

9.1 The student will make planned oral presentations independently and in small groups.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p>Students will participate actively in groups as well as a whole class.</p> <p>They will also understand group roles and participate in each function to achieve a goal.</p>	<p>a) Include definitions to increase clarity.</p> <ul style="list-style-type: none"> • define technical and specialized language to increase clarity of their oral presentations. <p>b) Use relevant details to support main ideas.</p> <ul style="list-style-type: none"> • organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). <p>d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p> <ul style="list-style-type: none"> • use grammar and vocabulary appropriate for situation, audience, topic, and purpose. • understand that technical and specialized language helps the audience comprehend the content of oral presentations. <p>h) Give impromptu responses to questions about presentation.</p> <ul style="list-style-type: none"> • respond to questions about their oral presentations. <p>i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.</p> <p>j) Use a variety of strategies to listen actively.</p> <ul style="list-style-type: none"> • demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback. 	<p>Use grammatical terms to improve writing.</p> <ul style="list-style-type: none"> • impromptu • audience • purpose • recorder • time keeper • facilitator • reporter 	

World English 9 Curriculum Pacing Guide

Montgomery County Public Schools

1st Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Reading:</u> Vocabulary Development</p> <p>Students will increase their independence as learners of vocabulary.</p>	<p>9.3</p> <p>d) Identify the meaning of common idioms.</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. <p>e) Identify literary and classical allusions and figurative language in text.</p> <ul style="list-style-type: none"> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. • recognize that figurative language enriches text. • evaluate the use of figurative language in text. 	<ul style="list-style-type: none"> • root • prefix • suffix • synonym • antonym <p>Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).</p> <p>An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.</p>	

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1st Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

9.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Themes
<p>Reading Comprehension</p> <p>Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms.</p> <p>Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction.</p>	<p>9.4 The intent of these standards is that students will read and analyze a variety of literary (fiction and nonfiction narratives, poetry, and drama) and nonfiction, i.e., informational/factual prose materials.</p> <p>a) Identify author’s main idea and purpose.</p> <ul style="list-style-type: none"> • identify main idea, purpose, and supporting details. <p>c) Identify the characteristics that distinguish literary forms.</p> <ul style="list-style-type: none"> • narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel • identify literary devices, symbols, themes, archetypes in a variety of literary texts – fiction and non-fiction. <p>9.5</p> <p>d) Identify characteristics of expository, technical, and persuasive texts.</p> <p>e) Identify a position/argument to be confirmed, disproved, or modified.</p> <ul style="list-style-type: none"> • identify an author’s position/argument within informational text. <p>Thematic/Integrated Examples Use of stories of any genre to emphasize literary skills of characterization and conflict.</p> <ul style="list-style-type: none"> • <i>Gilgamesh</i> (with emphasis on the flood story) and the Noah flood story for Genesis. • <i>Book of Ruth</i> (Old Testament) compared to modern short story 	<ul style="list-style-type: none"> • archetype • quest myth • myth • hero • legend • motif • mood • origin tale/myth • trickster tale • allegory • metaphor • extended metaphor • alliteration • apostrophe • simile • epic simile • dramatic irony <p>An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.</p>	<p>Theme: Introduction to World Literature</p> <ul style="list-style-type: none"> • Origin Tales/Myths • Hero/Quest Tales • Folktales/Legends • Or other representative literature <p>Theme: Egyptian and African Literature</p> <ul style="list-style-type: none"> • Lyric Poetry (examples: <i>Hymn to Aten</i> and <i>New Kingdom love lyrics</i>) <p>Theme: Sumerian and Hebrew Literature (SOL 9.3-9.5)</p> <ul style="list-style-type: none"> • Sampling of Old Testament literature (emphasis on flood stories of early cultures) • <i>New testament parables</i> • <i>Gilgamesh</i> (example of early epic) • <i>Noah and the Flood</i> • <i>Or other representative literature</i> <p>Theme: Greek and Roman Literature</p> <ul style="list-style-type: none"> • Sophocles (<i>Oedipus Rex</i> or other Greek tragedy)

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Writing</u></p> <p>Usage and Mechanics</p> <p>Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<p>a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.</p> <ul style="list-style-type: none"> • apply rules for sentence development, including: <ul style="list-style-type: none"> ◦ subject/verb; ◦ direct object; ◦ indirect object; ◦ predicate nominative; and ◦ predicate adjective. • identify and appropriately use coordinating conjunctions: <i>for, and, nor, but, or, yet, and so</i> (FANBOYS). • understand that grammatical and syntactical choices convey a writer’s message. • use verbs in the conditional and subjunctive form to achieve particular effects 	<ul style="list-style-type: none"> • prewriting strategies • audience and purpose • logical progression • narrative and expository • thesis development 	

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1st Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Writing</u></p> <p>Student writing will emphasize analysis</p> <p>Students will use a process for writing, including prewriting, organizing, composing, revising, editing, and publishing.</p> <p>Students will develop skills of the writing process using personal writing through journal entries and expository writing using thesis statement and well developed paragraphs with basic composition skills.</p>	<p>a) Generate, gather, and organize ideas for writing.</p> <ul style="list-style-type: none"> • use prewriting strategies and organize writing. • understand that writing is a process. • develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. <p>b) Plan and organize writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • understand the importance of audience, purpose and point of view when writing. • plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <ul style="list-style-type: none"> • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • understand that the function of a thesis statement is to focus on the purpose of writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write using a clear, focused thesis that addresses the purpose for writing. • develop the topic with appropriate information, details, and examples. <p>d) Write clear, varied sentences using specific vocabulary and information.</p> <ul style="list-style-type: none"> • write clear, varied sentences, and increase the use of embedded clauses. • recognize the importance of maintaining a formal style and objective tone in academic writing. <p>f) Arrange paragraphs into a logical progression.</p>		

9.1 The student will make planned oral presentations independently and in small groups.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p>	<p>c) Illustrate main ideas through anecdotes and examples.</p> <ul style="list-style-type: none"> • incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. • use examples from their knowledge and experience to support the main ideas of their oral presentation. <p>e) Use nonverbal techniques for presentation.</p> <ul style="list-style-type: none"> • demonstrate nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance. • keep eye contact with audience, be aware of postures and gestures <p>l) Assume shared responsibility for collaborative work.</p> <ul style="list-style-type: none"> • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • demonstrate the ability to work effectively with diverse groups, including: <ul style="list-style-type: none"> ◦ exercising flexibility in making necessary compromises to accomplish a common goal. ◦ defining a team goal and working toward its mastery. ◦ maintaining collaboration by ensuring that all ideas are treated respectfully and acknowledged. ◦ demonstrating respect for others’ ideas by acknowledging differing points of view. ◦ coming to agreement by seeking consensus. 	<ul style="list-style-type: none"> • anecdote example • verbal and nonverbal techniques • collaboration • special effects • multi media • purpose 	<ul style="list-style-type: none"> • Students will illustrate main ideas, participate in collaborative work as well as analyze multimedia to determine the purpose and effect of visual, auditory and written media messages.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
	<p>a) Analyze and interpret special effects used in media messages including television, film, and Internet.</p> <ul style="list-style-type: none"> • evaluate how special effects are employed in a multimedia message to persuade the viewer. <p>b) Determine the purpose of the media message and its effect on the audience.</p> <ul style="list-style-type: none"> • recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); ◦ begging the question – assumes the conclusion is true without proving it; circular argument; ◦ testimonial – uses famous people to endorse the product or idea; ◦ ethical appeal – establishes the writer as knowledgeable; ◦ emotional appeal – appeals strictly to emotions often used with strong visuals; and ◦ logical appeal – is the strategic use of logic, claims, and evidence. • describe the effect of persuasive messages in the media on the audience. • comprehend persuasive language and word connotations to convey viewpoint and bias. 		

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2nd Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Reading Greek and Roman</p> <ul style="list-style-type: none"> • Virgil (at least a portion of <i>Aeneid</i>) • Plato & Ovid (Recommended for Honors Class only) • Or other representative literature <p>Theme: Indian Literature/Epics (SOL 9.3-9.5)</p> <ul style="list-style-type: none"> • Mahabharata (as a frame story); Bhagavad-Gita <p>Theme: Middle East literature (SOL 9.3-9.5)</p> <ul style="list-style-type: none"> • Taoist Writers • Tanka Poets • Haidu (review of 8th grade SOL) • Confucius • Lao-tzu (I-Ching) • Or other representative literature 	<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • Use word structure to analyze and relate words. • Use roots or affixes to determine or clarify the meaning of words. • Understand that word structure aids comprehension of unfamiliar and complex words. • Use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<ul style="list-style-type: none"> • root word • prefix • suffix • context clues • denotation • connotation • inference • elaboration • classical allusions • figurative language 	<ul style="list-style-type: none"> • Apply known archetypes to characters in literature. • Determine word meaning through context clues and inference. • Ability to infer and explain common themes in literature.

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2nd Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Reading Greek and Roman</p> <ul style="list-style-type: none"> Virgil (at least a portion of <i>Aeneid</i>) Plato & Ovid (Recommended for Honors Class only) Or other representative literature <p>Theme: Indian Literature/Epics (SOL 9.3-9.5)</p> <ul style="list-style-type: none"> Mahabharata (as a frame story); Bhagavad-Gita <p>Theme: Middle East literature (SOL 9.3-9.5)</p> <ul style="list-style-type: none"> Taoist Writers Tanka Poets Haidu (review of 8th grade SOL) Confucius Lao-tzu (I-Ching) Or other representative literature 	<p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>b) Summarize text relating the supporting details.</p> <ul style="list-style-type: none"> provide a summary of the text. <p>d) Use literary terms in describing and analyzing selections. Understand an author’s use of structuring techniques to present literary content.</p> <ul style="list-style-type: none"> identify and analyze elements of dramatic literature: <ul style="list-style-type: none"> dialogue <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p> <ul style="list-style-type: none"> Students will use a variety of reading strategies such as text annotation, QAR (Question-, Answer Relationships), thinking aloud, etc. Students will apply a process for reading as they analyze a variety of literature. Strategies for reading should be used to develop reading comprehension skills. 	<ul style="list-style-type: none"> root word prefix suffix context clues denotation connotation inference elaboration classical allusions figurative language 	<ul style="list-style-type: none"> Apply known archetypes to characters in literature. Determine word meaning through context clues and inference. Ability to infer and explain common themes in literature.

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Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
	Add any nonfiction standards and information as appropriate.		

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Writing</u> Composition</p> <p>Student writing will emphasize analysis</p> <p>Students will use a process for writing, including prewriting, organizing, composing, revising, editing, and publishing.</p>	<p>e) Elaborate ideas clearly through word choice and vivid description.</p> <ul style="list-style-type: none"> • use specific vocabulary and information. • use precise language to convey a vivid picture. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. <p>g) Use transitions between paragraphs and ideas.</p> <ul style="list-style-type: none"> • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. <p>i) Use computer technology to plan, draft, revise, edit, and publish writing</p> <ul style="list-style-type: none"> • use computer technology to assist in the writing process. 	<ul style="list-style-type: none"> • transition • appositive • main clauses • subordinate clauses • audience and purpose • proofreading 	<ul style="list-style-type: none"> • Students will elaborate their writing using word choice, vivid description, transition, and computer technology to enhance writing skills.

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2nd Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Writing</u> Usage and Mechanics</p> <p>Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<p>c) Use appositives, main clauses, and subordinate clauses.</p> <ul style="list-style-type: none"> • use appositives. • demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety. • write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. • Students will understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence. • Students will understand that a subordinate clause is a dependent clause and does not express a complete thought. <p>f) Proofread and edit writing for intended audience and purpose.</p> <ul style="list-style-type: none"> • proofread and edit writing. • Students will focus on editing and the application of grammatical conventions in writing. 		

World English 9 Curriculum Pacing Guide**Montgomery County Public Schools****2nd Quarter**

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Research</u> Collecting Information</p> <p>Students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product</p> <p>Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information.</p>			
<p><u>Research</u> Crediting Resources</p> <p>Students will use a standard style method to credit</p>			

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2nd Quarter

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

sources of ideas used			
<u>Research</u> Usage and Mechanics Students will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.			

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Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

Research
Composition

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

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Quarter 3

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

9.4 The student will read, comprehend, and analyze a variety of literary texts including fictional narratives, nonfiction poetry, and drama.

9.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p><u>Reading</u></p> <ul style="list-style-type: none"> • Theme: Modern Literature • <i>To Kill a Mockingbird</i> – Harper Lee • <i>Julius Caesar</i> 	<p>9.3</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Denotation is a dictionary definition of a word. <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none"> • consult general and specialized reference materials (e.g., dictionaries, thesaurus). <p>9.4</p> <ul style="list-style-type: none"> • Explain the relationships among the elements of literature, such as: <ul style="list-style-type: none"> ◦ protagonist and other characters ◦ plot ◦ setting ◦ tone 	<ul style="list-style-type: none"> • Connotation • Denotation • Interpretation • Plot • Characters • Direct characterization • Indirect characterization • Conflict <ul style="list-style-type: none"> ◦ Internal ◦ External • Setting • Tone • Point of view • Theme • Author’s style • Literary effect • Historical • Context • Style • Purpose • Main idea • Evaluate clarity and accuracy of information 	<ul style="list-style-type: none"> • Continue to expound vocabulary through diction and dialogue. • Explain historical and cultural connection

	<ul style="list-style-type: none"> ◦ point of view – first person, third person limited, third person omniscient ◦ theme ◦ speaker ◦ narrator • analyze the techniques used by an author to convey information about a character. • analyze character types, including: <ul style="list-style-type: none"> ◦ dynamic/round character ◦ static/flat character ◦ stereotype and caricature. • analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. • analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. • understand the techniques an author uses to convey information about a character. • understand character types. • understand a character’s development throughout a text. • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature • understand that parallel plots are plots in which each main character has a separate but related story line that merges together • determine a theme of a text and analyze its development over the course of the text. 		
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h) Explain the relationship between the author's style and literary effect.

- understand the relationship between an author's style and literary effect.

i) Explain the influence of historical context on the form, style, and point of view of a written work.**9.5****a) Recognize an author's intended purpose for writing and identify the main idea.**

- identify and infer the main idea from a variety of complex informational text.
- explain author's purpose in informational text.

c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.

- demonstrate the use of text features to locate information, such as:
 - title page
 - bolded or highlighted words
 - index
 - graphics
 - charts
 - headings
- analyze text structures (organizational pattern), including:
 - cause and effect
 - comparison/contrast
 - enumeration or listing
 - sequential or chronological
 - concept/definition
 - generalization

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Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

	<ul style="list-style-type: none">◦ process• examine text structures to aid comprehension and analysis of complex, informational texts.• Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list.		
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Quarter 3

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

9.7 The student will self- and peer – edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p><u>Writing</u></p>	<p>9.6 h) Revise writing for clarity of content, accuracy and depth of information. revise writing for clarity, content, dept</p> <p>9.7 b) Use parallel structures across sentences and paragraphs.</p> <ul style="list-style-type: none"> • use parallel structure when: <ul style="list-style-type: none"> ◦ linking coordinate ideas ◦ comparing or contrasting ideas ◦ linking ideas with correlative conjunctions <i>both...and</i> <i>either...or</i> <i>neither...nor</i> <i>not only...but also</i> • understand that parallel structure means using the same grammatical form to express equal or parallel ideas. <p>e) Distinguish between active and passive voice.</p> <ul style="list-style-type: none"> • Recognize that active voice means that the subject of a verb performs the action and passive voice means that the subject of a verb receives the action. • differentiate between active and passive voice to create a desired effect. • differentiate between active and passive voice, knowing when it is appropriate to use each in their writing. 	<ul style="list-style-type: none"> • revise • accuracy • parallelism • active/passive voice 	<p>Students will: Improve writing though peer editing, revision to address specific issues in their writing</p>

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Quarter 3

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including fictional narratives, nonfiction poetry, and drama.
9.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Reading:</u></p> <p><i>African proverbs</i> <i>Sundiata</i> (example of early epic)</p> <p>Greek Epic (excerpt from <i>Iliad</i> or <i>Odyssey</i>)</p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare (Honors only)</p> <p><i>Lord of the Flies</i> by William Golding (Honors only)</p>	<p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion</p> <ul style="list-style-type: none"> • identify sound devices, including: <ul style="list-style-type: none"> ◦ rhyme (approximate, end, slant) ◦ rhythm; ◦ repetition; ◦ alliteration; ◦ assonance; ◦ consonance; ◦ onomatopoeia; and ◦ parallelism. • understand an author's use of figurative language to create images, sounds, and effects • compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ◦ simile; ◦ metaphor; ◦ personification; ◦ analogy; ◦ symbolism; ◦ apostrophe; ◦ allusion; ◦ imagery; ◦ paradox; and ◦ oxymoron. 	<ul style="list-style-type: none"> • analyze • synthesize • compare/contrast • Venn diagram • rhyme • rhythm • sound • emotion • genre • syntax • purpose • predictions • inference • conclusions 	<ul style="list-style-type: none"> • Students will use a variety of reading strategies to compare/contrast, analyze, and make predictions • Students will identify, explain, and analyze sound devices in literature and media messages.

j) Compare and contrast author's use of literary elements within a variety of genres.

- compare and contrast types of figurative language and other literary devices such as:
 - simile;
 - metaphor;
 - personification;
 - analogy;
 - symbolism;
 - apostrophe;
 - allusion;
 - imagery;
 - paradox; and
 - oxymoron.
- compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each.
- understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).

k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.

- identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including:
 - rhetorical question;
 - cliché;
 - connotation;
 - denotation;

- hyperbole;
- understatement;
- irony;
- dramatic
- situational
- verbal
- dialect; and
- pun.

9.5

h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

- make inferences and draw conclusions from complex informational text.

i) Differentiate between fact and opinion.

j) Organize and synthesize information from sources for use in written and oral presentations.

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Montgomery County Public Schools

Quarter 3

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.1 The student will make planned oral presentation independently and in small groups.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
Communication	<p>9.1</p> <p>g) Credit information sources.</p> <ul style="list-style-type: none"> ▪ Students should cite sources according to proper MLA or APA format. ▪ give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations ▪ understand that crediting sources is important to prevent plagiarism and establish credibility. <p>9.2</p> <p>d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.</p> <ul style="list-style-type: none"> • identify basic principles of media literacy: <ul style="list-style-type: none"> ◦ media messages are constructed ◦ messages are representations of reality with values and viewpoints ◦ each form of media uses a unique set of rules to construct messages ◦ individuals interpret based on personal experience; and ◦ media are driven to gain profit or power. ◦ investigate the use of bias and viewpoints in media. ◦ identify and analyze sources and viewpoints in the media. • recognize that all media messages are constructed and that to 	<ul style="list-style-type: none"> • collaboration • analyze • credible sources • MLA citation 	<p>Students will give presentations using multimedia sources through the process of research (informal) and collaboration.</p>

	<p>understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes:</p> <ul style="list-style-type: none"> ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids’ voices.) ◦ Audience (Who is the person or persons meant to see the message? How will different people <i>see</i> the message?) ◦ Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) <ul style="list-style-type: none"> • identify key questions of media literacy: <ul style="list-style-type: none"> ◦ Who created the message? ◦ What techniques are used to attract attention? ◦ How might different people react differently to this message? ◦ What values, lifestyles and points of view are represented in, or omitted from, this message? ◦ What is the purpose of this message? • Identify and analyze choice of information in the media and distinguish between fact and opinion. <p>e) Monitor, analyze, and use multiple streams of simultaneous information.</p> <ul style="list-style-type: none"> • analyze information from many different print and electronic sources. 		
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Quarter 4

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including fictional narratives, nonfiction poetry, and drama.

9.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p><u>Reading</u> <i>African proverbs</i> <i>Sundiata</i> (example of early epic)</p> <p>Greek Epic (excerpt from <i>Iliad</i> or <i>Odyssey</i>)</p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare (Honors only) <i>Lord of the Flies</i> by William Golding (Honors only)</p>	<p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion</p> <ul style="list-style-type: none"> • identify sound devices, including: <ul style="list-style-type: none"> ◦ rhyme (approximate, end, slant) ◦ rhythm ◦ repetition ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ parallelism • understand an author's use of figurative language to create images, sounds, and effects • compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ◦ simile ◦ metaphor ◦ personification ◦ analogy ◦ symbolism ◦ apostrophe ◦ allusion ◦ imagery ◦ paradox ◦ oxymoron ◦ omniscient 	<ul style="list-style-type: none"> • analyze • synthesize • compare/contrast • Venn diagram • rhyme • rhythm • sound • emotion • genre • syntax • purpose • predictions • inference • conclusions 	<ul style="list-style-type: none"> • Students will use a variety of reading strategies to compare/contrast, analyze, and make predictions • Students will identify, explain, and analyze sound devices in literature and media messages.

- j) Compare and contrast author’s use of literary elements within a variety of genres.**
- compare and contrast types of figurative language and other literary devices such as:
 - simile
 - metaphor
 - personification
 - analogy
 - symbolism
 - apostrophe
 - allusion
 - imagery
 - paradox
 - oxymoron
 - compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each
 - understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare)
- k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.**
- identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including:
 - rhetorical question
 - cliché
 - connotation
 - denotation
 - hyperbole
 - understatement
 - irony

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Quarter 4

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

	<ul style="list-style-type: none"> ◦ dramatic ◦ situational ◦ verbal ◦ dialect ◦ pun <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension</p>		
Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p>Writing: Student will write in groups or individually on oral, practiced presentations.</p>	<p>9.5</p> <p>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <ul style="list-style-type: none"> • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <ul style="list-style-type: none"> • make inferences and draw conclusions from complex informational text <p>i) Differentiate between fact and opinion.</p> <p>j) Organize and synthesize information from sources for use in written and oral presentations.</p>	<ul style="list-style-type: none"> • monologue • voice inflection • evaluation 	<ul style="list-style-type: none"> • groups will work on writing and performing presentations

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Quarter 4

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

9.1 The student will make planned oral presentation independently and in small groups.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p>	<p>9.1</p> <p>f) Evaluate impact and purpose of presentation.</p> <ul style="list-style-type: none"> • analyze and critique the relationship among purpose, audience, and content of presentations • analyze and critique the effectiveness of a speaker’s or group’s demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery <p>k) Summarize and evaluate information presented orally by others.</p> <ul style="list-style-type: none"> • assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist <p>9.2</p> <p>c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <ul style="list-style-type: none"> • identify public opinion trends and possible causes • identify and evaluate word choice in the media 	<ul style="list-style-type: none"> • evaluate • analyze • critique • assess • identify verbal and nonverbal 	<ul style="list-style-type: none"> • Students will peer-evaluate using rubrics focusing on the impact, purpose, information, cause and effect of the presenter.