

Lenoir County Public Schools
Curriculum Pacing Guide
2008-2009

Note: Most text and supporting materials refer to Prentice Hall *Literature*, © 2007.

Subject: English I **Grade Level:** 9th 1st **9 weeks**

NOTE: Concepts, objectives, and support materials in boldface are meant for Honors English.

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
	Fiction vs. Nonfiction		
3	<ul style="list-style-type: none"> Literary terms students should know by the end of the unit: mood, setting, foreshadowing, suspense, plot, prediction, irony, character (direct & indirect), motivation, theme, genre, fiction, nonfiction, rising action, falling action, climax, conflict, resolution, exposition, symbolism, allegory Group collaboration: What motivates us to make the decisions that we make? Comparison/Contrast: Two-column notes—Fiction vs. Nonfiction (What are their characteristics?) Demonstrate knowledge of the purpose for writing Graphic Organizer: Diagram (tree) of the four major genres and their sub-genres—Fiction, Nonfiction, Drama, Poetry Grammar: Review the 8 parts of speech Grammar: Sentences, phrases, and clauses Apply knowledge of foreshadowing, irony, mood, character, motivation, and theme. Vocabulary for each selection 	<p>1.02—Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses).</p> <p>1.03—Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.</p> <p>2.01—Demonstrate the ability to read, listen to, and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus.</p> <p>5.01.2—Recognize and analyze the characteristics of literary genres.</p> <p>5.01.8—Explain how the writer creates literary elements.</p> <p>5.03.2—Analyze text components and evaluate impact on literary text.</p> <p>5.03.6—Make predictions and draw</p>	<ul style="list-style-type: none"> From <i>The Giant's House</i> “Desiderata” “New Directions” “The Cask of Amontillado” grammar workbook worksheets

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		conclusion based on literary text. 6.01—Demonstrate an understanding of conventional written and spoken expression.	
	The Short Story		
2	<ul style="list-style-type: none"> Pre-reading focus: elements and characteristics of short stories Reading and literary focus: foreshadowing, conflict, and inference Vocabulary for selection Writing about the relationship between plot/conflict/mood (suspense) Apply knowledge of foreshadowing, tone, mood, point of view, irony, exposition, and plot diagram. Perspective essay—Switch places with protagonist, antagonist; how would you react? Draw a map of Ship-Trap Island with specific details of trail, events, features of setting, etc. In two groups, hold a debate in which you determine the justification or guilt of Rainsford's final action. “The Most Dangerous Murder Trial”—Students create the setting of a court, with each student assuming a role (juror, witness, attorney, defendant, etc.) in which Rainsford is put on trial for murder. The decision must be made 	1.01—Narrate personal experiences. 3.01—Study argument 3.02—Express an informed opinion 3.03—Support that informed opinion 5.01.1—Use reading strategies for preparation, engagement, reflection. 5.01.8—Explain how a writer creates literary elements. 6.01.6—Use vocabulary strategies to discern word meanings.	<ul style="list-style-type: none"> “The Most Dangerous Game” grammar workbook worksheets

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	based on plausible arguments that correlate with details from the story. (argument/debate)		
3	<ul style="list-style-type: none"> • Pre-reading reading and literary focus: irony, inference • Vocabulary for each selection • Write an essay about a personal sacrifice; explain how sacrifice benefits others, as well as self • Venn diagram for Della/Jim and Magi • Collage of most prized possessions • Apply knowledge of allusion, climax, irony, theme, and tone • Make a list of the possible ways in which a long-standing feud can be resolved. (possibly in groups) • Bubble maps giving examples from story of internal conflict and external conflict • Write a brief news story about Ulrich and Georg's experience. Your lead paragraph should make your reader want to read more. • Grammar: Irregular Verbs 	<p>1.02.1—Respond reflectively in a way that offers an audience an understanding of the student's personal reaction to the text.</p> <p>2.01—Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts.</p> <p>4.02—Read and critique various genres.</p> <p>5.01.3—Interpret literary devices.</p> <p>5.03.3—Provide textual evidence to support understanding of and reader's response to text.</p> <p>6.01.6—Use vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words.</p> <p>6.02.2—Discern and correct errors in spoken and written English by selecting appropriate verbs.</p>	<ul style="list-style-type: none"> • "The Gift of the Magi" • "The Interlopers" • grammar workbook worksheets

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2	<ul style="list-style-type: none"> Pre-reading focus: symbolism and allegory Vocabulary for each selection Write a brief essay in which you compare the use of symbolism in “The Scarlet Ibis” and “The Golden Kite, the Silver Wind.” Comparing Symbolism—Use a chart to analyze how the characters, events, and setting in “The Golden Kite, the Silver Wind” could be symbols for leaders and world events during the Cold War. Research the Internet to find out more about the Cold War, and find examples of other literature that uses symbolism to reveal details about what the Cold War was like. Can the credibility of each writer be trusted? Why or Why not? Apply knowledge of symbolism, allegory, point of view (1st and 3rd), theme, simile, and tone. Grammar: Subject-Verb Agreement 	2.01—Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts. 5.01.3—Interpret literary devices. 5.01.5—Explain and interpret archetypal characters, themes, settings. 5.01.9—Make thematic connections. 6.01—Demonstrate an understanding of conventional written and spoken expression. 6.02.2—Discern and correct errors in spoken and written English by selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.	<ul style="list-style-type: none"> “The Scarlet Ibis” “Golden Kite, the Silver Wind” grammar workbook worksheets
3	<ul style="list-style-type: none"> Pre-reading literary focus: dialogue and dialect Vocabulary for each selection Using text details from “Blues Ain’t No Mockingbird,” organize your ideas into a chart to identify the cause and effect relationships between actions and events. Power point slides that correspond with examples of hyperbole from “The Invalid’s Story” (must 	1.03—Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts. 5.01.3—Interpret literary devices. 5.01.11—Produce creative responses that follow the conventions of a specific genre and using appropriate	<ul style="list-style-type: none"> “Blues Ain’t No Mockingbird” “The Invalid’s Story” grammar workbook worksheets

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	include picture and explanation) <ul style="list-style-type: none"> • Convert a story to comic strip cartoon preserving humorous hyperbole and local color. • Apply knowledge of hyperbole, comic relief, local color. • Write a character sketch. • Active and Passive Voice 	literary devices for that genre. 5.03.7—Determine character’s traits. 6.01.5—Analyze the place and role of dialects and standard/nonstandard English. 6.01.6—Demonstrate an understanding of conventional written and spoken expression that uses vocabulary strategies to discern the meanings of words.	
	The Novel		
15	<ul style="list-style-type: none"> • Pre-reading focus: What is a novel? The four basic elements of any novel—plot, character development, writing style, and length. Techniques of the novel. Genres of the novel. • Character analysis—draw character illustration; answer questions about motivation, purpose, obstacles, emotions, and experiences. • Literature Circle—each student assigned role (discussion director, vocabulary enricher, literary luminary, illustrator, travel tracer, connector, summarizer) to analyze assigned chapters. • Compare two characters in the novel. How are they similar or different? • Enrich knowledge of grammar and mechanics with 	1.01—Narrate personal experiences. 1.02—Respond reflectively. 2.01—Demonstrate ability to read, listen to and view a variety of increasingly complex print and non-print informational texts. 2.02—Explain commonly used terms and concepts. 2.04.3—Form and refine a questions for investigation, using a topic of personal choice, and answer that question by incorporating effective media and technology to inform or explain. 3.01—Study argument.	<u>Basic List</u> <ul style="list-style-type: none"> • <i>Great Expectations</i> • <i>Animal Farm</i> • <i>To Kill a Mockingbird</i> • <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> • <i>The House on Mango Street</i> • <i>The Giver</i> • <i>The Clay Marble</i> • <i>The Pearl</i> • <i>Roll of Thunder, Hear My Cry</i> • grammar workbook

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	<p>specific references/analysis of quotes from text.</p> <ul style="list-style-type: none"> • Culminating Activity—Create a plot maze of the events of the story. Include a picture and brief summary for each main event and a brief summary. • Investigate the issue of digital encryption and personal privacy/security using a variety of consumer, workplace and public documents available on the Internet. Students will then write a five-paragraph essay explaining their position on the issue in a persuasive and sophisticated way, and support it with precise and relevant examples, and compare these issues with the issues in 1984. • In small groups, talk about the theme of the importance of family in <i>Cannery Row</i>. How does Steinbeck deal with this theme in <i>Cannery Row</i>? In what ways are Mack and the boys family? Who else is part of their family? • Students review symbolism and use Web resources to identify the main symbols used in <i>Lord of the Flies</i>. Students use a graphic organizer and character resources to help analyze what each symbol means to the author and to several of the main characters. • Discuss different roles women take in literature, especially starting with Eve and noting the use of 	<p>3.02—Express an informed opinion. 3.03—Support informed opinion. 4.03.3—Provide textual evidence to support understanding of and reader’s response to text. 4.03.4—Demonstrate comprehension of main idea and supporting details. 4.03.9—Analyze and evaluate the effects of author’s craft and style. 4.03.10—Analyze and evaluate the connections or relationships between and among ideas, concepts, characters and/or experiences. 5.01—Read and analyze various literary works. 5.02—Demonstrate increasing comprehension and ability to respond personally to texts. 5.03—Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts. 6.01—Demonstrate an understanding of conventional written and spoken expression. 6.02—Discern and correct errors in spoken and written English.</p>	<p>worksheets</p> <p style="text-align: center;"><u>Honors List</u></p> <ul style="list-style-type: none"> • 1984 • <i>A Tree Grows in Brooklyn</i> • <i>Cannery Row</i> and possibly <i>Sweet Thursday</i> (sequel to <i>Cannery Row</i>) • <i>Lord of the Flies</i> • <i>Native Son</i> • <i>The Good Earth</i> • <i>Fahrenheit 451</i> • <i>The Adventures of Huckleberry Finn</i>

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	<p>trees too. Introduce this by showing various advertisements picturing women over the years and asking how they make a statement about the role of women and then have students make an advertisement that would be inspired by the role of women that's promoted in Betty Smith's <i>A Tree Grows in Brooklyn</i>.</p> <ul style="list-style-type: none"> • Create a transume of Huckleberry Finn, detailing his transformation from the beginning of the novel to the end of the novel. 		
	Nonfiction		
10	<ul style="list-style-type: none"> • Pre-reading focus: Exploring types of nonfiction—essays, articles, speeches • Terms you should know by the end of the unit—style, tone, perspective, purpose, diction, syntax, anecdote, biography, characterization, persuasive writing, repetition, parallelism, author's purpose, tone • Pre-reading vocabulary for each selection • Create a chart in which you analyze style in this essay, noting passages, and writing a descriptive sentence about the style. 	<p>1.03.8—Analyze and evaluate the effects of author's craft and style.</p> <p>4.02.3—Judge the impact of different stylistic and literary devices in this work.</p> <p>5.01.2—Recognize and analyze the characteristics of literary genres.</p> <p>6.01.6—Use vocabulary strategies to discern word meanings.</p>	<ul style="list-style-type: none"> • “Before Hip-Hop was Hip-Hop” • grammar workbook worksheets

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	<ul style="list-style-type: none"> Pre-reading focus: Main Idea and Supporting Details; diction, syntax, and tone Make a two-column graphic organizer in which you write down the main ideas throughout the selection and provide the details that give evidence to support that main idea. Analyze Hansberry's style by recording examples of the diction and tone in the selection. Examine the writing process. Begin by listing the pros and cons of each season of the year. Select one season, think about the sensory details that lead you to selecting this season, and write an essay in support of the season you think is the best. Consider your use of diction, syntax, and tone. Edit student writing for mechanics and usage. Grammar Focus: Direct and Indirect Objects 	1.03.3—Summarize key events and/or points from text in response. 1.03.8—Analyze and evaluate the effects of author's craft and style 2.01.4—Demonstrate comprehension of main idea and supporting details. 3.01.1—Examine relevant reasons and evidence. 3.04.3—Provide textual evidence to support understanding of and reader's response to text. 3.04.9—Analyze and evaluate the effects of author's craft and style. 4.02.3—Judge the impact of different stylistic and literary devices in this work. 5.01.4—Understand the importance of tone, mood, diction, and style. 5.01.9—Make thematic connections. 6.02—Discern and correct errors in spoken and written English.	<ul style="list-style-type: none"> "On Summer" grammar workbook worksheets
	<ul style="list-style-type: none"> Literary Focus: description, comparison and contrast, cause and effect Create a graphic organizer that identifies passages in which Sally Ride uses description, comparison and contrast, or cause and effect. Using magazine photos, create a collage in which 	1.01.3—Show appreciation for the significance of a personal account. 4.03.7—Identify and analyze influences, contexts, or biases in communication. 4.03.9—Analyze author's craft and	<ul style="list-style-type: none"> "Single Room, Earth View" grammar workbook worksheets

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	you show evidence of what Sally Ride’s main idea was about climatic change.	style when critiquing communication. 6.01 6.02	
	<ul style="list-style-type: none"> Literary Focus: Biographical Writing In pairs, students will interview each other and take notes about the other student. Then, each one will write a brief biographical essay on the one s/he interviewed. 	1.01—Express reflections and reactions to a personal experience. 5.01.1—Use reading strategies for preparation, engagement, reflection. 5.01.2—Recognize and analyze the characteristics of literary genres. 6.01 6.02	<ul style="list-style-type: none"> from <i>A Lincoln Preface</i> and/or <i>Arthur Ashe Remembered</i> grammar workbook worksheets
	<ul style="list-style-type: none"> Literary Focus: persuasive essay, persuasive speech Use a chart to identify examples of rhetorical devices used—restatement, repetition, parallelism, analogy Write persuasive arguments to change laws or school policies, or write persuasive arguments on other topics (e.g., social change, the best ..., etc.). Grammar Focus: Adjectives Edit student writing 	3.01.1—Examine relevant reasons and evidence in argument. 3.01.3—Analyze use of language for a particular effect in argument. 3.04.7—Identify and analyze influences, contexts, or biases. 4.01.2—Apply a set of predetermined standards to critique communication. 6.02.4—Edit for spelling and mechanics.	<ul style="list-style-type: none"> “Carry Your Own Skis” “I Have a Dream” grammar workbook worksheets

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	<ul style="list-style-type: none"> Literary focus: humorous essay, hyperbole, understatement, comic diction In groups, make a list of reasons why people laugh—what causes laughter? Create a chart in which examples of hyperbole, understatement, and comic diction are used. In small groups, create a list of tips to give the two boys, in “The Talk,” to help them feel better about themselves. 	4.02.3—Judge the impact of different stylistic and literary devices on the work. 5.01.2—Recognize and analyze the characteristics of literary genres. 5.01.3—Interpret literary devices. 5.01.7—Determine a character’s traits. 5.01.9—Make thematic connections among literary texts and media and contemporary issues. 6.01 6.02	<ul style="list-style-type: none"> “The Talk” or “Go Deep to the Sewer” grammar workbook worksheets
	<ul style="list-style-type: none"> Write an essay analyzing Chief Dan George’s ideas about the past, present, and future. In a group, hold a panel discussion on the kind of world you hope future generations will enjoy. 	1.02—Respond reflectively to a variety of expressive texts. 1.03—Demonstrate the ability to read expressive texts. 6.01 and 6.02	<ul style="list-style-type: none"> “There is a Longing” grammar workbook worksheets
	<ul style="list-style-type: none"> Read an advertising brochure, such as “North Carolina Transportation Museum,” and examine the strategies used to entice the reader to visit or take action. 	4.01—Evaluate the effectiveness of communication.	<ul style="list-style-type: none"> “North Carolina Transportation Museum”
			<ul style="list-style-type: none"> and other nonfiction selections as deemed appropriate for English I

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	Poetry		
15	<ul style="list-style-type: none"> Literary terms students should know by the end of the unit: concrete poetry, limerick, stanza, meter, foot, figurative language, couplet, metaphor, simile, personification, onomatopoeia, imagery, rhythm, rhyme, rhyme scheme, free verse, alliteration, assonance, repetition, narrative poem, epic, ballad, dramatic poetry, lyric poetry, narrative poetry, symbolism, dialogue, mood, tone, allusion, sensory imagery, refrain, haiku, sonnet, consonance, assonance, internal rhyme, theme, parody, diction, parallelism, connotation, denotation, speaker Pre-reading focus: How is poetry different from prose? Students create a Venn diagram on which they list the similarities and differences between poetry and prose. Another way to help them discover distinguishing characteristics of a poem is to give them short paragraphs that paraphrase the poems they will read; then have them read the paragraph and match it with the poem it paraphrases. What are the basic elements of poetry? What are the three main types of poetry? (narrative, dramatic, lyric) What are the forms of poetry? What is the difference between figurative language and literal language? 	1.02 1.03 2.01 2.02 2.03 2.04 3.01 3.02 3.03 4.01 4.02 4.03 5.01 5.02 6.01 6.02	<ul style="list-style-type: none"> “Uncoiling” “A Voice”

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	<ul style="list-style-type: none"> • Create original samples of poetry (lyric, dramatic, narrative). • Use magazine pictures to identify (represent) various images in poems. • Use approved song lyrics to identify poetic elements • Identify the theme/topic, imaginative elements, metrics, and emotional tone of the poem(s) studied • Analyze poetic style and voice. • Create your own anthology of original poetry with samples of several types of poetry—lyric, concrete, narrative, haiku, sonnet, limerick, etc. 		
	<ul style="list-style-type: none"> • Literary focus: simile, metaphor, personification, paradox • Using a graphic organizer, rewrite one stanza from these poems as a prose paragraph. • Using one of these poems as a model, write a description of a scene in nature. 	1.02.2—Respond reflectively that offers an audience a sense of how the reaction results from a careful consideration of the text. 1.03.1—Select, monitor, and modify reading strategies appropriate to reader’s purpose. 5.01.3—Interpret literary devices such as symbolism, figurative language, and imagery. 6.01 6.02	<ul style="list-style-type: none"> • “Dream Deferred” • “Dreams” • “I Wandered Lonely as a Cloud” • “Rocking” • “Sonnets on Love” • grammar workbook worksheets

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	<ul style="list-style-type: none"> Create a chart that does a comparison and contrast between these two poems' visions for the future. Which poem depicts a negative connotation? Which poem depicts a negative connotation? Identify theme/topic, imaginative elements, and emotional tone of the poems. 	4.03.6—Demonstrate the ability to read critical texts by making inferences, predicting, and drawing conclusions based on the text. 5.01.3—Interpret literary devices such as allusion, simile, and imagery. 5.01.4—Understand the importance of tone. 5.01.8—Examine how the writer creates theme and other elements. 5.03.3—Provide textual evidence to support understanding of and reader's response to text. 5.03.7—Identify and analyze personal, social, historical or cultural influences, contexts, or biases. 6.01 6.02	<ul style="list-style-type: none"> "All Watched Over by Machines of Loving Grace" "The War Against the Trees" grammar workbook worksheets
	<ul style="list-style-type: none"> Literary focus: sound devices (alliteration, consonance, assonance, onomatopoeia) Create a chart in which you identify examples of sound devices in these poems. 	1.03.9—Analyze connections among ideas, concepts, characters and experience in response. 4.03.2—Identify and analyze text components and evaluate their impact on the text. 4.03.3—Provide textual evidence to support understanding of and reader's response to text.	<ul style="list-style-type: none"> "Summer" "The Eagle" "Analysis of Baseball" "The Bells" grammar workbook worksheets

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		4.03.9—Analyze and evaluate the effects of author’s craft and style. 5.03.11—Analyze elements of literary environment found in text. 6.01 6.02	
	<ul style="list-style-type: none"> • Reading focus: paraphrasing • Literary focus: narrative poetry, mood, atmosphere, anticlimax, symbolism, allusion • Pre-reading vocabulary • Create a graphic organizer in which you identify and describe the story elements (setting characters, plot) of each poem. Then, select one poem, and write a brief essay describing how these elements affect the outcome of the plot. • Illustrate one of these poems using a storyboard. • Explore, possibly in small groups, what Poe wants the reader to believe has happened to the speaker in the “The Raven” before the night that is the setting for the poem. Also discuss why Poe used a raven instead of another bird as the major symbol of this work. Compare this with the mood established in the poem. • Students reflect on their own lives by creating a flow map of his/her life so far, writing from their own perspectives at ages 5, 15, and 25. 	1.03.9—Analyze connections among ideas, concepts, characters and experience in response. 5.01.3—Interpret literary devices. 5.01.4—Understand the importance of tone mood, diction, and style. 6.01 6.02	<ul style="list-style-type: none"> • “Casey at the Bat” • “Fifteen” • “Twister Hits Houston” • “The Raven” • grammar workbook worksheets <p style="text-align: center;"><u>Song Lyrics for Honors</u></p> <ul style="list-style-type: none"> • “When I’m Sixty-Four • “100 Years”

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	<ul style="list-style-type: none"> Analyze the song lyrics about aging (“When I’m Sixty-Four” and “100 Years” and how they show past, present, and future. 		
	<ul style="list-style-type: none"> Literary focus: rhyme, rhyme scheme, meter Hold a panel discussion about possible interpretations of one of these poems. Demonstrate effective listening by paraphrasing others’ comments. Analyze and reflect on ideas, and reach a consensus. Write a brief essay in which you present a position statement of this interpretation. Create a chart in which you make inferences based on statements made in the poem. Discuss the impact that consequences have based on the decisions people make. Compare this to Frost’s theme in “The Road Not Taken.” In essay form, do an explication (illumination) of “The Road Not Taken.” 	<p>1.03.2—Identify, evaluate, and analyze the impact of text components.</p> <p>5.01.1—Use effective reading strategies for preparation, engagement, and reflection.</p> <p>5.01.9—Make thematic connections among literary texts and media and contemporary issues.</p> <p>6.01.1—Use varying sentence types purposefully, correctly, and for specific effect.</p>	<ul style="list-style-type: none"> “We never know how high we are” “The Road Not Taken” “Macavity: The Mystery Cat” grammar workbook worksheets
			<ul style="list-style-type: none"> and other poetry selections as deemed appropriate for English I

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	Drama		
15	<ul style="list-style-type: none"> Show excerpt from a movie and discuss elements of drama. Show excerpt from a different type of movie from the first, and discuss the many different types and styles of drama (e.g., tragedy, comedy, realism, expressionism, absurdism, burlesque, melodrama, comedy of manners, domestic comedy, etc.) Discuss differences between character-centered and obstacle-centered plays. Create a list of conventions that could never happen in real life but do happen in theatre or in movies. Literary terms: house, convention, script, dialogue, playwright, act, scene, setting, aside, improvisation, soliloquy, monologue, prologue, epilogue, props, characters, orchestra pit, pantomime, audience, etude, motivation, subtext, ad lib, stage directions, tragic flaw, tragic hero, act, scene, stage directions 	5.01.1—Use effective reading strategies for preparation, engagement, reflection. 5.01.2—Recognize and analyze the characteristics of literary genres. 5.01.4—Understand the importance of style. 5.01.10—Understand the importance of cultural and historical impact on literary texts. 5.03.2—Identify and analyze text components and evaluate their impact on the text. 6.01 6.02	<ul style="list-style-type: none"> <i>The Shakespeare Stealer</i> excerpts from two movies of very different styles grammar workbook worksheets
	<u>For any or all of the following dramatic selections</u> <ul style="list-style-type: none"> Compare their styles and how they differ from each other. Are they obstacle-centered or character-centered? Assign roles for students to read and/or perform in any or all of the plays. 	1.02 1.03 5.01 5.03 6.01 6.02	Support materials are listed below.

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1st **9 weeks**

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	<ul style="list-style-type: none"> Create a production personnel chart (director, stage manager, backstage crew, publicity director, props manager, set designer, costume designer, etc.). Create a prop list and designs for scenery and costumes based on historical accuracy. Grammar focus: using fragments for creative writing usage mechanics Select a short passage and rewrite it as prose. Emphasize that prose should be grammatically correct in most cases, but dialogue for plays is a reflection of how people actually speak and correct grammar is not essential. 		
	<ul style="list-style-type: none"> Literary focus: archetype, prose vs. drama, subtext Compare the style and format of prose vs. the style and format of drama in these two selections. Compare the archetypal theme of ill-fated love in the two selections. Begin by comparing the characters, obstacles, and main events in the two selections. Write a modernized version of this scene from <i>A Midsummer Night's Dream</i> (Act III, Scene 1). Analyze a section of <i>A Midsummer Night's Dream</i> and write the subtext for the lines of one character. Perform this section with another student using the subtext. 	1.03.7—Make connections between works, self and related topics. 1.03.8—Analyze and evaluate the connections or relationships between and among ideas, concepts, characters and/or experience. 5.01.5—Explain and interpret archetypal characters, themes, and settings. 5.01.10—Understand the importance of cultural and historical impact on texts. 6.01 6.02	<ul style="list-style-type: none"> Ovid's <i>Pyramus and Thisbe</i> from <i>A Midsummer Night's Dream</i> grammar workbook worksheets

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	<ul style="list-style-type: none"> Literary focus: comedy, dramatic irony Reading focus: drawing conclusions Discuss how dramatic irony was used by Chekhov Write an etude (a brief exercise in writing dialogue which is intended, or may serve, for a study) for two characters in which one person wants something from another (the “something” does not have to be a physical object). Students will have the opportunity to share their scenes in a stage reading. Research the Internet to discover what other writers have written about comedy—basic comic elements, comic situations, etc. Grammar: Main and subordinate clauses 	1.03 3.02.1—State clearly a personal view. 5.01.3—Interpret literary devices. 4.03 5.03.6—Make predictions and draw conclusions based on literary text. 6.01 6.02	<ul style="list-style-type: none"> <i>The Inspector-General</i> grammar workbook worksheets
	<ul style="list-style-type: none"> Literary focus: satire Create a chart in which elements of satire are identified. In small groups, discuss answers to these questions: In what ways is earnestness a valuable trait? In what ways is it a less than valuable trait? What is irony? How is it different from satire? What is wit? Find modern instances of irony and wit. 	4.02 4.03 5.01.6—Explain how point of view is developed and its effect on texts. 5.01.8—Explain how the writer creates character, setting, motif, satire, theme, and other elements. 5.03.4—Demonstrate comprehension of main idea and supporting details in literary texts. 6.01 6.02	<ul style="list-style-type: none"> <i>The Importance of Being Earnest</i> grammar workbook worksheets

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	<ul style="list-style-type: none"> Compare and contrast the language in modern version. Pair this with the showing of <i>Romeo and Juliet</i> and <i>West Side Story</i>. Improvise a “missing scene,” writing dialogue. Be a therapist for Romeo or Juliet: script an imaginary session. Persuasive Essay: Who is responsible for Romeo and Juliet’s deaths? 	1.03 2.02 4.01 4.02 4.03 5.01 6.01 6.02	<ul style="list-style-type: none"> <i>Romeo and Juliet</i> 1968 & 1996 movie versions of <i>Romeo and Juliet</i> Video of <i>West Side Story</i> grammar workbook worksheets
	The Oral Tradition/The Epic/Mythology		
20	<ul style="list-style-type: none"> Literary focus: archetypes and forms that express universal themes (myth, folk tale, legend, tall tale, epic), epic hero, flashback, epic simile Create a chart that emphasizes expected values of “heroes” Research gods/goddesses and creation myths. Complete thinking map—listing the characteristics of a hero Make a two-column chart in which one column lists Odysseus’ actions and the other column lists his character trait. In small groups, or pairs, analyze the epic simile and each simile’s purpose. Defend Odysseus and Penelope as a hero/heroine. Write a short biography of Odysseus based on 	1.01; 1.03 2.01; 2.02 2.03; 2.04 3.01; 3.02 4.01; 4.02 5.01; 5.02 6.01; 6.02	<ul style="list-style-type: none"> from <i>The Carolina Way</i> <i>The Odyssey</i> grammar workbook worksheets

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	<p>details from <i>The Odyssey</i>.</p> <ul style="list-style-type: none"> • Create a timeline or a map of the epic using pictures to represent characters and events. • Write a personal essay in which you experienced your own “odyssey.” • Complete a Venn diagram comparing and contrasting Odysseus with god or Penelope (as heroine). • Apply knowledge of literary terms: mythology, epic, epic hero, Homeric simile, epithet, tragic flaw, conflict, archetype, dramatic irony, foreshadowing, personification, metaphor, allusion, theme, point of view. • Students create a list of heroes and then organize a debate in which they argue which type of hero is greater—a grandiose hero or a personal hero. • Students rewrite part of <i>The Odyssey</i> from the point of view of one of the characters other than Odysseus. • Grammar: simple, compound, complex, and compound-complex sentences • Grammar: Parts of sentence • Usage • Mechanics 		

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Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
	<ul style="list-style-type: none"> Analyze “Ithaca,” identifying symbolism and deeper meaning. Compare this poem to <i>The Odyssey</i>. 	5.01.1—Use effective reading strategies for preparation, engagement, and reflection. 5.01.3—Interpret literary devices. 5.01.9—Make thematic connections among literary texts and contemporary issues.	<ul style="list-style-type: none"> “Ithaca”
	<ul style="list-style-type: none"> Literary Focus: Tall tale, myth Composition focus: comparison-contrast Compare and contrast the tall tale and the myth using the following aspects: hero status, plausibility (How far-fetched is it?), amazing feats, humor, hyperbole 	4.01.4—Compare effective strategies used in different presentations/products. 5.01.2—Recognize and analyze the characteristics of literary genres. 5.01.9—Make thematic connections among literary texts and contemporary issues. 6.01 6.02	<ul style="list-style-type: none"> “Pecos Bill: The Cyclone” “Perseus” grammar workbook worksheets
	<ul style="list-style-type: none"> After reading this passage, do a comparison and contrast to “Pecos Bill: The Cyclone.” Think in terms of dialogue and content. Write an original tall tale. 	1.01.2—Narrate personal experiences that offer an audience vivid impressions of being in a setting and a sense of engagement in the events occurring. 4.03.6—Make inferences, predict, and draw conclusions based on text. 4.03.7—Identify and analyze personal, social, historical or cultural influences, contexts, or	<ul style="list-style-type: none"> “The Raftsman’s Passage” from <i>Life on the Mississippi</i>

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		biases. 5.01.1—Use effective reading strategies for preparation, engagement, and reflection. 5.01.3—Interpret literary devices. 5.01.9—Make thematic connections among literary texts and contemporary issues. 6.02.4—Discern and correct errors in spoken and written English by editing for spelling and mechanics.	
			<ul style="list-style-type: none"> and other selections as deemed appropriate for English I
1	English I EOC	1.01; 1.02; 1.03 2.01; 2.02; 2.03; 2.04 3.01; 3.02; 3.03; 3.04 4.01; 4.02; 4.03 5.01; 5.02; 5.03 6.01; 6.02	<ul style="list-style-type: none"> North Carolina English I End-of-Course Test

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NOTE: The pages that follow are included only as a guide to cover all main areas of grammar, usage, and mechanics. This is only a suggested plan that teachers may follow as an alternative to what is already included in the pacing guide.

Time (approx teaching days)	Major Concepts	Objective/Pacing	Text/Support Materials
	• The parts of speech		•
	• Sentences, phrases, and clauses		•
	• The four principal parts of verbs		•
	• Capitalization		•
	• Punctuation—End Marks		•
	• Punctuation—Commas		•
	• Punctuation—Semicolons		•
	• Punctuation—Colons		•
	• Punctuation—Quotation marks		•
	• Punctuation—Dashes		•
	• Punctuation—Parentheses		•
	• Punctuation—Hyphens		•
	• Punctuation—Apostrophes		•