



## ELA 9 Pacing 2024-25

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

### **Pacing guides serve multiple important purposes within our district:**

1. **Consistency in Curriculum:** By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. **Smooth Transitions for Students:** Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. **Flexibility for Instruction:** While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

**Implementation Guidelines:** Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.

1. **Distribution and Review:** Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. **Alignment with Instructional Plans:** Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. **Monitoring and Adjustment:** Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

### **Strategies for Maintaining Effective Pacing:**

To maintain effective pacing throughout the year, consider the following strategies:

1. **Collaborative Planning (ILC):** Encourage grade-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. **Data-Driven Instruction:** Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. **Professional Development:** Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. **Feedback and Reflection:** Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

## ELA 9 Pacing Semester 1, 2024

Week	Dates	Lesson	Standards
1	August 21-23	Community Building/Routines/Procedures	-
2	August 26-29	Unit 1 Introduction/Through the Tunnel	RI.2; W.10; SL.6; L.6
3	September 3- 6	Unit 1 Through the Tunnel cont.	RL.1; RL.4; RL.5; RL.6;RL.10; W.8; L.1;L.5b
4	September 9-13	Unit 1 The Seventh Man	RL.1; RL.4; RL.5; RL.6; RL.10; W.2; W.7; W.9; L.4b; L.5
5	September 16-20	Unit 1 The Seventh Man cont. & The Moral Logic of Survivor Guilt	RI.1; RI.8, RI.10; W.2a; W.8; L.2; L.2a; L.2b; L.4c
6	September 23-26	Unit 1 Performance Task: Write an Argumentative Essay	W.1a-c; W.5; W.6; W.10; L.1b; L.2; L.2a
7	September 30 - October 4	Unit 1 Performance Task: Write an Argumentative Essay cont. & The Voyage of James Caird (optional)	RI.1; RI.4; RI.6; RI.10; L.1.b; L.4; L.4.a
8	October 7- 11	Unit 1 From Life of Pi	RL.1; RL.2; RL.3; RL.6; L.1b; L.4a;W.1; W.4; SL.1; SL.1c
9	October 14-18	Unit 1 The Value of Sherpa Life	RI.1; RI.5; RI.6; RI.8; RI.10; L.1a; L.4a; L.4c; SL.2; SL.5
10	October 21-25	Unit 1 Poetry Collection 1/ Performance Task: Deliver a Multimedia Presentation	RL.1; RL.2; RL.5; RL.10; SL.1; SL.1 a-d; SL.4; SL.5; SL.6; L.4b; W.2
11	October 28- November 1	Unit 1 Independent Learning / makeup days	RL.2; RL.4; RL.6; RI.1, RI.2, RI.3; RI.4; RI.5; RI.6, RI.8; RI.10; W.1; W.3d; W.4; W.6; W.9; W.10; SL.1; L.1; L.2; L.4; L.4a; L.5; L.6
12	November 4-8	Unit 1 Reflect and Respond-Performance Task: Write an Argumentative Essay	W.1a-c; W.5; W.6; W.10; L.1b; L.2; L.2a
13	November 11-15	Unit 2 Introduction/Remembering Civil Rights History	R1.2; W.10; SL.6; L.6
14	November 18-22	Unit 2 I Have a Dream	RI.1; RI.6; RI.8; RI.9; RI.10; SL.3; L.1; L.1a; L.2c; L.4b; W.7
15	December 2-6	Unit 2 Letter From Birmingham Jail	RI.1; RI.5; RI.8; RI.9; W.2; W.4; W.7; W.9b; L.1b; L.4b; L.4d; L.5
16	December 9-13	Unit 2 Poetry Collection 1	RL.1; RL.5; RL.10; L.4c; SL.6

17	December 16-20	Unit 2 Performance Task: Research Report	W.2; W.5; W.7; W.8; W.10; SL.2
18	January 6- 10	Unit 2 Performance Task: Research Report cont. & The Friendship Bench or Poetry Collection 2 w/ photography (optional)	RL/I.1; RI.2; RL/I.3; RL.4; RL.6; RL/I.10; SL.1; SL.1a; SL.1c; SL.1d; L.1b; L.4a; L.4c; L.4d; L.5; L.5b; W.3; W.3a; W.3b; W.3d; W.7; W.8
19	January 13-17	Unit 2 Independent Learning	RL.2; RL.4; RL.6; RI.1, RI.2, RI.3; RI.4; RI.5; RI.6, RI.8; RI.10; W.1; W.3d; W.4; W.6; W.9; W.10; SL.1; L.1; L.2; L.4; L.4a; L.5; L.6
20	January 21-24	Review/Exam (Unit tests 1 & 2)	

## ELA 9 Pacing Semester 2, 2025

Week	Dates	Lesson	Standards
1	January 27-31	Unit 3 Introduction & Romeo and Juliet	RL.1; RI.2; RL.3; RL.4; RL.10; L.4; L.5a; L.6; W.10; SL.6
2	February 3-7	Unit 3 Romeo and Juliet	RL.1; RL.3; RL.4; RL.10; L.4; L.5a
3	February 10-14	Unit 3 Romeo and Juliet	RL.1; RL.3; RL.4; RL.10; L.4; L.5a
4	February 17-21	Unit 3 Romeo and Juliet	RL.1; RL.3; RL.4; RL.10; L.4; L.5a
5	February 24-28	Unit 3 Romeo and Juliet	RL.1; RL.3; RL.4; RL.10; L.4; L.5a
6	March 3-7	Unit 3 Romeo and Juliet makeup days	RL.1; RL.3; RL.4; RL.10; L.4; L.5a
7	March 10-14	Unit 3 Pyramus and Thisbe	RL.1; RL.2; RL.6; RL.9; RL.10; L.4; W.9a
8	March 17-20	Unit 3 Literary Criticism- Does a classic play stand the test of time?	RI.1; RI.6; RI.8; RI.10; L.4a; L.4c; L.6; SL.1; W.1; W.1a
9	March 31- April 4	Unit 3 Performance Task: Literary Analysis Essay	W.1 a-e; W.4; W.5; W.10; L.1; L.1b; L.2; L.2a; L.2b
10	April 7-11	Unit 4 Introduction	RI.2; W.10; SL.6; L.6
11	April 14-18	Unit 4 The Odyssey part I	RL.1; RL.3; RL.5; RL.6; RL.10; L.2c; SL.4; SL.6
12	April 21-25	Unit 4 The Odyssey part II	RL.1; RL.4; RL.5; RL.6; RL.9; RL.10; L.2c; L.3; L.5; L.5a; L.5b; SL.1a; SL1.d; SL.6; W2b; W.7
13	April 28- May 2	Unit 4 The Odyssey part II cont. & The Odyssey Graphic Novel	RL.1; RL.2; RL.4; RL.5; RL.6; RI.7; RL.9; RL.10; L.2c; L.3; L.5; L.5a; L.5b; L.6; SL.1a; SL1.d; SL.6; W2b; W.7; W.8; W.10
14	May 5-9	Unit 4 Performance Task: Explanatory Essay	W.2a-f; W.5; W.10; L.1a; L.2b; L.2c; L.3a
15	May 12-16	Unit 4 The Hero's Adventure & Rules of the Game	L.1; L.1b; L.3; L.4a; L.4c; L.5b RI/L.1; RL.2; RI/L.3; RI.5; RL.10; SL.1; SL.5; SL.6; W.3; W.3a; W.3b
16	May 19-23	Unit 4 Poetry Collection I	RL.1; RL.4; RL.6; RL.10; L.4a; L.5a; SL.1c; W.2; W.10
17	May 27-30	Unit 4 Independent Learning	RL.2; RL.4; RL.6; RI.1, RI.2, RI.3; RI.4; RI.5; RI.6, RI.8; RI.10; W.1; W.3d; W.4; W.6; W.9; W.10; SL.1; L.1; L.2; L.4; L.4a; L.5; L.6
18	June 2-6	Review/Exam (Unit tests 3 & 4)	

