

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9A**

**Short Stories (3-4 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional stories with their classes, but the following short stories must be read:

- Richard Connell: *The Most Dangerous Game*
- Guy de Maupassant: *The Necklace*
- O. Henry: *The Gift of the Magi* (Optional selection)

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING PERSUAION.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #1 REGARDING PERSUASION.

**Common Assessment:**

Characters often reveal themselves and their values by what they say and do and how they interact with others. Choose a character from one of the stories we have read, and in a well-organized, multi-paragraph essay, write a persuasive essay from your chosen character's point of view. Clarify and defend your actions taken within the story and persuade the reader that your choices were the best ones under the circumstances. Ensure that you address the other characters' counterclaims, or the arguments against your position.

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9A**

**Nonfiction (3-4 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional nonfiction selections with their classes, but the following must be read:

- Abraham Lincoln: “Not Much of Me” and “With a Task Before Me”
- Alice Walker: “Choice: A Tribute to Dr. Martin Luther King, Jr.”
- Chief Joseph: “An Indian’s Views of Indian Affairs”

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING PERSUAION.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #1 REGARDING PERSUASION.

**Common Assessment:**

Students will read/present one of the following to the class:

- Abraham Lincoln: “With a Task Before Me”
- Dr. Martin L. King, Jr.: “I Have a Dream”
- Chief Joseph: “I Will Fight No More Forever”
- Or an excerpt from Walker: “Choice: A Tribute to Dr. Martin Luther King, Jr.”

As you rehearse, decide which words you will emphasize, what tone you will adopt and what gestures you will use.

Deliver the speech as you think the original speaker might have meant it to be spoken. While you are part of the audience for a classmate’s presentation, take notes so that you can make helpful suggestions.

When the presentations are over, discuss how hearing the speech and delivering the various speeches affected the way you feel about each.

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9A**

**The Epic (5-6 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional stories of mythology with their classes, but the following must be read:

- Homer: *The Odyssey*

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING EXPOSITION.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #2 REGARDING EXPOSITION.

**Common Assessment:**

Odysseus encounters many fantastic adventures during his journey.

In a well-organized, multi-paragraph essay, specifically explain the qualities that demonstrate Odysseus's heroism. Within the essay, describe an adventure that you believe most shows his heroic qualities.

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9B**

**Poetry (2-3 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional poems with their classes, but the following poems must be read:

- Langston Hughes: “Harlem”
- Alice Walker: “Women”
- William Wordsworth: “I Wandered Lonely as a Cloud”
- William Shakespeare: “The Seven Ages of Man”

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING EXPOSITION.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #2 REGARDING EXPOSITION.

**Common Assessment:**

Poets use a variety of literary devices to illustrate the theme of a poem. These literary devices include: imagery, figurative language (denotation, connotation, etc.), metaphor, personification, point of view, simile, speaker, and symbol.

In a well-organized, multi-paragraph essay, explain how the author develops his or her theme by analyzing how the author employs some (at least 3) of the literary devices listed above.

[Emily Dickinson’s “ ‘Hope’ is the Thing with Feathers” will follow the prompt.]

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9B**

**Play (6-8 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional plays or skits with their classes, but the following play must be read:

- William Shakespeare: *Romeo and Juliet*

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING LITERARY ANALYSIS.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #3 REGARDING LITERARY ANALYSIS.

**Common Assessment:**

Hollywood High School  
English Department – ALS  
Grade 9  
DRAFT Pacing Plan  
**English 9B**

**Novel (4-5 Weeks)**

*Additional standards may be addressed in the unit, but these standards are the ones that will be specifically taught within the unit.*

**Core Literature:**

Teachers may elect to read additional literature with their classes, but one of the following novels must be read:

- Sandra Cisneros: *The House on Mango Street*
- John Steinbeck: *Of Mice and Men* **OR** *The Pearl*
- Harper Lee: *To Kill a Mockingbird* (H)

**High Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE PERIODIC BLUEPRINT REGARDING LITERARY ANALYSIS.

**Medium Emphasis Standards:**

SEE 9<sup>TH</sup> GRADE STANDARDS SET #3 REGARDING LITERARY ANALYSIS.

**Common Assessment:**

Authors explore important themes in novels, including bravery, empathy (considering another person's perspective), friendship, greed, love, sacrifice, and social injustice.

In a well-organized, multi-paragraph essay, analyze how the author develops his or her them through character, plot, and resolution. In your essay, demonstrate your awareness of the author's stylistic devices and an appreciation of the effects created. Support your information with accurate and detailed references to the text or to other works. Finally, analyze how that theme is still relevant in today's society.