

Grade 9 ELA Pacing Guide

These standards are year long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.

| Marking Period 1 45 days <i>Unit 1: The Journey for Truth</i> | Marking Period 2 45 Days <i>Unit 2: The Hero's Journey</i> | Marking Period 3 45 Days <i>Unit 3: The Modern Journey</i> | Marking Period 4 45 Days <i>Unit 4: The Journey for Acceptance</i> |
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| Week 1: Define Propaganda throughout history <ul style="list-style-type: none"> ● Moral decision making vs. competition and rise to power ● Characteristics of friendships/community/leaders ● Webbing techniques for writing ● Text specific vocabulary | Week 1: Define <ul style="list-style-type: none"> ● Greek definition of hero/ heroic traits ● Epic poem within Greek society ● Epic journey/elements of hero's journey ● Webbing techniques for writing ● Text specific vocabulary | Week 1: Define <ul style="list-style-type: none"> ● Genre ● Fable Myth ● Response ● Enjambment ● Repetition ● Stanza ● Juxtaposition ● Magical realism ● Hero's journey | Week 1: Define <ul style="list-style-type: none"> ● Shakespeare ● Traits of healthy relationships ● Elements of a play ● Moral dilemmas ● Human condition ● Text specific vocabulary |
| Week 2: Understand <ul style="list-style-type: none"> ● Discuss interpretations of morality based on individual situations. ● Explain the power of propaganda, exploitation, and mob mentality. ● Classify main ideas and themes within anchor text. ● Identify claims in writing. ● Recognize connotation/ denotation within vocabulary. | Week 2: Understand & Apply Discuss hero/heroic traits. <ul style="list-style-type: none"> ● Explain hero's journey archetype ● Classify main ideas and themes within anchor text. ● Interpret heroic character traits. ● Implement lessons of themes within anchor text. ● Sketch out progression of claims within writing. ● Execute use of | Week 2: Understand <ul style="list-style-type: none"> ● Life is filled with cycles (Hero's Journey) ● Santiago is an archetype, a symbolic representation (in this case of "everyman"), conflicted by passion vs. duty ● Elements are associated with the genre of "magical realism" ● How to | Week 2: Understand <ul style="list-style-type: none"> ● Discuss interpretations of morality based on character description. ● Explain character decisions based on parental authority and individual freedom. ● Classify main ideas and themes within anchor text. ● Identify claims in writing ● Recognize connotation/ denotation within vocabulary |

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| | vocabulary in various aspects. | interpret literature on a literal and metaphorical level. | |
| <p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret exploitation of the weak by the strong ● Solve how power and the abuse of power impacts a group or individuals. <p>Implement lessons of themes within anchor text.</p> <ul style="list-style-type: none"> ● Sketch out progression of claims within writing. ● Execute use of vocabulary in various aspects. | <p>Week 3: Analyze and Evaluate</p> <p>Connect the hero's journey to anchor text/supplemental text/self.</p> <ul style="list-style-type: none"> ● Breakdown meaning to determine author's purpose and audience response. ● Find connections of theme through allusion, archetype, simile, metaphor, personification. ● Defend the author's purpose with evidence and thought provoking discussion. ● Use literary devices to critique the author's craft and writing technique. ● Produce final thoughts on the thesis for writing. ● Select strong vocabulary throughout anchor text and in writing. | <p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Connect the Hero's Journey to the Odyssey ● Connect the modern journey to an epic journey ● Sketch out the narrator's lessons of theme. ● Draw conclusions about reasons for actions/beliefs and support assertions ● Differentiate among the different types of fiction: | <p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret the real reasons for rebellion in teenagers. ● Implement lessons of themes within anchor text. ● Sketch out progression of claims within writing. ● Solve how the rebellion of teenagers transcends time. ● Execute use of vocabulary in various aspects. |
| <p>Week 4: Analyze:</p> <p>Connect the journey for truth to anchor text/supplemental text/self.</p> <ul style="list-style-type: none"> ● Breakdown meaning to determine author's purpose and audience | <p>Week 4: Create</p> <p>Formulate written response with anchor text and supplemental text.</p> <ul style="list-style-type: none"> ● Construct narrative writing looking into character archetype. | <p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Evaluate how literary elements (are used to establish mood, place, time period, and | <p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Connect the character action/inaction/ acceptance to anchor text/supplemental text self. ● Breakdown meaning to determine author's |

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| <p>response.</p> <ul style="list-style-type: none"> ● Find connections of theme through satire, irony, and allegory. ● Craft original thesis for writing. ● Look at the use of vocabulary in conjunction with mood and tone. | <p>Investigate vocabulary usage to heighten writing.</p> | <p>cultures, and contribute to the development of its theme.</p> <ul style="list-style-type: none"> ● Develop a commonplace, specific occasion as the basis for the reflection | <p>purpose and audience response.</p> <ul style="list-style-type: none"> ● Find connections of theme through allusion, epithet, imagery, and point of view. ● Craft original thesis for writing. ● Look at the use of vocabulary in conjunction with mood and tone. |
| <p>Week 5: Evaluate</p> <p>Justify truth within anchor text.</p> <ul style="list-style-type: none"> ● Defend the author’s purpose with evidence and thought provoking discussion. ● Use literary devices to critique the author’s craft and writing technique. ● Produce final thoughts on the thesis for writing. ● Select strong vocabulary throughout anchor text and in writing. | <p>Week 5: Understand</p> <p>Discuss differences between ancient and modern heroes.</p> <ul style="list-style-type: none"> ● Explain physical vs. spiritual journey. ● Classify main ideas and themes within anchor text. ● Identify claims in writing. ● Recognize connotation/ denotation within vocabulary. | <p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Defend the author’s purpose with evidence and thought provoking discussion ● Justify the modern hero’s journey within anchor text | <p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Justify truth within anchor text. ● Defend the author’s purpose with evidence and thought provoking discussion. ● Use literary devices to critique the author’s craft and writing technique. ● Produce final thoughts on the thesis for writing. ● Select strong vocabulary throughout anchor text and in writing. |
| <p>Week 6: Create</p> <ul style="list-style-type: none"> ● Design an epilogue to anchor text to explore truth and conformity. ● Develop original composition comparing the author’s purpose and theme of totalitarianism. ● Formulate written response with anchor text and supplemental | <p>Week 6: Apply</p> <p>Interpret contemporary heroic challenges.</p> <ul style="list-style-type: none"> ● Solve the mystery of the epic poem throughout time. ● Implement lessons of themes within anchor text. ● Sketch out progression of claims within writing. ● Execute use of | <p>Week 6: Create</p> <ul style="list-style-type: none"> ● Effective, well supported personal narrative. ● Summarize a story utilizing panels (storyboard). ● Develop original composition | <p>Week 6: Create</p> <ul style="list-style-type: none"> ● Explore the role of positive relationships between parent and child through original design. ● Compose alternate ending for play ● Develop original composition highlighting work on acceptance and theme |

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| <p>text.</p> <ul style="list-style-type: none"> ● Construct narrative writing looking into small groups, mobility and power.. ● Investigate vocabulary usage to heighten writing. | <p>vocabulary in various aspects.</p> | <p>comparing author's purpose and theme of ancient/modern hero's journey.</p> <ul style="list-style-type: none"> ● Formulate written response with anchor text and supplemental text. ● Construct narrative writing looking into character archetypes ● Investigate vocabulary usage to heighten writing | <p>within anchor text.</p> <ul style="list-style-type: none"> ● Construct analysis on informational text in connection with anchor text. |
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