

ENGLISH 9 & Honors ENGLISH 9 PACING GUIDE AND CURRICULUM MAP  
Quarter 2

State Standards	Unit/Topics	Subtopics/Terms	Assessments/Assignments	Timeframe	Texts/Supplemental Materials
<p><b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.</b> <b>RL.9-10.10</b></p>	<p>Drama Literary Devices  Poetry</p>	<ul style="list-style-type: none"> <li>● Elements of drama               <ul style="list-style-type: none"> <li>○ setting</li> <li>○ characterization</li> <li>○ diction</li> <li>○ plot</li> <li>○ climax</li> <li>○ conflict</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Introduction: Drama pp. 780-783</li> <li>● Model Selection: <i>from The Shakespeare Stealer</i> pp. 785-796 <i>Unit 5</i></li> <li>● <i>Resources</i> pp. 7-22</li> <li>● <b>Assessments</b> <ul style="list-style-type: none"> <li>○ Critical thinking questions</li> <li>○ Selection tests</li> <li>○ Open-book test</li> <li>○ Collins Writing</li> </ul> </li> </ul>	<p><u>2nd Quarter</u>  <b>Weeks 1-2</b></p>	<ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i></li> <li>Interactive Digital Path</li> <li><u>Before You Read</u> [Get Connected Video (0:51), The Big Question, Meet the Author, Background Video (0:56), <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act I, Critical Thinking)]</li> <li><b>Online Resource</b></li> <li>Shakespeare's "Sonnet 116"</li> <li><a href="http://www.shakespeareonline.com/sonnets/116.html">http://www.shakespeareonline.com/sonnets/116.html</a></li> </ul>

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<p><b>RL.9-10.4</b></p>	<ul style="list-style-type: none"> <li>• Puns</li> </ul>	<ul style="list-style-type: none"> <li>• Determining word meaning through puns</li> <li>• Inference</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Read &amp; Create</u> p. 831 <i>Unit 5 Resources</i></li> </ul>		<p>Interactive Digital Path <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary Analysis)</p> <p><b>Intervention/Enrichment</b> Students construct maps of Renaissance and modern Italy, specifically Verona. Students create a visual representation of Queen Mab from lines 53-94, Act I, scene iv, and write a formal paragraph explaining the connection between Shakespeare’s intent in this scene and their representation. Students study the dialogue structure of the sonnet in Act I, scene</p>

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					v, lines 92-105, and compose a similar dialogue-sonnet between any two characters in the play, other than Romeo and Juliet. Students may present and discuss their sonnets in class.
<p><b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.5</b> <b>RL.9-10.6</b> <b>RL.9-10.10</b></p> <p><b>SL.9-10.1</b> <b>L.9-10.1</b> <b>L.9-10.2</b> <b>L.9-10.3</b> <b>L.9-10.4</b> <b>L.9-10.5</b></p>	<ul style="list-style-type: none"> <li>● Determining word meaning through context clues</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing Literary Works (sonnet and Shakespearean sonnet)</li> <li>● Sonnet</li> <li>● Blank verse</li> <li>● Rhymed couplets</li> <li>● Characterization</li> <li>● Theme</li> <li>● Genre as it relates to theme</li> <li>● Diction</li> <li>● Mood</li> <li>● Tone</li> <li>● Plot</li> <li>● Point of view</li> <li>● Foreshadowing/flashback</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Students take notes on The Big Question (p. 832) as they read; at the conclusion of Act II, students write an informal paragraph discussing their answer.</li> <li>● Students complete a passage summary chart to summarize important passages from Act II as they read. (Teacher may</li> </ul>	<p><u>2nd quarter</u></p> <p><b>Weeks 3-5</b></p>	<p><i>Romeo and Juliet</i>, Act II &amp; III(dramatic literature)</p> <p><b>Intervention/Enrichment</b> Propose the following critical assessment to students before they read Act II: Juliet is more mature than Romeo and teaches him the meaning of true love. Keeping this in mind as they read, students take notes on the two</p>

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L.9-10.6			<p>choose passages for students or may assign different passages from the act to different groups of students.)</p> <ul style="list-style-type: none"> <li>Students find and cite 2-4 lines of blank verse spoken by 2 different characters, and in an informal paragraph, explain how the respective lines help convey the mood of the scene.</li> <li>Act I. II, III Quiz/Test</li> </ul>		<p>characters. Students will write a formal response in which they compare the two characters and respond to the assessment. Invite students to discuss and explain their responses.</p>
RL.9-10.1  RL.9-10.2  RL.9-10.3  RL.9-10.4  RL.9-10.5	Drama Literary Devices:	<ul style="list-style-type: none"> <li>Paraphrasing</li> <li>Determining word meaning from dictionaries</li> <li>Determining word meaning through analogical relationships (antonyms, synonyms)</li> <li>Characterization</li> <li>Inference</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Students take notes on The Big Question (p. 892) as they read; at the conclusion of Act IV, have students write an informal paragraph discussing their answer.</li> </ul>	Weeks 6-9	<p><i>The Tragedy of Romeo and Juliet, Act IV (dramatic literature)</i></p> <p><b>Technology</b> Interactive Digital Path <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary</p>

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<p>W.9-10.4 W.9-10.6 W.9-10.9a  W.9-10.10  SL.9-10.1  SL.9-10.3 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4  L.9-10.5 L.9-10.6</p>		<ul style="list-style-type: none"> <li>● Cause-effect</li> <li>● Flashback</li> <li>● Irony</li> <li>● Genre as it relates to</li> <li>● Paradox</li> <li>● Diction</li> <li>● Conflict</li> <li>● Compare/contrast</li> <li>● Rhetorical features Symbolism</li> </ul>	<p>Students analyze which scenes in Act IV are emotionally charged and which ones add comic relief, and then decide why Shakespeare organized Act IV this way. Students may write their responses in informal paragraphs and discuss in small groups.</p> <ul style="list-style-type: none"> <li>● In journal entries, students find and explain at least three potential flaws in the Friar’s plan.</li> </ul> <p>Literature in Context: Read the <i>Literature in Context</i> box p. 907 regarding the symbolism of rosemary and then answer the question in a journal entry.</p> <ul style="list-style-type: none"> <li>● Act IV test</li> </ul>		<p>Analysis) <u>While You Read</u> (Warm –ups, <i>The Tragedy of Romeo and Juliet</i>, Act IV, Critical Thinking)</p>

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<b>L10.4b</b> <b>L10.6</b>	SAT Vocabulary	<ul style="list-style-type: none"> <li>● New words grouped by topic</li> <li>● Derivatives</li> <li>● Parts of speech</li> <li>● Pronunciation</li> <li>● Denotation/Connotation</li> <li>● Alternate meanings</li> <li>● Commonly confused words</li> <li>● Words from other languages</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly non-fiction readings</li> <li>● Sentences using words in context</li> <li>● Application tasks</li> <li>● Bi-weekly quizzes</li> <li>● Collins Type 2 writing samples</li> <li>● Constructed response questions</li> <li>● Semester exams</li> </ul>	Ongoing: 30 lessons total (300 words)	Vocabulary for Achievement, 1st Course  Teacher-generated samples
<b>L10.1b</b>	Daily Grammar Practice:	<ul style="list-style-type: none"> <li>● Parts of speech</li> <li>● Clause types</li> <li>● Phrases</li> <li>● Sentence function/purpose</li> <li>● Sentence types</li> </ul>	<ul style="list-style-type: none"> <li>● Practice</li> <li>● Quiz</li> </ul>	Ongoing (30 weeks)	