

Middlesex County Schools Curriculum Pacing Guide

Grade/Course English 9

School Year 2011-2012

Time Frame	Unit/SOL	SOL#	Strand	Essential Knowledge/ Understandings	Date of Formative Assessment
<p>Quarter 1 (5 weeks of reading and analysis intertwined with 2 weeks specifically focused on writing using material studied)</p>	<p>Analysis of textual material: Fiction: mood/diction/tone/ point of view/tone shift/ irony Non Fiction: summarizing/synthesis/paraphrasing</p> <p>Persuasive Writing: prewriting/outlining/drafting/editing/audience/informational writing/explanation</p> <p>Grammar: focus on syntax/punctuation/spelling/structure</p>	<p>9.3 9.4 9.6 9.7</p>	<p>a-g a-f a-h a-d (a and d daily)</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the differing characteristics that distinguish the literary forms of <ul style="list-style-type: none"> ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, biography, autobiography, novel • explain the relationships between and among the elements of literature, such as <ul style="list-style-type: none"> ◦ protagonist and other characters ◦ plot ◦ setting ◦ tone ◦ point of view – first person, third person limited, third person omniscient ◦ theme ◦ speaker <p>narrator</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as <ul style="list-style-type: none"> ◦ dialogue ◦ foreshadowing ◦ flashback <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author’s use of diction (word choice) to convey ideas and content, including <ul style="list-style-type: none"> ◦ rhetorical question ◦ cliché ◦ connotation ◦ denotation ◦ hyperbole 	<p>Weekly Quizzes-</p> <p>Formative Assessment = Q1 Benchmark (4 ½ weeks)</p>

				<ul style="list-style-type: none">◦ understatement◦ irony<ul style="list-style-type: none">- dramatic- situational- verbal◦ dialect◦ pun <ul style="list-style-type: none">• analyze the techniques used by an author to convey information about a character, such as<ul style="list-style-type: none">◦ direct exposition – what is said about the character◦ character’s actions – what the character does◦ character’s thoughts – what the character thinks <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• analyze character types, including<ul style="list-style-type: none">◦ dynamic/round character◦ static/flat character◦ stereotype <p>Caricature.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use before-, during-, and after-reading strategies• identify a position/argument in an informational text• evaluate the clarity and accuracy of information found in informational texts, such as<ul style="list-style-type: none">◦ manuals◦ textbooks◦ business letters◦ newspapers• apply information gained from sources to complete an assigned task• increase general and specialized vocabulary <p>identify information not answered by a selected text.</p>	
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2 weeks	Poetry: Form/ Structure/Rhyme/Meter/Fig	9.1 9.2	a-d a-f	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • use prewriting strategies and organize their writing • communicate the purpose of their writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise their writing for clarity <p>proofread materials for intended audience and purpose.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply rules for sentence development, including <ul style="list-style-type: none"> ◦ subject/verb ◦ direct object ◦ indirect object ◦ predicate nominative ◦ predicate adjective • use parallel structure when <ul style="list-style-type: none"> ◦ linking coordinate ideas ◦ comparing or contrasting ideas ◦ linking ideas with correlative conjunctions: <ul style="list-style-type: none"> - <i>both...and</i> - <i>either...or</i> - <i>neither...nor</i> - <i>not only...but also</i> <p>distinguish and divide main and subordinate clauses, using commas and semicolons</p> <p>-----</p> <p>Students use the use of images and sounds to elicit the emotions of the reader</p>	Poetry Unit Test- End of 2 week unit
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3 Weeks	Figurative Language/ Creative writing for the purpose of entertaining	9.3 9.4 9.6 9.7	a,b,c,e ,f,g a-e a-h a,c,d	<p>Explain influence of historical context on the form, style, point of view</p> <p>Read and evaluate clarity</p> <p>Synthesize information and apply written and oral presentations</p> <p>Identify questions not answered</p> <p>Extend vocabulary</p> <p>Generate/gather/and organize ideas</p> <p>Communicate clearly a purpose for writing</p> <p>Use specific information and guidelines to follow rules in poetry</p> <p>Learn and apply the theory of Iambs</p> <p>Revise work</p> <ul style="list-style-type: none"> • identify types of figurative language, including images and sounds, such as <ul style="list-style-type: none"> ◦ simile ◦ metaphor ◦ personification ◦ analogy ◦ symbolism ◦ apostrophe ◦ allusion ◦ imagery ◦ paradox ◦ oxymoron ◦ verse ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) ◦ soliloquy ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode <hr style="border-top: 1px dashed black;"/>	Literary Analysis/ Reading Projects due every 6 weeks for Honors and every 7 weeks into school for standard (projects focus on analysis and synthesis of text)
	Drama Students will read “Romeo	9.5	a-c	<ul style="list-style-type: none"> • compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays 	Presentation /performanc

2 weeks	and Juliet Focus on stage directions, scripting, elements of drama, Shakespeare, grammar, style, syntax Aristotle's rules of tragedy	9.2	a-f	<ul style="list-style-type: none"> • describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. • identify the components of scripting: <ul style="list-style-type: none"> ◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution) ◦ monologue ◦ soliloquy ◦ dialogue ◦ aside ◦ dialect • identify the components of staging: <ul style="list-style-type: none"> ◦ cues ◦ set design ◦ set decoration: props ◦ stage movement (blocking) ◦ voice: tone, pitch, inflection, emotion ◦ facial expressions ◦ music/sound effects <hr style="border-top: 1px dashed black;"/>	e to be graded 2 weeks into lesson Formative evaluation on 3 rd week (May be combined with Benchmark/ midterm evaluation)	
	The Epic: The Odyssey	9.1	a-d			Epic Simile Irony Multiple Tone Stock Foil Analyze the impact of the gods. Greek Mythology- technology unit- basis of research (Lead into next unit)
		9.2	a-f			
		9.3	a-g			
		9.6	a-h			
		9.7	a-d			
		9.9	a-d			

3 weeks	<p>Research</p> <p>Paraphrasing/ plagiarism/ summarization/ MLA/ APA/ utilize print and electronic sources/ plan and implement stages of writing/ Distinguish reliable sources</p>	9.6 9.7 9.8 9.9	a-h a-d a-c a-d	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • avoid plagiarism by <ul style="list-style-type: none"> ◦ defining <i>plagiarism</i> as the act of presenting someone else’s ideas as one’s own ◦ recognizing that one must correctly cite sources to give credit to the author of an original work ◦ recognizing that sources of information must be cited even when the information has been paraphrased ◦ using quotation marks when someone else’s exact words are quoted • distinguish one’s own ideas from information created or discovered by others <p>use a style sheet, such as MLA or APA, to cite sources.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and use key terms, such as <ul style="list-style-type: none"> ◦ electronic database ◦ search engine ◦ electronic mail ◦ World Wide Web ◦ Web browser ◦ online services ◦ hotlinks • narrow the focus of a search • identify useful search terms • combine search terms effectively to narrow a search • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research • evaluate resources, both print and electronic, differentiating between Internet sources that are questionable and those that are reliable <p>apply the rules for responsible use of technology.</p>	Upon completion of unit a formative assessment will be given in the form of a research paper
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2 weeks	Writing: Focus on a variety of skills and evaluation of text	9.6 9.7 9.4	a-h a-d a-f	<p>Student will be responsible for evaluating the clarity and accuracy of information found in non-fiction informational text:</p> <ul style="list-style-type: none"> ◦ brochures ◦ reports ◦ catalogs ◦ journals ◦ essays ◦ speeches ◦ biographies ◦ autobiographies <p>Apply information gained from source to complete a task</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • use prewriting strategies and organize their writing • communicate the purpose of their writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise their writing for clarity <p>proofread materials for intended audience and purpose.</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply rules for sentence development, including <ul style="list-style-type: none"> ◦ subject/verb ◦ direct object ◦ indirect object ◦ predicate nominative ◦ predicate adjective • use parallel structure when 	Summative assessments will be collected weekly but final assessment will be a written portion on the final exam.
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				<ul style="list-style-type: none">◦ linking coordinate ideas◦ comparing or contrasting ideas◦ linking ideas with correlative conjunctions:<ul style="list-style-type: none">- <i>both...and</i>- <i>either...or</i>- <i>neither...nor</i>- <i>not only...but also</i> <p>distinguish and divide main and subordinate clauses, using commas and semicolons</p>	
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