

Lynchburg City Schools – Secondary English Pacing Guide – Grade 9: 1st Quarter

	SOL	Skills/Concepts	Suggested Titles	Resources
R E A D I N G E P I C P O E T R Y	9.1 j,l	<ul style="list-style-type: none"> ▪ Active listening ▪ Collaboration 	Relationship building activities	Teacher created
	9.7 a, b	<ul style="list-style-type: none"> ▪ Parts of Speech Review ▪ Parts of the Sentence 	Holt <i>Handbook: Third Course</i> , Chapters 1 and 2	Holt TE Diagnostic, practice sheets, quizzes, tests http://www.arcademicskillbuilders.com/games/invasion/invasion.html http://chompchomp.com/menu.htm August '13 workshop info, DOE rubrics, sample essays
	9.7	<ul style="list-style-type: none"> ▪ Rubric scoring 	Scored papers from previous assessments	Prompts as distributed among grade levels
	9.7	<ul style="list-style-type: none"> ▪ Paragraph writing 	2012 writing prompts	
	9.8 c,d	<ul style="list-style-type: none"> ▪ Evaluate sources 	“Evaluating Web Pages”	http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html Holt <i>Elements of Language: Third Course</i> , pp. 213, 221, 831
	9.1 g 9.8 f,g	<ul style="list-style-type: none"> ▪ Credit and cite sources 	“Research and Citation Sources”	http://www.plagiarism.org http://owl.english.purdue.edu/owl/section/2/ http://owl.english.purdue.edu/owl/resource/619/1/
	9.8 h	<ul style="list-style-type: none"> ▪ Plagiarism ▪ Paraphrase 	“What is plagiarism?” How to Paraphrase	student and teacher editions
	9.3 a-f	<ul style="list-style-type: none"> ▪ Vocabulary study 	<i>Vocabulary Workshop</i> or <i>Wordly Wise</i>	

9.4 g, i 9.5 b, j 9.6, 9.7	<ul style="list-style-type: none"> ▪ Compare literature across cultures 	Mythology and flood stories across cultures (HHS)	Holt <i>World Literature</i> pp. various (HHS)	
9.4 g, i	<ul style="list-style-type: none"> ▪ Mini-research: Flood stories across cultures Or ▪ Mini-research: Greece 	Select from websites Travel Brochure	http://www.nwcreation.net/noahlegends.html http://www.talkorigins.org/faqs/flood-myths.html	
9.4 g, i	<ul style="list-style-type: none"> ▪ Summarize ▪ Organize and synthesize info ▪ Historical context and influence 	Greek myths <i>The Greek Gods</i> – (ECG)	Teacher-generated slide shows http://www.mythman.com/ http://www.mythweb.com/ http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Gods_and_Heroes.aspx	
9.4 c, e, f, g, h, k, l, m	<ul style="list-style-type: none"> ▪ Conventions of epic poetry ▪ Conflict ▪ Character ▪ Imagery ▪ Epic simile ▪ Theme ▪ Irony ▪ Epithet ▪ Cause and effect 	<i>The Odyssey</i>	Holt <i>Elements of Literature: Third Course</i> , pp. 649-709 http://www.webenglishteacher.com/homer.html http://www.mythweb.com/odyssey/index.html http://www.users.globalnet.co.uk/~loxias/odchoice.htm http://www.irasov.com/odyssey_map.htm	

	<p>9.4 d, e, f, h, j, k</p>	<ul style="list-style-type: none"> ▪ Repetition ▪ Allusion ▪ Ambiguity ▪ Style ▪ Diction 	<p>“Calypso” by Suzanne Vega and accompanying art</p>	<p><i>Holt Elements of Literature: Third Course</i> p. 655</p>	
	<p>9.5</p>	<ul style="list-style-type: none"> ▪ Analyze nonfiction texts 	<p>“Troy:It Casts a Spell”</p> <p>“Welcome: A Religious Duty”</p> <p>“Where I Find My Heroes”</p> <p>“Heroes with Solid Feet”</p> <p>“Understanding the Horror” by Karen Shawn (ECG)</p>	<p><i>Holt Elements of Literature: Third Course</i> p. 659</p> <p><i>Holt Elements of Literature: Third Course</i> p. 671</p> <p><i>Holt Elements of Literature: Third Course</i> p. 719</p> <p><i>Holt Elements of Literature: Third Course</i> p. 721</p>	
	<p>9.3 f 9.4 f, k</p>	<ul style="list-style-type: none"> ▪ Flashback ▪ Point of view ▪ Symbolism 	<p><i>All But My Life</i> by Gerda Weissmann Klein (ECG)</p>		

Lynchburg City Schools – Secondary English Pacing Guide – Grade 9: 2ND Quarter

	SOL	Skills/Concepts	Suggested Titles	Resources	Time frame	Assessment
R E A D I N G: F I C T I O N	9.6, 9.7	<ul style="list-style-type: none"> o Self- and peer-edit o Analyze writing for specific criteria 	How to Score via SOL writing rubric	Va Dept of Ed anchors, rubrics, etc.: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml		Teacher-generated formative and summative assessments
	9.6, 9.7	<ul style="list-style-type: none"> o Plan, develop, write comparison essay 	Compare a mythological character (Odysseus) to a known person	HHS Shared English resources on R drive Score with the SOL rubric		
	9.7 c, d	<ul style="list-style-type: none"> o Verbals o Clauses o Phrases 	Holt <i>Handbook: Third Course</i> , chapters 3 and 4	Miscellaneous ideas for teaching grammar and mechanics: http://www3.d93.k12.id.us/media/CMSImport/875D40093C324FD097DCD9C8CDE6B361.pdf R:HHS/Staff Public/English/9 th Verbals A notebook file to teach verbals		
	9.3 a-f	<ul style="list-style-type: none"> o Vocabulary study o Literary terms with literature 	<i>Vocabulary Workshop Level D</i> Or words to accompany fiction	Quizlet.com Teacher-made lists for each work		

R E A D I N G F I C T I O N	9.5, 9.6	<ul style="list-style-type: none"> o Read variety of nonfiction texts o Develop and publish research product 	How to Conduct Research: Sources, citations	How to create source cards, note cards, citations based on research about a country of students' choosing HHS Shared English folder		
	9.4	<ul style="list-style-type: none"> o Read, comprehend, and analyze literary text 	Options for novels: <i>I Stay Near You</i>	Webquest, historical time periods		
	9.4 c	<ul style="list-style-type: none"> o Identify literary forms 	Confucius and <i>Tao</i>	<i>World Literature</i> book (class set) pp. 407-418		
	9.3 e 9.4 d, e, g, i	<ul style="list-style-type: none"> o Evaluate literary and classical allusions o Analyze cultural context o Evaluate historical context o Compare and contrast literary devices 	<i>The Good Earth</i>	Video of Chinese Olympics – Opening Ceremonies August 8, 2008: http://www.youtube.com/watch?v=JsDY1Ha83M8&feature=related		

R E A D I N G F I C T I O N	9.5 i, j	<ul style="list-style-type: none"> o Make inferences using textual support o Synthesize information 	“Literary Roots” by Kylee Beers	Holt <i>Elements of Literature: Third Course</i> , p. 562		
	9.4 i 9.5 h	<ul style="list-style-type: none"> o Evaluate cultural or social context o Explicit and implied information 	“Painful Memories for China’s Footbinding Survivors” by Louisa Lim	http://www.npr.org/templates/story/story.php?storyId=8966942		
	9.5 a, b, j	<ul style="list-style-type: none"> o Identify expository text o Synthesize information o Summarize details 	Biography: Pearl S. Buck	http://www.english.upenn.edu/Projects/Buck/biography.html		
	9.1 b, c 9.2 b, d 9.6 a, b, c, h 9.8 b-h	<ul style="list-style-type: none"> o Organize ideas o Narrow focus of research o Evaluate purpose o Evaluate sources o Use anecdotes and details to support main idea o Revise for clarity 	Students complete online research on China	<p>Possible topics for research on China:</p> <ul style="list-style-type: none"> o China in the 1900’s o The Qing Dynasty o Footbinding o Boxer Rebellion o Republican Revolution <p>http://www.ozline.com/electraguide/ – tools for thesis statements and outlines</p> <p>CARS checklist for evaluating internet sources: http://www.andyspinks.com/researchhelp/web/CARS.pdf</p>		

	9.7 c, d	<ul style="list-style-type: none"> o Punctuation: commas 	Holt <i>Handbook</i> , Chapter 11	<p>Online interactive grammar practice: http://www.grammarbook.com/grammar_quiz/commas_1.asp</p> <p>http://depts.dyc.edu/learningcenter/owl/exercises/comma_placement_ex1.htm</p> <p>http://grammar.ccc.commnet.edu/grammar/quiz_list.htm</p>		
	9.4 a, e, g, i, m	<ul style="list-style-type: none"> o Evaluate historical and cultural context o Analyze point of view o Identify author's purpose o Use reading strategies to aid comprehension 	<i>Great Expectations</i> by Charles Dickens	<p>http://www.pbslearningmedia.org/content/gtexp12.ela.lit.setscene/</p> <p>http://www.pbslearningmedia.org/content/gtexp12.ela.lit.everafter/</p> <p>Full text: http://charlesdickenspage.com/carol.html</p>		
	9.5 d, h	<ul style="list-style-type: none"> o Summarize details o Synthesize information 	<p>Biography: Charles Dickens</p> <p>Charles Dickens Page by David Perdue</p>	<p>http://www.biography.com/people/charles-dickens-9274087</p> <p>http://charlesdickenspage.com/dickens_london.html</p>		

	<p>9.1 b, c 9.2 b, d 9.6 a, b, c, h 9.8 b</p>	<ul style="list-style-type: none"> o Organize ideas o Narrow focus of research o Evaluate purpose o Evaluate sources o Use anecdotes and details to support main idea o Revise for clarity 	<p>Students complete online research on England of the 1800's</p>	<p>Possible topics for England in the 1800's:</p> <ul style="list-style-type: none"> o Crime and Punishment o Debtor's Prisons o Class structure <p>http://www.ozline.com/electraguide/ – tools for thesis statements and outlines</p> <p>CARS checklist for evaluating internet sources: http://www.andyspinks.com/researchhelp/web/CARS.pdf</p>		
	<p>9.4 b, d, e, f, g, h, l, m</p>	<ul style="list-style-type: none"> o Symbolism o Historical influence o Social function of text o Author's style and literary effect o Reading strategies 	<p><i>Lord of the Flies</i></p>	<p>Teacher-made materials in R:HHS/Staff Public/English: The One-pager, quizzes, summaries, test, map of the island, study guides, Venn diagram for the movie</p> <p>Discoverystreaming.com</p>		