

PCI Pacing Guide: 9th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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UNIT TWO

CONTENT AREA SKILLS (tested on Benchmark Exam)

All must be supported with textual evidence

Determine author’s main claim Identify central idea Word meaning in context Infer theme not directly stated	Make inferences about characters Textual Evidence Analyze tone Analyze character development Understand text structure and its purpose	Argumentative Essay/Literary Analysis (examine theme of unit by analyzing authors’ message in two texts)
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Study Sync Unit 2: “Leadership”

12	“Washington’s Farewell Address”	Grade Level: <u>Things Fall Apart</u> Alternate: <u>Facing the Lion</u> or <u>Eragon</u>	<ul style="list-style-type: none"> •Identify author’s central idea •Analyze rhetoric of a speech •Note author’s use of language to shape argument and influence tone •Evaluate effectiveness of rhetorical strategies •Consider intended audience 	Argumentative	I., II. & III. Have students watch the first 6 minutes of President George H. W. Bush’s West Point speech: https://millercenter.org/the-presidency/presidential-speeches/january-5-1993-address-west-point Prompt: How does a modern-day president give a farewell address like this? Does a president today use the same rhetoric that Washington used? Does he or she use similar language and sentence structure? Washington
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					<p>wrote his address as a letter, which was quickly reprinted in newspapers and in pamphlets all over the nation. How does a modern president share the address, and who is the audience?</p> <p>Reread the selection, comparing Washington’s rhetoric with the style you would likely hear in political speeches today. Then write a brief essay (or well-developed paragraph) in which you make and defend a claim about how a modern president’s farewell address is both similar to and different from Washington’s in rhetoric, language and sentence structure, and addressing the audience.</p>
13	“1984”	<p>Grade Level: <u>Things Fall Apart</u></p> <p>Alternate: <u>Facing the Lion</u> or <u>Eragon</u></p>	<ul style="list-style-type: none"> •Analyze point of view •Understand how personal and cultural perspectives contribute to meaning •Identify and determine meaning of paradoxical language •Explore how language can be manipulated to cover up what is actually being said 	Informative/ Explanatory	<p>I. & II. Before writing, think about what the three Party slogans— War is Peace; Freedom is Slavery; Ignorance is Strength—say about the Party’s point of view on controlling thought for its people.</p> <p>Using your understanding of point of view and paradox, write a short essay explaining how the</p>

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					<p>government in 1984 uses and views language, and why Winston’s diary-keeping is a particular threat, despite there being no law against it. Support your writing with evidence from the text.</p> <p>III. Think about the three slogans of the Party: War is Peace; Freedom is Slavery; Ignorance is Strength. What do these beliefs say about the Party’s values? Using details from this title, write a well-developed paragraph exploring why individual expression threatens the government in 1984.</p>
14	<p>“The Odyssey” and “The Odyssey (Graphic Novel) [Read Only]</p>	<p>Grade Level: <u>Things Fall Apart</u></p> <p>Alternate: <u>Facing the Lion</u> or <u>Eragon</u></p>	<ul style="list-style-type: none"> •Examine the events, problems, and obstacles that the main character must overcome (plot study) •Identify the complexities of different characters •Analyze how characters advance a story’s plot •Compare and contrast two versions of a story presented in different mediums 	Argumentative	<p>I. After reading both versions of the story from <i>The Odyssey</i>, address the following prompt: What does this excerpt indicate about the purpose of <i>The Odyssey</i>? Consider these questions:</p> <ul style="list-style-type: none"> • Is the work’s purpose to inform--to teach history or to serve as a reflection of ancient Greek culture? • Or is the purpose to

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					<p>entertain--to tell an exciting and memorable tale?</p> <ul style="list-style-type: none"> • Could the purpose be to serve as a moral compass, to guide listeners and readers as they make their way in the world? • What contribution does the character of Odysseus make to the overall purpose and meaning of the text? <p>Write a brief argumentative essay that makes a claim about what you think the main purpose of <i>The Odyssey</i> is. Support your opinion or point of view with relevant textual evidence from either or both sources. Maintain a formal style and an objective tone in your writing, and provide a conclusion that follows from and supports the argument you presented.</p> <p>II. & III. Although the writer of <i>The Odyssey</i> could have had several</p>

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					<p>purposes, what do you think the main purpose of the tale is: to inform, to entertain, or to serve as a moral compass.</p> <p>Write a brief essay (or well-developed paragraph) arguing what you think the main purpose of <i>The Odyssey</i> is. Use details from either or both texts in your response.</p>
15	Extended Writing Project	<p>Grade Level: <u>Things Fall Apart</u></p> <p>Alternate: <u>Facing the Lion</u> or <u>Eragon</u></p>	<p>•PREWRITE, PLAN, & DRAFT LITERARY ANALYSIS ARGUMENTATIVE WRITING PROJECT</p> <p>→SKILLS (assign several as needed): Thesis Statement, Organize Argumentative Writing, Supporting Details, Introductions, Body Paragraphs and Transitions, Conclusions</p> <p>→ GRAMMAR PRACTICE: Italics</p>	Literary Analysis Argument	See StudySync
16	Extended Writing Project	Extended/Challenge Reading:	<p>•REVISE, EDIT & PUBLISH LITERARY ANALYSIS ARGUMENTATIVE WRITING PROJECT</p> <p>→SKILLS (assign if needed):</p>	Literary Analysis Argument	

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			Sources and Citations → GRAMMAR PRACTICE: Semicolons and Colons		
Dead Week	Unit 2 Assessment		<ul style="list-style-type: none"> •Reading comprehension/ vocabulary •Performance Task 		