.481-484)	LSS p. 427-452 DLSS p. 175-188 LPLD p. 433-434	PA p. 36-40
Writing Workshop					
Workshop: Analyzing a Short Story		Whole class	Analyzing a Short Story (p.440-442)	WLS p. 57-63, Trans. 11 LPLD p. 189-190	PA: WLS p. 68-70, 91-97, 118-127
Quarter 4 Benchmark					

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Grade 11—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 1: Encounters & Foundations	LRA 3.5 a-c	Encounters and Foundations to 1800 (p. 6-19)	IR p.3-9; LPLD p.3-4	PA p.1-2
	RC 2.1; LRA 3.4	"Sinners in the Hands of an Angry God" (p.44-49)	IR p.22-28; LPLD p.13-16, 37, 44 VocDev p.2	PA p.17-20
	RC2.5; LRA 3.1	"Narrative of Olaudah Equiano" (p.50-63)	IR p.29-45; LPLD p.17-20,38, 45 VocDev p.3	PA p.21-24
	RC2.1; RC2.2; LRA 3.8	"Autobiography of Declaration of Independence" (p.95-105, 112)	IR p.63-65; LPLD p.29-30, 41, 48 VocDev p.7	PA p.37-40 Standards Review p.126-131
Ch. 2: American Romanticism (1800-1860)	LRA 3.5 a-c	American Romanticism 1800-1860 (p.138-149)	IR p.67-72; LPLD p.49-50	PA p.51-52
	LRA 3.3; LRA 3.6	"The Devil & Tom Walker" (p. 150-164)	VocDev. p.10	PA p.53-56
	RC2.5; LRA 3.4	"Nature & Self Reliance" (p. 179-188)	IR p.76-80; LPLD p.53-54,72,77 VocDev p.11- 12	PA p.64-71
	LRA 3.4	"The Minister's Black Veil" (p.238-252)	IR p.97-115 LPLD p.61-64; 75 VocDev p.17	PA p.86-89 Standards Review p.292-297

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Grade 11—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 1: Parts of Speech	WLC 1.1	Small flexible grouping	Parts of Speech (p.3-26)	LSS p. 1-27 DLSS p. 1-22 LPLD p. 214-215	PA p. 1-2
Ch. 2: Parts of Sentences	WLC 1.1	Individual Instruction	Parts of Sentences (p.31-44)	LSS p. 28-54 DLSS p. 23-36 LPLD p. 216-217	PA p. 3-4
Ch. 3: The Phrase	WLC 1.1	Whole class review	The Phrase (p.53-70)	LSS p. 55-80 DLSS p. 37-46 LPLD p. 218-219	PA p. 5-6
Ch. 4: The Clause	WLC 1.1	Small flexible grouping	The Clause (p.76-90)	LSS p. 81-103 DLSS p. 47-56 LPLD p. 220-221	PA p. 7-8
Writing Workshop					
Workshop: Analyzing Non-Fiction		Whole class	Analyzing Non- Fiction (p.1031-1032)	WLS p.77-78 LPLD p.190	PA: WLS p. 58
Quarter 1 Benchmark					

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Grade 11—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 3: American Masters	LRA 3.5 a-c	American Masters: Whitman and Dickinson (p. 300-305)	IR p.125-127; LPLD p.80-81	PA p.109-110
	LRA 3.1	"I Hear America Singing" (p.306-312)	IR p.128-130; LPLD p.82-83, 98	PA p.111-113
	LRA 3.4	Dickinson Poems (p. 334-341)	IR p.143-146 LPLD p.90-91, 101	PA p.126-128 <hr/> Standards Review p.370-375
Ch.4: Rise of Realism	LRA 3.5 a-c	The Rise of Realism (p.382-395)	IR p.153-161; LPLD p.105-106	PA p.141-142
	LRA 3.4 & 3.8	"Narrative of Frederick Douglass" (p.396-404)	IR p.162-172 LPLD p.107-110, 122 VocDev p.21-22	PA p.143-145
	LRA 3.9	"Occurrence at Owl Creek Bridge" (p.422-431)	VocDev p.23	PA p.152-154
	RC 2.4, LRA 3.1	"The Lowest Animal" (p.468-478)	VocDev p.26-27	PA p.168-171 <hr/> Standards Review p.550-555

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Grade 11—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 5: Agreement	WLC 1.1	Whole class	Agreement (p.96-118)	LSS p. 104-132 DLSS p. 57-68 LPLD p. 222-223	PA p. 9-10
Ch. 6: Pronouns	WLC 1.1	Individual instruction	Pronouns (p.124-142)	LSS p. 133-155 DLSS p. 69-74 LPLD p. 224-225	PA p. 11-12
Ch. 7: Clear References	WLC 1.1	Whole class	Clear References (p.148-156)	LSS p. 156-170 DLSS p. 75-78 LPLD p. 226-227	PA p. 13-14
Ch. 8: Verbs	WLC 1.1	Small flexible grouping	Verbs (p.162-204)	LSS p. 171-200 DLSS p. 79-94 LPLD p. 228-229	PA p. 15-16
Writing Workshop					
Workshop: Historical Research		Whole class	Historical Research (p.528-544)	WLS p.37-43, Trans. 8 LPLD p.119-120	PA:WLS p.45-48
Quarter 2 Benchmark					

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Grade 11—Quarter 3 at a Glance Pacing Chart

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 5: The Moderns 1914-1939	LRA 3.5 a-c	Modern American Fiction (p.558-569)	IR p.199-204; LPLD p.127-128	PA p.198-199
	LRA 3.4	“Love Song of J. Alfred Prufrock” (p.581-590)	IR p.209-216; LPLD p.131-134, 158, 164	PA p.203-205
	LRA 3.5a-c	“A Rose for Emily” (p.643-656)	IR p.217-232; LPLD p.136-139, 159, 165; VocDev p.35-36	PA p.224-227
	WA 1.2	Vocabulary Lesson (p.663-664)	VocDev p.37	
Ch. 5 cont.: Mid-Century Voices	LRA 3.1, 33	“The Death of the Hired Man” (p.731-738)	IR p.249-258 LPLD p.145-146, 161	PA p.258-260
	LRA 3.4	“The Negro Speaks of Rivers” (p.759-761) Or “The River Merchant’s Wife” (p.574-580)	<i>No other support materials</i> IR p.205-208 LPLD p.129-130, 157	PA p.269-271 PA p.200-202
				Standards Review p.784-789
Ch. 6: Contemporary Lit. 1939- Present	LRA 3.5 a-c	Contemporary Literature 1939 to Present (p.792-809)	IR p.275-285, LPLD p.169-170	PA p.280-281
	RC 2.6; LRA 3.8 LRA 3.6, 3.7	Public Documents (p.844-854) “The Handsomest Drowned Man in the World” (p.911-918)	VocDev p.47 IR p.289-300 LPLD p.173-176, 200, 208 VocDev p.52	PA p.292-295 PA p.313-315

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Grade 11—Quarter 3 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch 10: Placement of Modifiers	WLC 1.1	Small flexible grouping	Placement of Modifiers (p.230-236)	LSS p. 201-226 DLSS p. 95-101 LPLD p. 222-223	PA p. 17-18
Ch.11: Glossary of Usage	WLC 1.1	Whole class	Glossary of Usage (p.241-264)	LSS p. 241-254 DLSS p. 107-114 LPLD p. 234-235	PA p. 21-22
Ch. 12: Capitalization	WLC 1.2	Individual instruction	Capitalization (p.269-288)	LSS p. 255-276 DLSS p. 115-128 LPLD p. 236-237	PA p. 23-24
Ch. 13 -14: Punctuation	WLC 1.2	Whole class review	Punctuation (p.294-316, 322-356)	LSS p. 277-336 DLSS p. 129-166 LPLD p. 238-241	PA p. 25-28
Writing Workshop					
Workshop: Analyzing Literature		Whole class	Analyzing Literature (p. 665-666)	WLS p. 55-56 LPLD p. 140	PA: WLS p. 51
Quarter 3 Benchmark District Writing Assessment: <i>Response to Literature</i>					

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Grade 11—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 6 cont.: Contemporary Lit.	WA 1.3	Vocabulary analogies (p.950)	VocDev p.54	
	LRA 3.4	from "Black Boy" (p.967-983)	VocDev p.56	PA p.325-327
	LRA 3.5b	"Straw Into Gold" (p.1023-1030)	IR p.329-336 LPLD p.186-189, 203, 210 VocDev p.61	PA p.341-343
	LRA 3.4	"Elsewhere" (p.1065-1068) & "Testimonial" (p.1081-1084) Or "The Bean Eaters" (p.1061-1064) & "In Honor of David Anderson Brooks" (p.1063-1064)	<i>No other support materials</i> IR p.343-345 LPLD p.193, 206	PA p.362-364 PA p.374-376 PA p.359-361
				Standards Review p.1112-1117

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Grade 11—Quarter 4 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 15: Spelling	WLC 1.2	Individual instruction	Spelling (p.361-363; 363-374)	LSS p. 337-368 DLSS p. 167-180 LPLD p. 242-243	PA p. 29-30
Ch. 17: Writing Clear Sentences	WLC 1.1	Whole class	Writing Clear Sentences (p.436-445)	LSS p. 411-426 DLSS p. 183-188 LPLD p. 246-247	PA p. 33-37
Ch. 18: Combining Sentences	WLC 1.1	Whole class	Combining Sentences (p.460-472)	LSS p. 427-440 DLSS p. 189-194 LPLD p. 248-249	PA p. 38-41
Ch. 19: Improving Sentence Style	WLC 1.1	Whole class	Improving Sentence Style (p. 478-486)	LSS p. 441-450 DLSS p. 195-200 LPLD p. 250-251	PA p. 42-45
Writing Workshop					
Workshop: Reflective <i>Response to Novel</i>		Whole class	Reflective <i>Response to Novel</i> (p.361-367)	WLS p. 25-29 LPLD p.94-95	PA: WLS p.41-43
Quarter 4 Benchmark					

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Grade 12—Quarter 1 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 1: Anglo Saxons 449-1066	LRA 3.7	The Anglo Saxons 449-1066 (p.6-17)	IR p.3-9 LPLD p.3-4	PA p.1-2
	LRA 3.2, 3.4, 3.6, 3.9	<i>Beowulf, Part One</i> (p.20-32)	IR p.10-18 LPLD p.5-8, 19, 22	PA p.3-6
		<i>Beowulf, Part Two</i> (p.33-43)	VocDev p.1	Standards Review p.82-87
Ch 2: Middle Ages 1066-1485	LRA 3.7	The Middle Ages 1066-1485 (p.94-107)	IR p.45-52 LPLD p.25-26	PA p.23-24
	LRA 3.1	Ballads: Lord Randall and Get up and Bar the Door (p.108-112)	<i>No other support materials</i>	PA p.25-27
	LRA 3.3, 3.4, 3.7c	The Prologue- <i>The Canterbury Tales</i> (p.113-114)	IR p.53-68 LPLD p.27-30, 38, 40 VocDev p.6	PA p.28-31
				Standards Review p.226-231

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Grade 12—Quarter 1 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 1: Parts of Speech	WLC 1.1	Individual instruction	Parts of Speech (p.2-33)	LSS p. 1-27 DLSS p. 1-22 LPLD p. 210-211	PA p. 1-2
Ch. 2: Parts of a Sentence	WLC 1.1	Individual instruction	Parts of a Sentence (p.3-57)	LSS p. 28-52 DLSS p. 23-24 LPLD p. 210-213	PA p. 3-4
Ch. 3: The Phrase	WLC 1.1	Individual instruction	The Phrase (p.58-79)	LSS p. 53-78 DLSS p. 35-44 LPLD p. 214-215	PA p. 5-6
Ch. 4: The Clause	WLC 1.1	Individual instruction	The Clause (p.80-103)	LSS p. 79-102 DLSS p. 45-54 LPLD p. 216-217	PA p. 7-8
Writing Workshop					
Workshop: Reflective		Whole class	Reflective (p. 656-663)	WLS p. 51-56, Trans. 10 LPLD p. 111-112	PA: WLS p. 49-51, 65-80
Quarter 1 Benchmark					

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Grade 12—Quarter 2 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 3: The Renaissance 1485-1660	RC. 2.5	Renaissance 1485-1660 (p. 238-256)	IR p.81-91 LPLD p.42-43	PA p.61-62
	LRA 3.1, 3.4 RC.2.2, 2.4 LRA 3.8	Shakespeare’s Sonnets 29,30 (p.272-280) Political Points of View; Education and Equality (p.322-335)	IR p.92-95; LPLD p.44-47; 63, 69 IR p.110-112; LPLD p.54-57, 67,72 VocDev p.15	PA p.66-68 PA p.100-103
	LRA 3.1,3.3	“The Fall of Satan” from <i>Paradise Lost</i> *(p.361-378)	<i>No other support materials</i> VocDev p.16	PA p.113-116 Standards Review p. 400-403
Ch. 4: The Restoration and the Eighteenth Century 1660-1800	LRA 3.7	The Restoration and the Eighteenth Century 1660-1800 (p.412-426)	IR p.117-124; LPLD p.74-75	PA p.130-131
	RC2.2; LRA 3.3, 3.7; WA 1.3	“A Modest Proposal” (p.427-444)	IR p.125-140; LPLD p.76-79, 91 VocDev p.20	PA p.132-135
	LRA 3.1, 3.7a LRA 3.1	“The Sting of Satire” (p.462-464) “Don Quixote” (p.473-481)	<i>No other support materials</i> IR p.145-153; LPLD p.84-87, 93 96 VocDev p.22-23	PA p.147-149
	RC 2.4; LRA 3.3, 3.8	“Political Points of View: Women’s Rights” (p.482-493,498)	IR p.154-159 VocDev p.24	PA p.150- 153 Standards Review p. 510-515

**For differentiation replace “Fall of Satan” with John Donne’s “A Valediction”p.304-306; IR p.101-104 ; LPLD p.50-51,65, 71; PA p.84-86 and/or “Meditation 17”p.307-311; IR p.105-109; LPLD p.52-53,66; PA p.87-89*

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Grade 12—Quarter 2 at a Glance Pacing Chart

Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 5: Agreement	WLC 1.1	Small flexible grouping	Agreement (p.104-135)	LSS p. 103-113 DLSS p. 55-66 LPLD p. 218-219	PA p. 9-10
Ch. 6: Using Pronouns Correctly	WLC 1.1	Individual instruction	Using Pronouns Correctly (p.136-159)	LSS p. 132-154 DLSS p. 67-72 LPLD p. 220-221	PA p. 11-12
Ch. 7: Clear Reference	WLC 1.1	Whole class	Clear Reference (p.160-173)	LSS p. 155-169 DLSS p. 73-76 LPLD p. 222-223	PA p. 13-14
Ch. 8: Using Verbs Correctly	WLC 1.1	Individual instruction	Using Verbs Correctly (p.174-225)	LSS p. 170-199 DLSS p. 77-92 LPLD p. 224-225	PA p. 15-16
Writing Workshop					
Workshop: Analyzing Literature		Whole class	Analyzing Literature (p. 390-397)	WLS p. 24-29, Trans. 7 LPLD p. 60-61	PA: WLS p. 41-43, 65-71, 90-98
Quarter 2 Benchmark					

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Grade 12—Quarter 3 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE’s wrap for “Advancement” Materials)</i>	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 5: The Romantic Period 1798-1832	LRA 3.7, 3.3	“The Romantic Period” (p.522-533) “Lines Composed A Few Miles Above Tintern Abbey” (p.550-558)	IR p.161-167;LPLD p.97-98 IR p.168-175 LPLD p.99-100, 114, 120	PA p163-164 PA p.174-176
	LRA 3.1, 3.3	“The Rime of the Ancient Mariner”* (p.578-608)	VocDev p.27	PA p.189-191
	LRA 3.1, 3.4 LRA 3.7a, 3.3	“Ode to the West Wind”* (p.621-626) “Jade Flower and Night Thoughts Afloat” (p.630-634)	<i>No other support materials</i> IR p.184-187 LPLD p.105-106, 117, 121	PA p.201-203 PA p.204-206
	LRA 3.3, 3.4	“Ode on a Grecian Urn” (p.651-654)	IR p.191-195 LPLD p.109-110, 119, 122	PA p.217-219
				Standards Review p.666-671
Ch. 6: Victorian Period 1832-1901	LRA 3.7 c	Victorian Period 1832-1901 (p.678-693)	IR p.197-205; LPLD p.123-124	PA p.227-228
	LRA 3.3, 3.4 LRA 3.2, 3.4	“The Lady of Shalott”* (p.694-702) “Ulysses” (p.703-706)	<i>No other support materials</i> IR p.206-210; LPLD p.125-126	PA p.229-231 PA p 232-234
	LRA 3.2, 3.3	“Dover Beach” (p.720-724)	IR p.219-223 LPLD p.131-132, 142,145	PA p.244-246
	LRA 3.3, 3.7a	“To An Athlete Dying Young” (p.725-729)	<i>No other support materials</i>	PA p.247-249
				Standards Review p.792-797

* For differentiating instruction replace “Rime” with “Kubla Khan” p.573-577; IR p.176-180; LPLD p.101-102,115,120 ;PA p.186-188

* For differentiating instruction replace “Ode to the West Wind” with “Ozymandias” p.617-620; IR p.181-183; LPLD p.103-104,116,120; PA p.198-200

* For differentiating instruction replace “Lady of Shalott” with “My Last Duchess” p.707-712;IR p.211-215; LPLD p.127-128,140,144; PA p.235-237

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Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 9: Using Modifiers Correctly	WLC 1.1	Individual instruction	Using Modifiers Correctly (p.226-247)	LSS p. 200-224 DLSS p. 93-100 LPLD p. 226-227	PA p. 17-18
Ch. 10: Placement of Modifiers	WLC 1.1	Individual instruction	Placement of Modifiers (p.248-259)	LSS p. 225-238 DLSS p. 101-104 LPLD p. 228-229	PA p. 19-20
Ch. 11: A Glossary of Usage	WLC 1.1	Whole class review	A Glossary of Usage (p.260-293)	LSS p. 239-253 DLSS p. 105-112 LPLD p. 230-231	PA p. 21-22
Ch. 12: Capitalization	WLC 1.2	Individual instruction	Capitalization (p.294-323)	LSS p. 254-275 DLSS p. 113-126 LPLD p. 232-233	PA p. 23-24
Writing Workshop					
Workshop: Reporting Literature Research		Whole class	Reporting Literature Research (p.204-223)	WLS p. 10-16, Trans. 6 LPLD p. 35-36	PA: WLS p. 36-39
Quarter 3 Benchmark District Writing Assessment: <i>Reflective</i>					

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Grade 12—Quarter 4 at a Glance Pacing Chart

Reading Comprehension & Literary Analysis

Unit/ Concepts	Content Standards	Minimum Course of Study <i>Literature text pages</i>	Strategic/UA Materials <i>(See TE's wrap for "Advancement" Materials)</i>	Assessments <i>(all also found on the One- Stop Planner CD)</i>
Ch. 7: The Modern World 1900- Present <i>Part A:</i> <i>A World at War</i>	LRA 3.7	“Modern World to Present” (p.804-818)	IR p.237-246; LPLD p.147-148	PA p.271-272
	LRA 3.4, 3.9	“The Hollow Men” (p.825-831)	IR p.247-253; LPLD p.149-152, 191	PA p.276-278
	LRA 3.7, 3.8	“Political Point of View, The Holocaust” (p.832-839)	VocDev p.36	PA p.279-282
	RC 2.5 RC 2.1, 2.6	“The Holocaust” cont’d (p.840-843, 847) “Blood Sweat and Tears” (p.848-852)	<i>No other support materials</i> IR p.254-259; LPLD p.153-154, 192, 202; VocDev p.37	PA p.283-284 PA p.285-286
<i>Part B: Clashes of Culture</i>	RC 2.5; LRA 3.1, 3.7b WA 1.1	“Shakespeare’s Sister” (p.886-895) Vocabulary: The Etymology (p.906)	IR p.269-279 LPLD p.160-163, 194, 203 VocDev p.41	PA p.298-301
CST Testing				
<i>Part C:</i> <i>Discoveries & Transformations</i>	LRA 3.7b	“The Second Coming” (p.943-947)	IR p.305-308 LPLD p.173-174, 197	PA p.323-325
	LRA 3.3	“Araby” (p.955-966)	IR p.309-319 LPLD p.175-178, 198, 205 VocDev p.46	PA p.332-335
<i>Part D:</i> <i>Ourselves Among Others</i>	LRA 3.1, 3.4	“Fern Hill” (p.1052-1055)	IR p.324-328	PA p.374- 376
			LPLD p.182-183, 200, 207	Standards Review p.1124- 1129

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Grade 12—Quarter 4 at a Glance Pacing Chart
Conventions & Writing

Unit/ Concepts	Content Standards	Mode of Instruction	Minimum Course of Study <i>Handbook text pages</i>	Strategic/ UA Materials	Assessments <i>(all also found on the One-Stop Planner CD)</i>
Ch. 13-14: Punctuation	WLC 1.2	Whole class review	Punctuation (p.324-393)	LSS p. 276-335 DLSS p. 127-166 LPLD p. 234-237	PA p. 27-28
Ch 15: Spelling	WLC 1.2	Individual instruction	Spelling (p.394-425)	LSS p. 336-367 DLSS p. 167-182 LPLD p. 238-239	PA p. 29-30
Ch. 16: Correcting Common Errors	WLC 1.1	Whole class	Correcting Common Errors (p.426-463)	LSS p. 368-410 DLSS p. 183-184 LPLD p. 240-241	PA p. 31-32
Ch. 17: Writing Clear Sentences	WLC 1.1	Whole class	Writing Clear Sentences (p.464-491)	LSS p. 411-432 DLSS p. 185-190 LPLD p. 242-243	PA p. 33-36
Ch. 18: Combining Sentences	WLC 1.1	Whole class	Combining Sentences (p.492-511)	LSS p. 433-448 DLSS p. 191-196 LPLD p. 244-245	PA p. 37-41
Ch. 19: Improving Sentence Style	WLC 1.1	Whole class	Improving Sentence Style (p.512-529)	LSS p. 449-462 DLSS p. 197-202 LPLD p. 246-247	PA p. 42-45
Writing Workshop					
Workshop: Media Workshop		Whole class	Media Workshop (p.1112-1119)	WLS p. 78-85, Trans. 13, LPLD p.188-189	PA: WLS p. 59
Quarter 4 Benchmark					

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