W.T. Clarke High School, East Meadow School District, 740 Edgewood Drive, Westbury NY 11590

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**Fall**

CAP: Grade 9 ELA – District Pacing Calendar for the New York State Common Core Module #2

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English Language Arts

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# Abstract:

The Grade 9 ELA – District Pacing Calendar for the modules created by PCG Education. New York State Common Core Module #1 is was designed using the pre-existing New York State Common Core curriculum (NYSCC) source material available at EngageNY.org. This CAP follows all guidelines and standards as set forth by the NYSCC curriculum. The material and schedule herein were created to address the needs for teachers of ninth grade students.

# Rationale:

In response to the district initiative to create a pacing schedule for the CCSS modules, the following calendar has been prepared by the faculty instructors of W.T. Clarke and East Meadow high schools. The following document is the recommended schedule of instruction by collaborators from both schools. This document is in no way an endorsement of the CCSS or the module units. This calendar outlines the most ideal timeframe for covering the curriculum outlined in the Grade 9 - Module #2 of the NYS Common Core.

# CAP 9th Grade Module #2 Pacing Calendar

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| **Recommended Instructional Sequence** | **Grade 9/Module #2/ Unit #/Lesson# Covered**  **(9.2.\_\_\_.\_\_\_)** | **Addressed CCSS** | **Recommended**  **Formal**  **Assessments** | **Notes** |
| UNIT #1 **Week 1**  This unit comes with pre-made handout of the text. This can be found at the end of Lesson #13 - right before the Unit 2 Overview | 9.2.1.1→9.2.1.2 | CCRA.R.6,  RL.9-10.2, RL.9-10.5, W.9-10.9.a | Quick Write from Lesson # 2: “What central ideas emerge in paragraphs 1 and 2? Include specific details from the text in your responses. | Start of “The Tell Tale Heart” - specific instruction addressing writing short responses (rubrics to use throughout unit) |
| **Week 2** | 9.2.1.3→9.2.1.4 | CCRA.R.6,  RL.9-10.2, RL.9-10.5, W.9-10.9.a | Quick Write for lesson # 4: “How does the narrator’s point of view contribute to the reader’s understanding of a central idea?” Include specific details from the text in your responses. | Both this week’s and next week’s Quick Writes directly address ideas included in the **Mid-Unit Assessment (see Week #4)** |
| **Week 3** | 9.2.1.5→9.2.1.6 | CCRA.R.6,  RL.9-10.2, RL.9-10.5, W.9-10.9.a | Quick Write for lesson # 5: “How do Poe’s structural choices contribute to the development and refinement of a central idea?” |  |
| **Week 4** | 9.2.1.7→9.2.1.8 | CCRA.R.6,  RL. 9-10.2,  RL.9-10.5, W.9-10.9a, W.9-10.2.b, d, SL.9-10.9a,  L.9-10.1 | **Mid-Unit Assessment** (Lesson # 8):  Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.  Assessed using the Text Analysis Rubric  (L. 8, p14) |  |
| **Week 5** | 9.2.1.9→9.2.1.10 | RL.9-10.2, RL.9-10.4, L.9-10.5, W.9-10.9.a | Quick write for Lesson # 10: “Determine a central idea in “I felt a Funeral, in my Brain.”  How does this idea emerge and develop stanza by stanza over the course of the poem? | Begin study of “I felt a Funeral, in my Brain” |
| **Week 6**  ( | 9.2.1.11→9.2.1.12 | CCRA.R.9, CCRA.R.6,  RL.9-10.2, RL.9-10.5, W.9-10.9.a, L.9-10.1, L.9-10.2, SL.9-10.1.a | Quick write for Lesson #11: “How do Dickinson’s structural choices contribute to the development of a central idea?”  Lesson #12 also includes rubrics for Speaking and Listening activities that take place throughout the Unit..  These also may be used as assessments (peer/self/teacher). | L.12’s HW) as it directly prepares students for the **End-Unit Assessment** |
| **Week 7** | 9.2.1.13 | CCRA.R.6, CCRA.R.9,  RL.9-10.2, RL.9-10.5, W.9-10.2.b & d,  W.9-10.9.a, L.9-10.1, L.9-10.2 | **End-of-Unit Assessment**  “Identify a central idea shared by both texts and make a claim about how Dickinson and Poe develop and refine this idea.  Assessed using the Text Analysis Rubric  (L. 8, p14) | **Approx. End of Unit 1** |
| UNIT #2 **Week 8** | 9.2.2.1→9.2.2.2 | RL.9-10.5  RL.9.10.2  RL.9.10.4  SL.9.10.1.a,b,c,d  SL.9.10.4.a.b  W.9-10.9a  L.9-10.5a | Quick Write for Lesson #2 - “What is the central idea that emerges from Oedipus and Creon’s dialogue?” | **Approx. start of Unit #2: Oedipus** |
| **Week 9** | 9.2.2.3→9.2.2.4 | RL.9.10.2  RL.9.10.4  RL.9-10.5  W.9-10.9a | Quick Write for Lesson #4 - “What role does Teiresias play in this excerpt? How does this role shape a central idea?” |  |
| **Week 10** | 9.2.2.5→9.2.2.6 | RL.9.10.2  RL.9.10.4  SL.9-10.1  RL.9-10.5  W.9-10.9a  L.9-10.5.a | Quick Write for Lesson #5 - “According to Tiresias…” |  |
| **Week 11** | 9.2.2.7→9.2.2.8 | RL.9-10.5  RL.9-10.2  W.9-10.9a  L.9-10.4a  SL.9-10.1 | Quick Write for Lesson #8 - “How does Oedipus’s reaction to the prophecy…” |  |
| **Week 12** | 9.2.2.9→9.2.2.10 | RL.9.10.2  RL.9-10.5  W.9-10.9a  L.9-10.4a  L.9-10.5 | Quick Write for Lesson #9 - “How does Jocasta deal with prophecies of fate?” |  |
| **Week 13** | 9.2.2.11→9.2.2.12  (There is a “Mid-Unit Text Tool” handout to be distributed during Lesson #11. It is located in the binder.) | RL.9.10.2  RL.9-10.5  W.9-10.9a  L.9-10.1  L.9-10.2 | **Mid-Unit Assessment from Lesson #12** | As recommended in earlier units, it is suggested that the Mid-Unit Assessment be treated as an in-class essay. Students should be given two days to complete. |
| **Week 14** | 9.2.2.13→9.2.2.14 | RL.9.10.5  RL.9-10.2  W.9-10.9a  SL.9-10.1  L.9-10.4a,b | Quick Write for Lesson #14 - “How do the details the Messenger reveals develop a central idea of the text?” |  |
| **Week 15** | 9.2.2.15→9.2.2.16 | RL.9.10.2  RL.9-10.5  W.9-10.9a | *Prophecy Evidence Collection Tool* from Lesson #16  (The Claim & Revised Claim sections) |  |
| **Week 16** | 9.2.2.17→9.2.2.18 | RL.9.10.2  RL.9-10.5  W.9-10.9a  L.9-10.4a | Quick Write for Lesson #17 - “How does Oedipus’s reaction to Jocasta’s suicide shape a central idea in this passage?” |  |
| **Week 17** | 9.2.2.19→9.2.2.20 | RL.9.10.2  RL.9-10.5  L.9-10.1  L.9-10.2  W.9-10.9.2a,b,d,f  W.9-10.9.9a | **End-of- Unit Assessment from Lesson #20** | Approx. End of Unit #2 |
| UNIT #3 **Week 18** | 9.2.3.1→9.2.3.2 | RI 9-10.2  W.9-10.2b  W.9-10.9b  L.9-10.4a | Quick Write Lesson #1 -”How does Mosely develop the central idea in paragraphs 1-4 | Approx. Start of Unit #3 - “Everybody is Guilty of Something.” |
| **Week 19** | 9.2.3.3→9.2.3.4 | RI 9-10.5  SL 9-10.1  L.9-10.1  L.9-10.2  W.9-10.5  W.9-10.9b | Draft and Revision for Lessons #3 & #4. Lesson #3 introduces a writing prompt.  Lesson #4 requires students to revise that prompt. | Lesson #4 provides specific grading rubrics. |
| **Week 20** | 9.2.3.5→9.2.3.6, | RI 9-10.2  RI 9-10.5  W.9-10.2a  W.9-10.2b  W.9-10.9b  L.9-10.1  L.9-10.2  SL 9-10.1 | **Mid-Unit Assessment from Lesson #6** | Like the previous units, it is recommended that students be given a longer amount of time (2 periods) to produce writing of substance. |
| **Week 21**  (Note: This week covers 3 lessons) | 9.2.3.7-9.2.3.9 | RI 9-10.2  RI 9-10.7  W.9-10.9b  SL 9-10.1  L.9-10.4a | Jigsaw activity for Lesson #9: |  |
| **Week 22** | 9.2.3.10-9.2.3.11 | RI 9-10.2  RI 9-10.5  L.9-10.4a  SL 9-10.1a & 1c  W.9-10.9b | Quick Write for Lesson #11 - “Who does Henriques suggest is to blame for Madoff’s crime? How does the author support this suggestion?” |  |
| **Week 23** | 9.2.3.12-9.2.3.13 | RI 9-10.2  RI 9-10.5  L.9-10.1  SL 9-10.1a, !c, & 1d | **End-of-Unit Presentation from Lesson #13.** | End of Module 2. |

# Works Cited:

[www.EngageNY.org](http://www.EngageNY.org)