

9th Grade Pacing Guide  
Pearson My Perspective Textbook

**Quarter 1**

**Unit One: American Voice**

**Unit Goals-**

- Evaluate written narratives by analyzing how authors sequence and describe experiences and events. 9-10.RL.CS.5
- Expand Knowledge and use of academic and thematic vocabulary. 9-10.RL.CS.4
- Write a nonfiction narrative in which you develop characters or events using effective techniques 9-10.W.TTP.2
- Conduct research projects of various lengths to explore a topic and clarify meaning 9-10.W.RBPK.7
- Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations.9-10.L.CSE.1, 9- 10.L.CSE.1.c
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standards Covered-**

*Reading Literary Text*

9-10.RL.CS.5,  
9-10.RL.KID.3,  
9-10.RL.KID.10

*Reading Informational Text*

9-10.RI.KID.2,  
9-10.RI.KID.3,  
9-10.RI.CS.4,  
9-10.RI.CS.5,  
9-10.RI.CS.6,  
9-10.RI.KID.10

*Speaking & Listening*

9-10.SL.PKI.4,  
9-10.SL.PKI.4.b  
9-10.SL.PKI.4,  
9-10.SL.PKI.5

*Language*

9-10.L.CSE.1.b,  
9-10.L.VAU.4.a,  
9-10.L.VAU.4.b,  
9-10.L.VAU.5,  
9-10.L.VAU.5.b  
9-10.L.CSE.1.d,  
9-10.L.VAU.4.b,  
9-10.L.VAU.4.d

*Writing*

9-10.W.TTP.3,  
9-10.W.TTP.3.e  
9-10.W.TTP.2,  
9-10.W.TTP.2.b,  
9-10.W.RBPK.7

Literature Text-

“Immigrant Picnic”

“Morning Talk”

“Rules of the Game from The Joy Luck Club”

“The Writing on the Wall”

“The Writing on the Wall”

“With a Little Help from My Friends from Funny in Farsi







“With a Little Help From My Friends”

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**Quarter 2**

**Unit Two: Survival**

**Unit Goals-**

- Evaluate written arguments by analyzing how authors state and support their claims. 9-10.RI.IKI.8
-  Expand Knowledge and use of academic and thematic vocabulary. 9-10.RI.CS.4
-  Write an Argumentative essay in which you effectively incorporate the key elements of an argument 9-10.W.TTP.1
-  Conduct research projects of various lengths to explore a topic and clarify its meaning. 9-10.W.RBPK.7
-  Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions 9-10.L.CSE.1
-  Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
-  Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standards Covered-**

*Reading Literary Text*

9-10.RL.KID.3,  
9-10.RL.CS.5,  
9-10.RL.KID.10

*Reading Informational Text*

9-10.RI.CS.4,  
9-10.RI.IKI.7  
9-10.RI.IKI.8,  
9-10.RI.KID.1,  
9-10.RI.KID.2,  
9-10.RI.KID.10

*Speaking & Listening*

9-10.L.CSE.1,  
9-10.L.VAU.4, 4.a, 4.b,  
9-10.L.VAU.5.c,  
9-10.L.VAU.6  
9-10.SL.CC.1,  
9-10.SL.CC.3,

9-10.SL.PKI.4-a,  
9-10.SL.PKI.5,  
9-10.SL.PKI.6

*Language*

9-10.L.CSE.1.a, 1.b,  
9-10.L.CSE.2, 2.a, 2.b,  
9-10.L.VAU.4.b, 4.c,  
9-10.L.VAU.5.b,  
9-10.L.VAU.6

*Writing*

9-10.W.PDW.4,  
9-10.W.PDW.5,  
9-10.W.PDW.6,  
9-10.W.TTP.1  
9-10.W.TTP.2,  
9-10.W.TTP.2.a,  
9-10.W.TTP.10

**Literature Text-**

“Hugging the Jukebox”

“I Am Offering This Poem”

“The Key to Disaster Survival? Friends and Neighbors”

“The Moral Logic of Survival Guilt”

“The Seventh Man”

“The Value of a Sherpa Life”

“The Voyage of the James Caird from The Endurance”







The Endurance and the James Caird in Images

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**Quarter 3**

**Unit Three: The Literature of Civil Rights**

**Unit Goals-**

- Evaluate written arguments by analyzing how authors introduce and develop ideas. 9-10.RI.IKI.8
-  Expand Knowledge and use of academic and thematic vocabulary. 9-10.RI.CS.4
-  Write an informative essay in which you effectively incorporate the key elements of an argument 9-10.W.TTP.2
-  Conduct research projects of various lengths to explore a topic and clarify its meaning.9-10.W.RBPK.7
-  Smoothly integrate information from varied sources to create cohesion. 9-10.W.RBPK.8
-  Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
-  Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standard Covered-**

*Reading Literary Text*

9-10.RL.CS.4,

9-10.RL.CS.5,

9-10.RL.CS.5.a

*Reading Informational Text*

9-10.RI.CS.5,

9-10.RI.CS.6,

9-10.RI.IKI.9

9-10.RI.IKI.9

9-10.RI.KID.1,

9-10.RI.KID.3,

9-10.RI.KID.3,

*Speaking & Listening*

9-10.SL.CC.1,

9-10.SL.CC.2,

9-10.SL.CC.3,

9-10.SL.CC.3,

9-10.SL.PKI.4

9-10.SL.PKI.5,

9-10.SL.PKI.6

*Language*

9-10.L.CSE.1.a,

9-10.L.CSE.2,

9-10.L.CSE.2.a,

9-10.L.CSE.2.b,

9-10.L.VAU.4.b

9-10.L.VAU.4.b,

9-10.L.VAU.5

*Writing*

9-10.W.PDW.4,

9-10.W.PDW.5

9-10.W.RBPK.7

9-10.W.TTP.2,

9-10.W.TTP.2.b,

9-10.W.TTP.2.c

**Literature Texts-**

“For My People”

“I Have a Dream”

“Incident”

“Lessons of Dr. Martin Luther King, Jr.”

“Letter From Birmingham Jail”

“Remarks on the Assassination of Martin Luther King, Jr.”

“Remembering Civil Rights History, When “Words Meant Everything”

“Traveling”

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**Unit Four: Star-Crossed Romances**

**Unit Goals-**

Evaluate written arguments by analyzing how authors state and support their claims.

9-10.RI.IKI.8

Expand Knowledge and use of academic and concept vocabulary 9-10.RI.CS.4

Write a work of literary criticism in which you effectively incorporate the key elements of an argument. 9-10.W.TTP.1

Conduct research projects of various lengths to explore a topic and clarify its meaning. 9-10.W.RBPK.7

Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations.

9-10.L.CSE.2.b

Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1

Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standard Covered-**

*Reading Literary Text*

9-10.RL.CS.5,

9-10.RL.IKI.9

9-10.RL.KID.10

9-10.RL.KID.3,

*Reading Informational Text*

9-10.RI.IKI.7,

9-10.RI.IKI.8

9-10.RI.KID.2,

9-10.RI.KID.3,

*Speaking & Listening*

9-10.SL.CC.1,

9-10.SL.PKI.4

9-10.SL.PKI.6

*Language*

9-10.L.CSE.1.a,

9-10.L.CSE.1.b,

9-10.L.VAU.4.b,

9-10.L.VAU.5,

9-10.L.VAU.5.a

9-10.L.VAU.6

*Writing*

9-10.W.TTP.1,

9-10.W.TTP.2

9-10.W.TTP.2.c

**Literature Texts-**

“In Defense of Romeo and Juliet: It’s not Childish, It’s **About** Childishness”

“Pyramus and Thisbe”

“Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That”

“The Tragedy of Romeo and Juliet”

“Tragic Romeo and Juliet Offers Bosnia Hope”

“Twenty Years On: The unfinished Lives of Bosnia’s *Romeo and Juliet*”

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**Quarter 4**

**Unit Five: Journeys of Transformation**

**Unit Goals-**

- 📖 Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.9-10.RI.KID.2
- 📖 Expand knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4
- 📖 Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.9-10.W.TTP.2
- 📖 Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7
- 📖 Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing and presentations. 9-10.L.VAU.4.c
- 📖 Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- 📖 Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standard Covered-**

*Reading Literary Text*

9-10.L.VAU.4,  
9-10.RL.CS.5,  
9-10.RL.CS.6,  
9-10.RL.IKI.7,  
9-10.RL.KID.10  
9-10.RL.KID.3,

*Reading Informational Text*

9-10.RI.CS.5.a  
9-10.RI.KID.1,  
9-10.RI.KID.3,  
9-10.SL.PKI.4

*Speaking & Listening*

9-10.SL.CC.1,  
9-10.SL.CC.1.a,  
9-10.SL.CC.1.b,

9-10.SL.CC.3  
9-10.SL.PKI.4,  
9-10.SL.PKI.5,  
9-10.SL.PKI.6

*Language*

9-10.L.CSE.1,  
9-10.L.KL.3,  
9-10.L.VAU.4,  
9-10.L.VAU.4.b,  
9-10.L.VAU.5,  
9-10.L.VAU.6

*Writing*

9-10.W.PDW.4  
9-10.W.RBPK.7,  
9-10.W.RBPK.9

**Literature Texts-**

“Application for a Mariner’s License”

“Courage”

“Ithaka”

“The Hero’s Adventure from The Power of Myth”

“The Odyssey: A Graphic Novel”

“The Odyssey”

“The Return”

from “The Narrow Road of the Interior”

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**Unit Six: World's End**

**Unit Goals-**

- 🎬 Evaluate written narratives by analyzing how authors craft their stories. 9-10.RL.CS.5
- 🎬 Expand knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4
- 🎬 Write a narrative to convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. 9-10.W.TTP.3
- 🎬 Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7
- 🎬 Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations. 9-10.L.CSE.1.b
- 🎬 Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1
- 🎬 Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5

**Standard Covered-**

*Reading Literary Text*

9-10.RL.CS.4,  
9-10.RL.CS.5,  
9-10.RL.KID.1,  
9-10.RL.KID.10

*Reading Informational Text*

9-10.RI.CS.6,  
9-10.RI.KID.1,  
9-10.RI.KID.2,  
9-10.RI.KID.3,  
9-10.RI.KID.10

*Speaking & Listening*

9-10.SL.CC.1,  
9-10.SL.CC.2,  
9-10.SL.PKI.4,

9-10.SL.PKI.5,  
9-10.SL.PKI.6

*Language*

9-10.L.CSE.2,  
9-10.L.KL.3,  
9-10.L.VAU.4.a-d,  
9-10.L.VAU.4.b,  
9-10.L.VAU.6

*Writing*

9-10.W.RBPK.7,  
9-10.W.RBPK.9  
9-10.W.TTP.3,  
9-10.W.TTP.3.b

**Literature Texts-**

“A Powwow at the End of the World”  
“A Song on the End of the World”  
“By the Waters of Babylon”  
“the beginning of the World”  
“The Myth of the War of the Worlds Panic”  
“The Nuclear Tourist”  
“There Will Come Soft Rains”  
from RadioLab: War of the Worlds

\*\*Honors students will also be reading *Fahrenheit 451*, *To Kill a Mockingbird*, and *The Pearl*.

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