

Pacing Guide for 7-12 Curriculum

Course Title: **English 9**

Length of Course: **Year 2012-2013**

**Each class will participate in weekly vocabulary building, journal writing, and sustained silent reading incorporated into the weekly curriculum. Each class will emphasize test-taking skills to increase student test scores.**

Week Number	Chapter & Lesson	COS	Objectives
<p><b>Week 1</b> August 20-24</p>	<p>Introduction to classroom rules, procedures, and course</p> <p>Language Arts Benchmark Exam</p> <p>How to write a paragraph</p>	<p>3. Read with comprehension a variety of ninth-grade informational and functional reading materials.</p> <p>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</p> <p>13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.</p>	<p>The student will follow the classroom rules and routines.</p> <p>The students will work together to achieve personal and classroom goals.</p> <p>Benchmark assessment of existing Language Arts knowledge. The student will improve his/her test taking skills.</p> <p>The student will write a paragraph.</p>
<p><b>Week 2</b> August 27-31</p>	<p>Review classroom rules, procedures, and course expectations</p> <p>Nouns overview: common/proper, singular/plural, collective, concrete/abstract, possessive forms</p> <p>Functions of nouns in sentences.</p> <p>Peer review in writing, and publishing paragraphs</p> <p>Introduction to personal narratives/Traits of writing</p>	<p>3. Read with comprehension a variety of ninth-grade informational and functional reading materials.</p> <p>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</p> <p>8. Critique paragraphs for logical progression of sentences.</p> <p>11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.</p> <p>13. Demonstrate paraphrasing, quoting, and summarizing of</p>	<p>The student will take notes on the process of writing a narrative essay.</p> <p>The student will improve his/her writing skills.</p> <p>The student will review and take notes on the characteristics and functions of nouns in sentences.</p>

		primary and secondary sources and various methods of note taking.	
<b>Week 3</b> September 3-7  Labor Day Holiday, Sept. 3	Finish work on Nouns/Assess  Traits of Writing  Paragraph Writing  Media Lesson: Using Technology-Creating an E- mail Account Understanding Criterion Online Writing  Type the personal narratives ( <b>Borders  TH/F</b> )  Vocabulary  Common Reading – We Beat the Streets Plot stages, genres, tone, point of view, characterization, and motives.  Journaling	1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials. 2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres. Making inferences about characters and their motives. 4. Identify literary components that contribute to authors’ styles. 6. Determine word meaning in world literature selections using word analysis and context clues. 7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate. 9. Identify factors that influence the development of language. 11. Identify correct forms of compound nouns, including singular, plural, and possessive forms. 14. Managing information by using available technology.	The student will improve his/her test taking skills.  The student will increase his/her vocabulary.  The student will identify and use nouns correctly.  The student will read.  The student will improve his/her critical reading skills and identify the narrator, point of view, characterization techniques and a character’s motivation in a literary work.  The student will use technology in the learning process.  The student will improve his/her writing skills.  The student will focus on paragraph writing and the logical progression of sentences in a literary work.
<b>Week 4</b> September 10-14	Traits of Writing  Paragraph Writing  Media Lesson: Using Technology-Creating an E- mail Account Understanding Criterion Online Writing	1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials. 2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme,	The student will increase his/her vocabulary.  The student will read.  The student will respond to literature in the journaling process.  The student will improve his/her critical reading skills and identify the narrator, point of view, characterization techniques and a

	<p>Type the personal narratives (<b>Green M/T, Howard W/Th, Landreau F</b>)</p> <p>Vocabulary</p> <p>Common Reading – <i>We Beat the Streets</i></p> <p>Plot stages, genres, tone, point of view, characterization, and motives.</p> <p>Journaling</p>	<p>tone, and plot, in various selections, cultures, and genres. Making inferences about characters and their motives.</p> <ol style="list-style-type: none"> <li>4. Identify literary components that contribute to authors’ styles.</li> <li>6. Determine word meaning in world literature selections using word analysis and context clues.</li> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</li> <li>9. Identify factors that influence the development of language.</li> <li>14. Managing information by using available technology.</li> </ol>	<p>character’s motivation in a literary work.</p> <p>The student will use technology in the learning process.</p> <p>The student will improve his/her writing skills.</p> <p>The student will focus on paragraph writing and the logical progression of sentences in a literary work.</p>
<p><b>Week 5</b> September 17-21</p>	<p>Media Lesson: Using Technology-Creating an E-mail Account Understanding Criterion Online Writing</p> <p>Type the personal narratives (<b>Landreau M, Ciancio T/W</b>)</p> <p>Vocabulary</p> <p>Common Reading – <i>We Beat the Streets</i></p> <p>Plot stages, allusion, inferences, foreshadowing, flashback, symbolism, imagery, characterization, and motives.</p> <p>Journaling</p>	<ol style="list-style-type: none"> <li>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</li> <li>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres. Making inferences about characters and their motives.</li> <li>4. Identify literary components that contribute to authors’ styles.</li> <li>6. Determine word meaning in world literature selections using word analysis and context clues.</li> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</li> <li>9. Identify factors that influence the development of language.</li> </ol>	<p>The student will increase his/her vocabulary.</p> <p>The student will read.</p> <p>The student will respond to literature in the journaling process.</p> <p>The student will improve his/her critical reading skills and identify the narrator, point of view, characterization techniques and a character’s motivation in a literary work.</p> <p>The student will use technology in the learning process.</p> <p>The student will improve his/her writing skills.</p> <p>The student will focus on paragraph writing and the logical progression of sentences in a literary work.</p>

		14. Managing information by using available technology.	
<b>Week 6</b> September 24-28	Vocabulary  Common Reading – <i>We Beat the Streets</i>  Plot stages, analogy, diction/dialect, denotation/connotation, characterization, and motives.  Journaling	<ol style="list-style-type: none"> <li>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</li> <li>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres. Making inferences about characters and their motives.</li> <li>4. Identify literary components that contribute to authors' styles.</li> <li>6. Determine word meaning in world literature selections using word analysis and context clues.</li> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</li> <li>9. Identify factors that influence the development of language.</li> </ol>	<p>The student will increase his/her vocabulary.</p> <p>The student will read.</p> <p>The student will respond to literature in the journaling process.</p> <p>The student will improve his/her critical reading skills and identify the narrator, point of view, characterization techniques and a character's motivation in a literary work.</p>
<b>Week 7</b> October 1-5	Assessment for <i>We Beat the Streets</i> vocabulary and comprehension.  Review characteristics of verbs (helping, linking, and action) and how they function in a sentence.  Media lab for instruction on use of Google Docs <b>(Green Th, Landreau Fr)</b>	<ol style="list-style-type: none"> <li>11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.</li> <li>13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.</li> <li>14. Use the research process to locate, select, retrieve, evaluate,</li> </ol>	<p>The student will improve his/her test taking skills.</p> <p>The student will increase his/her vocabulary.</p> <p>The student will use technology in the learning process.</p> <p>The student will review and improve working knowledge of the characteristics and functions of verbs in sentences.</p>

		and organize information to support a thesis on a nonliterary topic. Managing information using available technology.	
<p><b>Week 8</b> October 8-12 (Fall Break, 8-9)</p>	<p>Review characteristics of verbs (helping, linking, and action) and how they function in a sentence.</p> <p>Verb tenses, shifts in tense, and subject/verb agreement.</p> <p>Reading for information - Articles</p> <p>Media lab for instruction on use of Google Docs <b>(Howard W, Borders Th, Ciancio Fr)</b></p>	<p>11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.</p> <p>12. Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by <i>or</i> with the second element as singular or plural; and with the subjunctive mood.</p> <p>13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.</p> <p>14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic. Managing information using available technology.</p>	<p>The student will review and improve working knowledge of the characteristics and functions of verbs in sentences.</p> <p>The student will use technology in the learning process.</p> <p>The student will discover value in information obtained in articles of non-fiction.</p> <p>The student will improve his/her writing skills as he/she responds to articles of non-fiction.</p>
<p><b>Week 9</b> October 15-19 (Professional Dev, 15<sup>th</sup>)</p>	<p>Additional work with subject/verb agreement</p> <p>Review/assess- verbs</p> <p>Oral presentation of articles.</p>	<p>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</p> <p>11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including</p>	<p>The student will review and improve working knowledge of the characteristics and functions of verbs in sentences.</p> <p>The student will improve his/her test taking skills.</p> <p>The student will discover value in information obtained in articles of non-fiction.</p>

		<p>regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.</p> <p>12. Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by <i>or</i> with the second element as singular or plural; and with the subjunctive mood.</p> <p>13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.</p> <p>16. Applying oral presentation skills in formal and informal situations</p>	<p>The student will improve his/her writing skills as he/she responds to articles of non-fiction.</p> <p>The student will present information obtained in articles of non-fiction.</p>
<p><b>Week 10</b> October 22-26</p> <p>(1<sup>st</sup> 9 wks ends, 23<sup>rd</sup>)</p> <p>PLAN Testing window allotted for one day of this week.</p>	<p>Begin major writing assignment: persuasive</p> <p>Discuss propaganda, opinion statements, bias, judgments, and conclusions.</p> <p>Read short story: "The Pedestrian"</p>	<ol style="list-style-type: none"> <li>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</li> <li>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.</li> <li>4. Identify literary components that contribute to authors' styles.</li> <li>5. Identify persuasive strategies, including propaganda, in world literature selections.</li> <li>6. Determine word meaning in world literature selections using word analysis and context clues.</li> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</li> </ol>	<p>The student will increase his/her vocabulary.</p> <p>The student will read.</p> <p>The student will improve his/her critical reading skills and identify propaganda, opinion and statements of bias, judgment, and conclusion.</p> <p>The student will improve his/her writing skills through writing in the persuasive mode.</p>

		<p>Developing an effective voice suitable for audience and purpose.</p> <p>15. Identify persuasive strategies in oral and visual presentations. Identify types of propaganda.</p> <p>17. Use supporting details to present a position and to respond to an argument.</p>	
<p><b>Week 11</b> October 29- November 2</p> <p>(Rep. Cards 30<sup>th</sup>, Halloween 31<sup>st</sup>)</p>	<p>Peer editing</p> <p>Publish persuasive essays</p> <p>Mood, tone, alliteration, allusion</p> <p>Author's purpose and style – Edgar Allan Poe</p> <p>“The Raven”</p> <p>Diction, plot stages, vocabulary, figurative language</p> <p>Cask of Amontillado</p>	<p>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</p> <p>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.</p> <p>4. Identify literary components that contribute to authors' styles.</p> <p>5. Identify persuasive strategies, including propaganda, in world literature selections.</p> <p>6. Determine word meaning in world literature selections using word analysis and context clues.</p> <p>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</p> <p>Developing an effective voice suitable for audience and purpose.</p> <p>15. Identify persuasive strategies in oral and visual presentations. Identify types of propaganda.</p> <p>17. Use supporting details to present a position and to respond to an argument.</p>	<p>The student will increase his/her vocabulary.</p> <p>The student will read.</p> <p>The student will work with plot stages.</p> <p>The student will understand author's purpose and style, diction, and literary devices.</p> <p>The student will improve his/her writing skills through peer editing, revision, and publication.</p>
<p><b>Week 12</b> November 5-9</p>	<p>Cask of Amontillado</p> <p>Assess vocabulary and literature comprehension – both works of Poe</p>	<p>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend</p>	<p>The student will improve his/her test taking skills.</p> <p>The student will increase his/her vocabulary.</p>

	<p>Review subjects/predicates</p> <p>Verbals</p> <p>Parallelism</p> <p>Begin next major writing assignment: Descriptive</p>	<p>ninth-grade recreational reading materials.</p> <ol style="list-style-type: none"> <li>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.</li> <li>4. Identify literary components that contribute to authors' styles.</li> <li>6. Determine word meaning in world literature selections using word analysis and context clues.</li> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate. Developing an effective voice suitable for audience and purpose.</li> <li>11. Identifying correct parallelism in phrases and clauses. Using parallel structure using verbals.</li> </ol>	<p>The student will read.</p> <p>The student will identify the history, culture, and author contribution of a literary work.</p> <p>The student will improve his/her writing skills through writing in descriptive modes.</p> <p>The student will increase sentence complexity using verbals.</p>
<p><b>Week 13</b> November 12-16  (No school, 12<sup>th</sup>)</p>	<p>Punctuation</p> <p>Comma splices/commas, colons, semicolons</p> <p>Capitalization, active/passive voice, letter of complaint with envelope</p> <p>Peer review and publication of descriptive essays</p>	<ol style="list-style-type: none"> <li>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate. Developing an effective voice suitable for audience and purpose.</li> <li>8. Critique paragraphs for logical progression of sentences.</li> <li>10. Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.</li> <li>11. Identifying correct parallelism in phrases and clauses. Using parallel structure using verbals.</li> </ol>	<p>The student will use punctuation correctly.</p> <p>The student will understand commas, colons, and semicolons.</p> <p>The student will capitalize correctly.</p> <p>The student will demonstrate understanding of active/passive voice in a letter of complaint.</p> <p>The student will improve his/her writing skills through writing in descriptive modes.</p>

<p><b>Week 14</b> November 19-23</p> <p>(Thanksgiving Holidays, 21-23)</p>	<p>Punctuation/Capitalization</p> <p>Worksheets to reinforce instruction of active/passive voice</p> <p>Finish letter of complaint and envelope</p>	<p>7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.</p> <p>Examples: essay, letter of complaint</p> <p>Using active/passive voice when appropriate.</p> <p>8. Critique paragraphs for logical progression of sentences.</p> <p>10. Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.</p>	<p>The student will use punctuation correctly.</p> <p>The student will understand commas, colons, and semicolons.</p> <p>The student will capitalize correctly.</p> <p>The student will demonstrate understanding of active/passive voice in a letter of complaint.</p>
<p><b>Week 15</b> November 26-30</p>	<p>Short Stories</p> <p>Plot stages</p> <p>Characterization</p> <p>Figurative language</p> <p>Author's purpose/style</p> <p>Menu choice board to include writing and technology.</p>	<p>1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.</p> <p>2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.</p> <p>3. Read with comprehension a variety of ninth-grade informational and functional reading materials.</p> <p>4. Identify literary components that contribute to authors' styles.</p> <p>6. Determine word meaning in world literature selections using word analysis and context clues.</p>	<p>The student will increase his/her vocabulary.</p> <p>The student will read.</p> <p>The student will improve his/her critical reading skills identifying an author's purpose and tone in a literary work.</p> <p>The student will use technology in the learning process.</p> <p>The student will improve his/her writing skills through response to literature and journaling.</p>
Week 16			

Week 17			
Week 18			
Week 19			
Week 20			
Week 21			
Week 22			
Week 23			
Week 24			
Week 25			
Week 26			
Week 27			
Week 28			
Week 29			
Week 30			
Week 31			
Week 32			
Week 33			
Week 34			
Week 35			
Week 36			
Week			

Note: Due to limited availability of the virtual library at CFA, Weeks 27 & 28, Weeks 29 & 30, and Weeks 31, 32, & 33 may be interchanged to accommodate research needs.