

# English 9 Pacing Guide

Vocabulary skills will be honed through practice on Vocab.com and the creation of a personal dictionary.

## Unit 1 (Unit 6 in-text) – World’s End

Essential Question: Why do we try to imagine the future?

Duration: 25 Days

Aligned Novel: *Fahrenheit 451* (RL.KID.1-3, RL.CS.4-6, and RL.IKI.7)

Text	Required Tasks	Unit Standards Assessed	Notes
Launch Text - “Dream’s Winter”	<ul style="list-style-type: none"> <li>Review narrative elements</li> <li>Critical summary</li> </ul>	RI.KID.1 RI.KID.2	<b>IXL Assessment used as pre-test. Weekly IXL practice as guided by assessment results.</b>
Whole-Class Learning <ul style="list-style-type: none"> <li>“By the Waters of Babylon”</li> <li>“There Will Come Soft Rains”</li> </ul>	<p>“Babylon”:</p> <ul style="list-style-type: none"> <li>Analyze craft and structure (Consider p. 717)</li> <li>Text may be used in narrative essay</li> </ul> <p>“Rains”:</p> <ul style="list-style-type: none"> <li>Analyze craft and structure (Consider p. 731)</li> <li>Academic Paragraph Writing:               <ul style="list-style-type: none"> <li>Summaries</li> <li>Theme</li> <li>Character Development</li> </ul> </li> <li>Text may be used in narrative essay</li> </ul> <p><b>Common Narrative Essay Assessment based on above texts.</b></p> <ul style="list-style-type: none"> <li>Planned and revised</li> </ul> <p><b>Common Cold-Write Narrative Essay Assessment</b></p>	RL.CS.5 RL.KID.1 RL.KID.2 RL.KID.3  RL.CS.4 RI.CS.4 L.VAU.4 L.VAU.5  L.CSE.1 L.CSE.2 L.VAU.6  W.TTP.3	<p><b>End-of-unit common summative assessments:</b></p> <ul style="list-style-type: none"> <li>cold-read multiple-choice test at the end of quarter 1</li> <li>2 narrative essays by the end of the unit</li> </ul> <p><b>Essays will be assigned and completed at any time throughout the unit.</b></p>

<p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>• “Nuclear Tourist”</li> <li>• “the beginning of the end of the world”</li> <li>• “The Powwow at the End of the World”</li> <li>• “A Song on the End of the World”</li> </ul>	<p>“Tourist”:</p> <ul style="list-style-type: none"> <li>• Analyze craft and structure (Consider p. 755)</li> <li>• Author’s style (consider p. 756)</li> </ul> <p>Poems:</p> <ul style="list-style-type: none"> <li>• Analyze Craft and Structure (Consider p. 767)</li> <li>• Author’s Style (Consider p. 768)</li> </ul>		
<p>Independent and/or Extension Learning</p> <p>Students choose one text from the following:</p> <ul style="list-style-type: none"> <li>• “Preparedness 101: Zombie Apocalypse”</li> <li>• “The Secret Bunker Congress Never Used”</li> <li>• “The End of the World Might Just Look Like This”</li> <li>• “Fire and Ice” + “Perhaps the World Ends Here”</li> <li>• “A Visit to the Doomsday Vault”</li> </ul>	<ul style="list-style-type: none"> <li>• Share independent learning</li> <li>• Discussion among students, either in class or on a discussion board</li> <li>• Student/Teacher-Directed Analysis</li> </ul>	<p>Any ELA9 standards may be applied.</p>	

Note: Every student will turn in at least one annotated bibliography each quarter. Consider Research to Clarify/Explore questions beginning on 715.

Unit 2 (Unit 3 in-text) -- The Literature of Civil Rights

Essential Question: How can words inspire change?

Duration: 25 Days

Aligned Novel: *To Kill a Mockingbird* (RL.KID.1-3, RL.CS.4-6, and RL.IKI.7)

Text	Required Tasks	Standards Assessed	Notes
<p>Launch Text - "1963: The Year that Changed Everything"</p>	<ul style="list-style-type: none"> <li>Critical summary</li> </ul>	<p>RI.KID.1 RI.KID.2 RI.KID.3 RI.CS.5 RI.CS.6 RI.IKI.8 RI.IKI.9</p>	<p>Weekly IXL practice as guided by assessment results.</p>
<p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>"I Have a Dream"</li> <li>"Letter from Birmingham Jail"</li> <li>Video: "Remarks on the Assassination of Martin Luther King, Jr."</li> </ul>	<p>"Dream":</p> <ul style="list-style-type: none"> <li>Close read/Analyze (Consider questions on p. 266 that address inference, strongest and most compelling text evidence, and author's purpose)</li> <li>Analyze craft and structure - rhetorical devices</li> </ul> <p>"Jail":</p> <ul style="list-style-type: none"> <li>Close read (Consider p. 288)</li> <li>Analyze craft and structure - argument/rhetorical devices (Consider p. 289)</li> </ul> <p>"Remarks":</p> <ul style="list-style-type: none"> <li>Analyze media (Consider p. 296)</li> </ul> <p>Common Informational Essay Assessment based on above texts (Prompt on p. 292-293)</p> <ul style="list-style-type: none"> <li>Planned and revised</li> </ul> <p>Common Cold-Write Informational Essay Assessment</p>	<p>RL.KID.1 RL.KID.2 RL.CS.5 RL.CS.4 RI.CS.4 L.VAU.4 L.VAU.5 L.CSE.1 L.CSE.2 W.TTP.2</p>	<p>End-of-unit common summative assessments:</p> <ul style="list-style-type: none"> <li>2 informational essays by the end of the unit</li> </ul> <p>Essays will be assigned and completed at any time throughout the unit.</p>

<p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>● “For my People”</li> <li>● “Incident”</li>   <li>● “Lessons of Dr. Martin Luther King, Jr.”</li>   <li>● “Traveling”</li> </ul>	<p>Poems:</p> <ul style="list-style-type: none"> <li>● Analyze craft and structure (Consider p. 319)</li> <li>● Author’s style - punctuation (Consider p. 320)</li> </ul> <p>“Lessons”</p> <ul style="list-style-type: none"> <li>● Author’s Style (Consider p.332)</li> </ul> <p>“Traveling”</p> <ul style="list-style-type: none"> <li>● Analyzing craft and structure: (Consider p. 341-POV)</li> <li>● Author’s style (Consider p. 342)</li> </ul>		
<p>Independent and/or Extension Learning</p> <p>Students choose one text from the following:</p> <ul style="list-style-type: none"> <li>● “Frank McCain Dies - Helped Start Sit-In Movement at Greensboro Lunch Counter”</li> <li>● “How the Children of Birmingham Changed the Civil-Rights Movement”</li> <li>● “Sheyann Webb”</li> <li>● The Many Lives of Hazel Bryan”</li> <li>● “Fannie Lou Hamer”</li> <li>● John Lewis Speech</li> <li>● Marion Wright Edelman Speech</li> <li>● Excerpts from <i>Just Mercy</i></li> </ul>	<ul style="list-style-type: none"> <li>● Share independent learning</li> <li>● Discussion among students, either in class or on a discussion board</li> <li>● Student/Teacher-Directed Analysis</li> </ul>	<p>Any ELA9 standards may be applied.</p>	

Note: Every student will turn in at least one annotated bibliography each quarter. Consider Research to Clarify/Explore questions beginning on 265.



Unit 4 (Unit 5 in-text) -- Journeys of Transformation  
 Essential Question: What can we learn from a journey?  
 Duration: 15 Days, including EOC and finals

Text	Required Tasks	Standards Assessed	Assessment
Launch Text - "Gone and Back Again: A Traveler's Advice"	<ul style="list-style-type: none"> <li>Objective Summary (p. 548) - rhetoric</li> </ul>	RI.KID.2	Weekly IXL practice as guided by assessment results.
Whole-Class Learning <ul style="list-style-type: none"> <li>From <i>The Odyssey</i>, Part 1</li> <li>From <i>The Odyssey</i>, Part 2</li> <li>From <i>The Odyssey: A Graphic Novel</i></li> </ul>	<ul style="list-style-type: none"> <li>Analyze Craft and Structure - Oral Tradition (Consider p. 592)</li> <li>Analyze Craft and Structure - Figurative Language (Consider p. 619)</li> <li>Author's Style - Word Order (Consider p. 621)</li> <li>Writing to Compare (Consider p. 632)</li> <li>Application for a Mariner's License (Consider p. 635)</li> </ul>	RL.KID.3 RL.CS.5 RL.CS.6 RL.IKI.7 RL.IKI.9  L.VAU.4 L.VAU.5	Final IXL Assessment  Final class exam will be cumulative and standards-based; some teachers may assign a project since students have taken the EOC.
Small-Group Learning <ul style="list-style-type: none"> <li>"Courage"</li> <li>"Ithaka"</li> <li>"The Narrow Road of the Interior"</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Check and Research to Explore (Consider p. 676)</li> </ul>	L.CSE.1 L.CSE.2 L.VAU.6  W.TTP.1	

Note: Every student will turn in at least one annotated bibliography each quarter. Consider Research to Clarify/Explore questions beginning on 590.