

Grade Level(s) 9

Course English 9A

Date Last Revised August 30, 2010

Pacing <i>Year, Month or Week (length of time)</i>	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required & supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e., technology, media, required & supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance & skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)	Student Skills	Vocabulary <i>Words To Know Content & Academic Not limited to list <u>but</u> shows relationship to content/topic</i>			
Autobiography Project: 3-4 weeks	1.1.1-1.1.8, 1.2.2, 1.2.3, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.7, 2.3.3 W2, W3, W4, W6,	Autobiography	Use the writing process, write complete sentences, write a clear topic sentence, organize ideas by subtopic, use transitions, write an organized five paragraph essay, organize a portfolio of writing, select and use vocabulary appropriate for the purpose, assess audience expectations and use appropriate communication strategies, use details to support an opinion, examine strengths and weaknesses in a portfolio of one's writing, use feedback to improve writing, use a rubric to self-assess and peer-assess writing, and write in a variety of genres	Revise, edit, sentence, Fragment, Run-on, transitions, thesis, table of contents, Grammar terminology (such as: transitions, coordinating conjunctions fanboys, commas, etc...) fact vs. opinion, voice	Guided practice using details to support the topic sentence Guided practice writing a clear thesis Guided practice using pre-writing strategies Writing invitations Shared Writing Grammar Mini-lessons Peer conferences Writing conferences	Prentice Hall <i>Literature</i> textbook "What I've Learned so Far" "Brothers" "The Circuit" "Go Deep to the Sewer" "I love a Rainy Night" (printed lyrics and audio version) "The Miracle of Life" "What I've Learned So Far" sample poems samples of student work	Completed portfolio of writing with several writing assignments in multiple genres (poetry, narrative, process/procedural, descriptive, etc...) Journals Writing conferences Class discussions

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TKAM: 4-5 weeks	1.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 2.1.1, 2.1.2, 2.1.3, 2.1.7, 2.1.11, 2.1.12, 2.2.1, 2.2.2, 2.2.3, 2.3.3, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.7, 3.1.8, 3.1.9, 3.1.10, 3.2.5, 3.4.1, 4.2.1 RL1, RL2, RL3, RL4, W1, W2, W4, W5, RI1, RI4,	<i>To Kill A Mockingbird</i>	Make historical and cultural connections, use the writing process, use details to support an opinion, use a variety of prewriting strategies, use a variety of reading strategies, use pre-reading and pre-viewing strategies, use context to determine meaning of unfamiliar words, identify themes in literature, analyze how conflicts in literature reflect the human experience, use a variety of graphic organizers, use a variety of pre-writing strategies, examine elements of characterization, examine point-of-view, use a rubric to self-assess and peer-assess writing, and write in a variety of genres	Universal Themes, The Great Depression, Jim Crow laws, segregation, discrimination, racism, prejudice, characterization, foreshadowing, conflicts, Grammar terminology, persuade, infer	Guided background exploration Anticipation Guide & discussion Guided Reading Small & large group discussions Character Chart Writing invitations Shared Writing Grammar Mini-lessons Peer conferences Writing conferences	Background powerpoint “Proper Clothes- Proper Behavior” “Legal Segregation” “A Time in History” Images from The Great Depression Fictional Map of Maycomb Story Synopsis	Journals, persuasive essays, short answer questions sets, quizzes, class discussions, class participation activities, writing assignments, final exam, writing conferences

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Short Stories: 2-3 weeks Independent Reading: throughout trimester	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.8, 2.3.3, 3.2.5, 4.2.1	Short Stories	Using the writing process, using context to determine meaning, analyzing the plot of short stories, describe how point of view impacts the story, analyze conflicts, analyze how conflicts in literature reflect the human experience, and make connections between conflicts in literature and students' experiences	Plot, exposition, turning point, conflict, rising action, falling action, climax, resolution, point of view, antagonist, protagonist, foreshadowing, literary device, figurative language (simile, metaphor, etc...)	Guided practice examining plot structure and elements of a short story Modeling reading strategies Grammar Mini-lessons Class discussions	Prentice Hall <i>Literature</i> textbook ("The Necklace," "The Gift of the Magi," "The Interlopers," "The Scarlet Ibis," and "The Most Dangerous Game") Additional possibilities: "Go Deep to the Sewer" and selections from <i>Chicken Soup for the Kids' Soul</i>	Journals, Plot analysis assignments, point-of view essay, class participation activities, writing assignments, persuasive essay, final exam
	1.2.2, 1.2.3, 2.1.7, 2.3.1, 2.3.2	Independent Reading	Find, select, and check out books in a library, and identify similarities and differences between a summary and a response	Summary, response, caption, critique, Dewey Decimal System, fiction, non-fiction, reference materials, and periodicals,	Introduction to media center Modeling how to select a book Guided practice with summary and response writing Examine & discuss examples	Media Specialist library	Observing students Reading response assignments

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Throughout Trimester	4.1.1, 4.1.5	Grammar-sentence structure	use complete sentences; use parallelism for verbs in a series; use a variety of sentence structures (such as using introductory phrases and clauses, adverbial clauses, etc...); revise sentences to correct awkward elements, correct run-ons with coordinating conjunctions, a semi-colon or other appropriate method; and use transitions	Subject, Verb, noun, comma, fanboys, semi-colon, fragment, sentence, run-on	Writing conferences, notes, shared writings	<i>Elements of Writing</i> textbook Prentice Hall <i>Literature</i> textbook posters	Writing conferences, completed writing assignments
	4.1.1, 4.1.5	Grammar-punctuation/mechanics	Use commas correctly: in a series, for large numbers and dates, after introductory elements, in a compound sentence before a coordinating conjunction, use a semi-colon correctly, use an apostrophe correctly, and avoid overuse of exclamation points	end punctuation, comma, semi-colon	Writing conferences, notes, shared writings	<i>Elements of Writing</i> textbook Prentice Hall <i>Literature</i> textbook posters	Writing conferences, completed writing assignments
	4.1.1, 4.1.5	Grammar-Usage	Identify subject and verb, choose the correct verb form to agree with the subject, use the correct tense, edit for verb tense consistency, use the correct pronoun (subjective, objective, and possessive case), use correct pronoun to agree with antecedent (singular and plural), revise for correct preposition, use homophones and other commonly confused words correctly (such as: its-it's, their-there-they're, who's-whose, etc...), and form the present perfect using have (not of)	Subject, Verb, verb tense,	Writing conferences, notes, shared writings	<i>Elements of Writing</i> textbook Prentice Hall <i>Literature</i> textbook posters	Writing conferences, completed writing assignments

