*Mrs. D. Jackson – Honors English 9 Pacing Guide/Syllabus*

{This syllabus is not all-inclusive. Activities and lessons are subject to change.}

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| ***Dates*** | ***Unit of Study*** | ***Selections/ Texts/Sources*** | ***Daily Grammar Practice*** | ***Standards of focus – Activities & Assessments*** |
| **8/10-8/11** | **Unit 1**  **Literary Analysis**  **&**  **Fiction: Short Story** | *Holt Anthology &* paired passages  National Writing Project  www.nwp.org | Daily Grammar Practice \*DGP exercises focus on the following standards daily/weekly:  Source: [www.dgppublishing.com](http://www.dgppublishing.com)  The *Daily Grammar Practice* approach is explicit grammar instruction that allows the use of notes peer collaboration. The outcome is improved written expression and syntax. \*NOTE: Sentences are unedited. | Reading-Literature: 9-10.RL.KID.1-3; 9-10RL.CS.6; 9-10.IKI. 7 & 9; 9-10.RRTC.10  Reading-Informational: 9-10.RI.KID.1-2; 9.RI.RRTC.10  Writing: 9-10W.TTP.2 & 3; 9-10PDW.4, 5 & 6; 9-10.W.RBPK.9  Speaking & Listening: 9-10.SL.CC1 & 9-10.SL.PKI.4  -Understand the elements of short stories and uncover literary devices  -Write a memoir focusing on narrative elements and the writing process: The Soundtrack of Your Life.  -Homework for Parents – “Getting to Know You” |
| 8/14-8/18 | **The Writing**  **Process**  **&**  **The Personal Narrative** | *Paired Passages: Readworks.org*  *Theliterarymaven.com* | Each day of the week a sentence is examined with a different task and strategy in mind. From labeling parts of speech to discovering the function of each part. Students learn to plunge deeper into syntax and rhetoric. \*Each sentence is ***raw* –** not edited for capitalization or punctuation.  DGP #1: whats the object of your journey sir | **Narrative**/Non-fiction: [Music and the Personal Narrative - National Writing Project](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjyzfnXuY3PAhWU8oMKHTYlC1YQFggjMAE&url=http%3A%2F%2Fwww.nwp.org%2Fcs%2Fnwpp%2Fprint%2Fnwpr%2F2142&usg=AFQjCNGLqffGqW2IUiJ7OS3PrrMuypB7Tw&bvm=bv.132479545,d.amc) www.nwp.org/cs/nwpp/print/nwpr/2142  \*Using Google Classroom & the Journal for the “Writing Process” and the “Narrative”  Write a literary analysis on the elements of fiction revealed in one or more of the selected stories for Unit 1. |
| 8/21-8/25 |  | *Holt Anthology, MBC http://www.livebinders.com* | DGP #2:  show me a thoroughly satisfied man and i will show you a failure -*Mark Twain* | Due date for the personal narrative: 8/23/17 (LAB reserved & Rough Drafts completed) |
| . . . . . . . | . . . . . . . . . . . . . . . . . . . | *. . . . . . . . . . . . . . . . . . . . . . .* | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |
| 8/28-9/1 | **Unit 2**  **The Novel**  **&**  **Argument** | *In the Time of the Butterflies* by Julia Alvarez  Writing a commentary and character analysis to support a claim. | DGP #3  lord albemarle an elderly paralytic gentleman was now the only advocate of phileas fogg. *Around the World in Eighty Days* Jules Verne | Reading-Literature: 9-10.RL.KID.1-3; 9-10RL.CS.6; 9-10.IKI. 7 & 9; 9-10.RRTC.10  Reading-Informational: 9-10.RI.KID.1-2; 9.RI.RRTC.10  Writing: 9-10W.TTP.2 & 3; 9-10PDW.4, 5 & 6; 9-10.W.RBPK.9; 9-10.W.RW.10  Speaking & Listening: 9-10.SL.CC1 & 9-10.SL.PKI.4  Historical Fiction: Novel preparation & historical research on the Dominican Republic and the Trujillo regime.  Discovering theme, voice, point of view, reliability of character, and character growth. |
| **9/5-9/8**  Mon. Holiday | Using the Socratic Circle to define and discuss “courage.” | Read excerpts from: King, Mandela, and Angelou. Make a connection to themes in the selections and in the novel by Alvarez. | DGP #4  each of the students was working on his writing assignment when the bell rang | Defining “courage” in a character analysis of a selected sister and contribution to the underground revolution. Recognize and define courageous actions. |
| 9/11-9/15 | Detection of “theme.” |  | DGP #5  who now the price of his dear blood doth owe  *-The Tragedy of Romeo and Juliet* | Determine and examine theme(s) of the novel, prominent and underlying.  (SIFT – Graphic Organizer 🡪Symbolism, Images, figurative language, tone, and theme)  Write a character analysis in which “point of view” is revealed with supporting evidence. \*Chromebooks & Google Classroom |
| 9/18-9/22 | Pairing: Informational Article & Novel | Minou, daughter of the butterfly Minerva, tells her story in an informational interview. | DGP #6  i shall not give you any advice harriet | Group Project: The Body Biography & Character Analysis  Supplies: Markers, glue, scissors, evidence/page no.s, embellishments, and chart paper |
| . . . . . . . | . . . . . . . . . . . . . . . . . . . | *. . . . . . . . . . . . . . . . . . . . . . .* | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |
| 9/25-9/29 | **Unit 3**  **Elements of Tragedy**  **&**  **The Expository Essay** | *The Tragedy of Romeo and Juliet* | DGP #7  well dont be a miser with what you know Scott said sharply | Reading–Literature: 9-10.RL.KID.1 – 3; 9-10.RL.CS4; 9-10.RL.CS.5; 9-10.RL.IKI7; 9.RL.RRTC.10  Reading-Informational: 9-10.RI.KID.1-3; 9-10.RI.CS.4 & 5; 9-10.RI.IKI.7; 9.RIRRTC  Writing: 9-10.TTP.2; 9-10.W.PDW.4; 9-10.W.RBPK.9; 9-10.W.RW.10  Speaking-Listening: 9-10.SL.CC.1; 9-10.SL.CC.2; 9-10.SL.PKI |
| **10/2-10/6**  End Qtr.1 | *Romeo and Juliet in Bosnia*  [www.nytimes.com/1994/05/08/opinion/in-america-romeo-and-juliet-in-bosnia.html](http://www.nytimes.com/1994/05/08/opinion/in-america-romeo-and-juliet-in-bosnia.html) | DGP #8  mark twain who wrote both fiction and nonfiction was born on november 30 1835 in florida missouri | Recognize the elements of tragedy. Read and annotate the play. Analyze how Shakespeare uses language to develop theme. Study the poetic structure and literary devices.  Literary or Character Analysis: Using evidence to support the analysis. Assess skills: comprehension, figurative language, supporting evidence, format, and literary analysis. |
| **10/9-10/13** | FALL BREAK  End Quarter 1 | *FALL BREAK* | *-----------------------NA----------------------------* | *FALL BREAK* |

*Honors English 9 Quarter 2*

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| **Dates** | **Units of Study** | **Selections, Texts & Sources** | **Daily Grammar Review & Practice**  **“Reviewing the rules of Standard English to improve written expression and syntax”** | ***Major Writing Assessments & Essays Standards of focus*** |
| . . . . . . . | . . . . . . . . . . . . . . . . . . . | *. . . . . . . . . . . . . . . . . . . . . . .* | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |
| 10/16-10/20  Begin Qtr. 2 | **Unit 3 cont.**  Drama & Memorization (The Balcony Scene) | Understanding the language & format of the play: The Sonnet | DGP #9:  mr bennet was among the earliest of those who waited on mr bingley | Petrarchan Sonnet, *Podcasts*, & *Ted Talks*  Understanding denotation and connotation.  (Literal translations, allusions, author purpose) |
| 10/23-10/27 | **Informational Texts &**  **Connection of universal themes** | The Real Romeo & Juliet  [www.commonlit.org/texts/excerpts-from-romeo-and-juliet/paired-texts](http://www.commonlit.org/texts/excerpts-from-romeo-and-juliet/paired-texts) | DGP #10:  on ascending to isabellas room my suspicions were confirmed it was empty | Understanding how themes in Shakespeare’s stories are universal: “Teaching Shakespeare in a maximum security prison” by Michael Martin (and)  “Adolescence & the Teenage Crush” by Carl Pickhardt |
| 10/30-11/3 | **Analyze Shakespeare’s use of language to develop theme**. | DGP # 11:  when they arrived at the office he was shut up in a little room by himself and admonished by mr bumble to stay there until he came back to fetch him | Assessments follow each act:  Author’s word choice, format, literary devices, characterization, comprehension of them and elements of tragedy |
| . . . . . . . | . . . . . . . . . . . . . . . . . . . | *. . . . . . . . . . . . . . . . . . . . . . .* | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . |
| 11/6-11/10 | **Unit 4**  ***Research***  ***Opposing Viewpoints Research Paper***  ***The Secret Life of Bees*** Coming of Age Novel | *Tennessee Virtual Library* [*http://tntel.tnsos.org/*](http://tntel.tnsos.org/)  Informational Texts & | DGP #12:  the cask of amontillado a short story by poe is the most macabre story weve read this year | Reading-Literature: 9-10.KID.1; 9-10.RL.KID.2  Reading-Informational: 9-10.RI.KID.1-3; 9-10.RI.CS.4; 9-10.RI.IKI.9  Writing: 9-10.W.TTP.2; 9-10.W.PDW.4-6; 9-10.RBPK.7-9  Speaking & Listening: 9-10.SL.CC.1&2; 9-10.SL.PKI.4 & 5  Activities:  “Generating a Question” – Controversial topics  Writing the Argument” & “Understanding the Counterclaim”  Generate a thesis  MLA Formatting Review |
| 11/13-11/17 | Thesis Generator: (<https://awc.ashford.edu/writing-tools-thesis-generator.html>)  Writing Lab : Selecting valid sources & Avoiding Plagiarism | DGP# 13:  stop procrastinating or youll never finish this assignment on time  Daily Grammar Practice exercise is assigned as homework during this research week. |
| 11/20-11/21  Holiday | **2-Day Instruction Week** | **Observance: Thanksgiving** | Homework: Independent reading of the novel | Regular Schedule MONDAY & TUESDAY \* Thanksgiving – Off November 22nd – 24th |
| 11/27-12/1 | **Unit 4 *cont.***  Understanding and practicing  “Civil Discourse”  in speaking and writing | **Modern Language Association source:** [***owl.english.purdue.edu***](https://owl.english.purdue.edu) | DGP #14:  one of the sanest surest and most generous joys of life comes from being happy over the good fortune of others. | Integrating technology in meaningful ways  Using Google Classroom for “editing” purposes  Preparing the PowerPoint for the Research Symposium. PowerPoint Presentations/Speech/Technology SL9.1-10.1a-d **&** SL9.4-10.4, SL9.5-10.5 |
| 12/4-12/8 | *Public Speaking & Presenting the Research Using PowerPoint & Google SLIDES* | DGP #15 Identify POS & functions, phrases, sentence purpose & type,  Capitalize & punctuate | Professionalism and the presentation (Public Speaking & Professionalism & Attire)  Focus: Engaging the audience in meaningful ways and delivering the argument. |
| 12/11-12/15 | Exam REVIEW | ***Research Symposium*** | \*Daily Grammar POST Test  Review TN Writing, Speaking & Listening  Language & Writing | Professionalism and the presentation (Public Speaking & Attire & Civil Discourse)  Focus: Engaging the audience in meaningful ways and delivering the argument. |
| 12/18-12/19 | Finals Week | *-------------N/A---------------* | ------------------N/A--------------------- | Exam schedule to be announced along with release times ☺ |

Note: The ***TN EOC*** exam schedule for SDHS may alter the dates of some activities and due dates.