

**Anderson Union High School District
Pacing Guide Revised Draft 6/20/2011
Grade: 9 Subject Area: English**

Semester 1/ Weeks 1-17

Weeks 1-5

Major Concept:

- Narrative Reading and Writing

Concept or Skill:

- Writing Autobiographical Narrative
- Application of Academic Language

Required Resources:

- “Liberty” pg. 52 (Focus: Plot)
- “Thank You Ma’am” pg. 120 (Focus: Character)
- “Interlopers” pg. 196 (Focus: Narrator/Voice)
- “The Scarlett Ibis” pg. 280 (Focus: Symbolism/Irony)

Required Academic Language:

- Plot
- Character
 - Protagonist/Antagonist
 - Dynamic/Static
 - Round/Flat
- Conflict
 - Internal/External
- Exposition/Basic Situation
- Rising Action/Complications
- Falling Action
- Climax
- Resolution/Denouement
- Flashback/Flash-forward
- Foreshadowing
- Theme

- **Point of View**
 - **Omniscient**
 - **First**
 - **Third**
- **Setting**
- **Irony**
 - **Symbolic**
 - **Verbal**
 - **Dramatic**
 - **Structural**

Grammar/Conventions:

- **Parts of Speech Overview**
- **Parts of a Sentence**

Power Standards Based Objective:

Writing Standards:

- **Write grade level appropriate expository, persuasive, and creative forms of writing that exhibit a range of writing techniques.**
- **Evaluate written work for its effectiveness and make recommendations for its improvement.**
(Power Standards:)

Reading Standards:

- **Analyze and evaluate the effective use of literary techniques (figurative language, allusion, dialogue, description, symbolism, word choice, dialect) and a variety of literary forms.**
- **Summarize and interpret a text using questions and predictions.**
- **Read age appropriate material independently with fluency and accuracy.**
(Power Standards: 1.1, 2.4, 2.7, 2.8)

Assessments:

- **Diagnostic Nelson-Denny Reading Test**
- **District Grade Level Writing Test**
- **Selection Tests**
- **Literary Terms Tests**
- **Process Essay Writing: Autobiographical Narrative**

Weeks 6-8**Major Concept:**

- Informational Texts
- Synthesizing Sources

Concept or Skill: Informational Text Focus

- Synthesizing Sources/Drawing Conclusions
- Persuasive Timed Writing

Required Resources:

- Poe's Final Days (pg. 250)
- Poe's Death is Rewritten...(pg. 254)
- If Only Poe had Succeeded...(pg. 256)

Required Academic Language:

- Main idea/Author's Purpose
- Evidence
- Support
- Tone
- Unreliable/Reliable Narrator
- Voice

Grammar/Conventions:

- Phrase
- Clause
- Agreement

Power Standards Based Objective:***Writing Standards:***

- Write grade level appropriate expository, persuasive, and creative forms of writing that exhibit a range of writing techniques.
- Evaluate written work for its effectiveness and make recommendations for its improvement.

(Power Standards: 1.1, 1.4, 1.5, 1.6, 2.3, 2.4)

Reading Standards:

- Analyze and evaluate the effective use of literary techniques (figurative language, allusion, dialogue, description, symbolism, word choice, dialect) and a variety of literary forms.
- Summarize and interpret a text using questions and predictions.
- Read age appropriate material independently with fluency and accuracy. (Power Standards: 1.1, 2.4, 2.7, 2.8)

Assessments:

- Timed Writing
- Informal Writing
- Evaluating Arguments
- Class Discussion

Weeks 9-16

Major Concept: Core Novel Reading and Expository Text Read and Respond

Concept or Skill: Reading informational materials

- Evaluate credibility of an author's argument
- Write persuasive essay with research

Required Resources: *Of Mice and Men/Lord of the Flies* and "Juvenile Justice"

Required Academic Language:

- Credibility
- Generalization
- Fact vs. Opinion
- Emotional Appeals (Pathos)
- Loaded Words
- Logical Appeals (Logos)
- Ethical Appeals (Ethos)
- Fallacies
- Intent
- Bias
- Counterclaim
- Citation

- Works Cited

Grammar/Conventions:

- Verbs- Active/passive voice
- Pronouns- Clear pronoun reference
- Modifiers- Dangling/misplaced

Power Standards Based Objective:

Writing Standards:

- Support and defend a thesis statement using various references
- Evaluate relationships between and among character, plot, setting, theme, conflict, and resolution and their influence on the effectiveness on a literary piece and analyze the development of form and purpose.
(Power Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4)

Reading Standards:

- Use strategies for constructing meaning in reading
- Summarize and interpret text using questions and predictions
(Power Standards: 1.1, 2.4, 2.7, 2.8)

Assessments:

- Comprehension Reading Tests
- Literary Terms Tests
- Process Essay Writing: Persuasive Essay with works cited

Week 17

Major Concept: Test Prep

Semester 2/ Weeks 1-17

Weeks 1-5

Major Concept: Reading: Informational Materials and Play

Concept or Skill: Reading informational materials

- Synthesizing Sources/Drawing Conclusions
- Persuasive Process Writing

Required Resources:

- “William Shakespeare’s Life: A Genius From Stratford” (pg. 776)
- “Shakespeare and His Theatre: A Perfect Match” (pg. 778)
- “How to Read Shakespeare” (pg 781)
- *The Tragedy of Romeo and Juliet* (pg. 783)

Required Academic Language:

- Soliloquy
- Character Foil
- Dialogue
- Monologue
- Aside
- Tragedy
- Comedy
- Iambic Pentameter
- Couplet
- Prose/Poetry
- Shakespearean Sonnet
- Pun
- Tragic Flaw
- Tragic Hero
- Scene Design

Grammar Conventions:

- End Marks
- Commas

Power Standards Based Objective:***Writing Standards:***

- Support and defend a thesis statement using various references
- Evaluate relationships between and among character, plot, setting, theme, conflict, and resolution and their influence on the effectiveness on a literary piece and analyze the development of form and purpose.
(Power Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4)

Reading Standards:

- Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature.
- Identify and describe the function of dialogues, scene designs, soliloquies, asides, and character foils in dramatic literature.
- Analyze the way in which the work of literature is related to the themes and issues of its historical period.
(Power Standards: 1.1, 2.4, 2.8)

Weeks 6-10**Major Concept: Expository Text Read and Respond****Concept or Skill: Reading informational materials**

- Evaluate credibility of an author's argument
- Write persuasive essay with research

Required Resources: "Justice: Childhood Love Lessons"**Required Academic Language:**

- Connotation
- Denotation
- Annotation
- Evidence
 - Facts
 - Statistics
 - Statements from authorities
 - Examples and personal stories

Power Standards Based Objective:

Writing Standards:

- Support and defend a thesis statement using various references
- Write reflective compositions

Reading Standards:

- Analyze both the features and the rhetorical devices of different types of public documents and the way in which the authors use those devices.
- Critique the power, validity, and truthfulness of arguments set forth in public documents.

(Power Standards: 1.0, 1.3, 1.5, 1.9, 2.1, 2.2, 2.3)

Weeks 11-16

Major Concept: Poetry and Technical Writing

Concept or Skill: Reading/writing poetry and creating consumer and workplace documents

- Read/write Poetry
- Write business letter, thank you note, memo/email, letter of intent

Required Resources:

- Selected Poems “Holt Textbook”
- Consumer and workplace documents “Holt Textbook”

Required Academic Language:

- Alliteration
- Allusion
- Assonance/Consonance
- Ballad
- Haiku
- Imagery
- Irony
- Metaphor
- Meter
- Personification
- Pun
- Refrain

- Rhyme/Rhythm
- Stanza
- Simile
- Style
- Format

Power Standards Based Objective:

Writing Standards:

- Support and defend a thesis/controlling impression statement using various references
- Reflect appropriate manuscript requirements

Reading Standards:

- Identify and use the literal and figurative meanings of words and understand word derivations
- Critique the logic of functional documents by examining the sequence of information

Week 17

Test Prep.

