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| English 9 Pacing Guide First Semester 2017 - 2018 | | | | |
| **1st Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
| Weeks 1-3 | 9-10.L.CSE.1  9-10.L.CSE.2  9-10.W.TTP.2  9-10.SL.CC.1 | Summer Reading- Intro to syllabus  Intro to Explanatory/ Expository Essay- Standard  Essay topic- *Animal Farm* Topic- connection to history- How does a piece of fiction become and allegory for historical events?  Learn/ review how to Annotate Texts  Begin using Socratic Seminars  Learn the CCC format for using evidence in writing | *Animal Farm*  *Accountable Talk Rules/Procedures*  Summer Reading Exam  Essay- Animal Farm and Historical Allegory  *CFA#1* |
| Weeks 4-8 | 9-10.W.TTP.3  9-10.RL.KID.1-4 | ***Is conflict necessary?***  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Analyze how an author draws on and transforms source material in a specific work.  Analyze how an author develops themes and main ideas over the course of a text. | ***Lord of the Flies* Outside Reading**  **“Most Dangerous Game” Short story analysis and connection to *LOTF***  ***Short Stories (In class reading Standard/ outside Honors) May choose from list or other appropriate texts***  “The Most Dangerous Game”, p. 213.  “World War I Trenches”, p. 233  “Old Man at the Bridge,” p. 201  “The Cask of Amontillado,” p. 94  “The Necklace” p.333  “The Gift of the Magi,” p. 260  “The Interlopers”, p.270  “Blues Ain’t No Mockingbird” p. 350  Novel Assessments  Short Story Assessments  *CFA#2*  *Narrative Essay Submission*  Socratic Seminars |
| Week 9: | District Quarterly Assessment | | |
| End of 1st Quarter |  |  | |
|  | Fall Break | | |
| 2nd Quarter | **TN Standards** | **Lesson Focus** | **Additional Notes** |
| Weeks 1-3 | 9-10.W.TTP.1  9-10.W.PDW.5  9-10.W.RBPK.7  9-10.L.CSE.2 | ***Research Project and Process***  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **Research Topic**  Begin research process. Classes will work step by step to ensure that all steps are covered and understood  Analyze how an author draws on and transforms source material in a specific work. Compare historical movements with specific pieces from that time. Compare history of speeches and movements to TKAM. | ***Novel Study: To Kill a Mockingbird***  Research Project- Process and Submission  Character Diary Project- TKAM |
| Weeks 4-8 | 9-10.SL.CC.2  9-10.SL.CC.3  9-10.SL.PKI.4  9-10.W.RBPK.7  9-10.RI.IKI.8  9-10.RI.IKI.9 | ***Can adversity be overcome?***  Students will read non-fiction pieces of literature and see how historical persons have responded to adversity. They will then compare them to the pieces of literature read and draw historical conclusions.  Extended response writing questions based off text  Introduce rhetorical devices specific to speeches | ***Speeches***  Gettysburg Address, By Abraham Lincoln- Extra  I Have A Dream, by Martin Luther King, Jr., pg. 542  First Inaugural Speech, by Franklin Delano Roosevelt, pg. 552  Excerpts *“Letter From the Birmingham Jail” and Why We Can’t Wait* |
| Week 9: | Exam Week | | |
| End of 2nd Quarter | S1 Exams | | |
| End of 1st Semester |  |  | |
|  | Winter Break | | |

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| English 9 Pacing Guide Second Semester 2017-2018 | | | |
| 3rd Quarter | **TN Standards** | **Lesson Focus** | **Additional Notes** |
| Weeks 1-6 | 9-10.W.TTP.1  9-10.L.CSE.1  9-10.RL.KID.1  9-10.RL.KID.3 | Introduction to Shakespearean Theater and concepts  Meter, Rhyme Scheme, Soliloquy, Aside, Monologue, Stage directions, Elements of tragedy  Begin Romeo and Juliet- Act 1  Comedic Relief, tragic hero, foil  Act 2- Dramatic Irony, Verbal Irony, Character Motivation  Act 3- Tragic Flaw, thematic- vengeance, loyalty to family vs loyalty to love  Act 4- Verbal Irony, acceptance of one’s owns lies leading to mental instability,  Act 5- Situational and Dramatic irony, tragic downfall, denouement  Persuasive Writing Essay- Students will write a persuasive essay to convince the audience of their opinion on one of many topics about Romeo and Juliet  Honors- Read “Miracle Worker” and do a comparison between conventions of modern theater and Shakespearean theater | Video- Shakespeare in the Arts  Video- Romeo and Juliet  Shakespearean Tragedy |
| Weeks 7-8 | 9-10.RL.CS.4 | Poetry  Meter, rhyme, conventions in poetry  Figurative Language Use in Poetry | Poetry Collection 1 pg 620  Poetry Collection 2 pg 633  Poetry Collection 4 pg 654 |
| Week 9 |  | District Benchmark Assessment/ EOC Test |  |
| End of 3rd Quarter |  | District Benchmark Assessment | |
| 4th Quarter | **TN Standards** | **Lesson Focus** | **Additional Notes** |
| Weeks 1-3 | 9-10.RL.CS.4  9-10.RL.CS.5 | *Oedipus Rex*  Greek Tragic Hero  Compare Tragic hero types from Shakespearean to Greek  Analyze the Greek concepts of fate and how it drives the plot and theme | Honors will extend their comparison of modern vs Shakespearean theater to include Greek theater |
| Weeks 4-7 | 9-10.RL.CS.4  9-10.RL.CS.5 | *The Odyssey*  (Sections in the textbook)  Discuss epic hero and epic quest  How does the story of Odysseus make him an epic hero? How does the concept of an epic hero compare to that of a tragic hero? | Honors will read the entire text of this novel outside class before this unit. |
| Week 8 | 9-10.SL.CC.1  9-10.SL.CC.2  9-10.SL.PKI.5  9-10.W.PDW.6 | Students will work on a culminating project of concepts this semester- they will have to compare the tragic hero and the epic hero and find the modern examples of this in media | Culminating Project  Honors- written, media, and verbal in presentation |
| Week 9 |  | Exams |  |
| End of 4th Quarter |  |  | |
| End of 2nd Semester |  |  | |