

Grade 9 Honors 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 (40-45 days) <i>Unit 1: Understanding the Teenage Brain</i>	Marking Period 2 (40-45 days) <i>Unit 2: Using and Losing Your Voice</i>	Marking Period 3 (40-45 days) <i>Unit 3: War, Words, and Weapons</i>	Marking Period 4 (40-45 days) <i>Unit 4: Journeys to Home and Away</i>
<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Theme, character, exposition/plot of anchor text ● Characterization: dynamic, flat, round, static, stock, direct/indirect ● Literary lenses, especially: historical, formalist, biographical, psychological, gender, and reader response. 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Theme, character, exposition/plot of anchor text ● Literary symbols and archetypes ● Stream of consciousness ● Proverb, ethnocentrism, ethnorelativism, imperialism, connotation, detonation, sensory imagery) 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Theme, character, exposition/plot of anchor text ● Dehumanization and its consequences. ● Propaganda techniques in governments, companies, and society. ● Bystander, groupthink. Upstander, Aristotle's rhetorical triangle: ethos, pathos, logos, suspense, tone, language 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Theme, character, exposition/plot of anchor text ● Archetypal lens ● Heroic traits, hero's journey and its archetypes ● Technology and communication ● Different types of heroes ● Nostos, Kleos, Oikos, Xenia

<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss development of anchor text, in particular character development. ● Understand and begin to analyze literary devices as they appear in the anchor text. ● Begin to write for sustained amounts of time. ● Conduct close readings of the text in relation to the ways adolescent psychological development (the teenage brain) influences the characters. ● Explain Shakespeare's language. ● Classify main ideas and themes within anchor text. 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss imperialism and its influence on literature. ● Discuss development of anchor text, in particular character development. Build on this to analyze how an author portrays individual characters. ● Explain cultural beliefs, customs, attitudes, and systems. ● Understand and begin to analyze literary devices as they appear in the anchor text. ● Create culture wheels in order to analyze the Ibo society in the novel. ● Continue to write for sustained amounts of time. ● Conduct close readings of the text in relation to the ways gender and culture influence the characters. ● Classify main ideas and themes within anchor text. 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss how belonging to a group affects individual thought. ● Explain how people can disagree on what is true or what facts are. ● Understand and begin to analyze propaganda for techniques and purpose. ● Discuss development of anchor text, in particular character development. Build on this to analyze how an author portrays manipulation, influence, and propaganda through characters. ● Continue to write for sustained amounts of time, building speed and stamina. ● Conduct close readings of the text in relation to the ways language is used as a means of helping or harming others. ● Classify main ideas and themes within anchor text. 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss how the theme of the journey is portrayed in literature. ● Understand the influence Greek mythology has on literature and modern culture. ● Explain how heroes across cultures and times have similarities, but also how the differences can teach us about their culture and time. ● Discuss development of anchor text, in particular character development. Build on this to analyze how heroic characters are developed. ● Understand and begin to analyze and compare modern poems and songs that relate to the anchor text, examining the ways that new time periods and new literary lenses affect their interpretation. ● Classify main ideas and themes within anchor text. ● Describe concepts of what it means to be a hero.
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<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret evidence to support theme, character, and plot development. ● Apply deepened background knowledge of character and literary devices to write an effective analysis of one of Shakespeare's literary devices. ● Apply literary analysis skills learned in previous weeks to essay writing skills and close reading assignments. 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret evidence to support theme, character, and plot development. ● Apply deepened background knowledge of literary lenses, especially gender and culture, to write an effective analysis of one of the scenes in <i>Things Fall Apart</i>. ● Apply literary analysis skills learned in previous weeks to essay writing skills and close reading assignments. 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret evidence to support theme, character, and plot development. ● Apply deepened background knowledge of the Holocaust and the power of language to write an effective analysis of one of the scenes in a literary circle text. ● Apply literary analysis skills learned in previous weeks to essay writing skills and close reading assignments. 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret evidence to support theme, character, and plot development. Interpret the hero's journey through multiple texts. ● Apply deepened background knowledge of the hero's journey to analyze Odysseus and a hero of one's choosing. ● Apply literary analysis skills learned in previous weeks to essay writing skills and close reading assignments.

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<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Analyze and compare the ways adolescent psychological development (the teenage brain) influences the characters. ● Independently connect character development through literary analysis. ● Defend the author’s purpose with evidence and thought provoking discussion. ● Strengthen claims with research and evidence. ● Compare various scientific articles about the teenage brain. 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Analyze the ways gender and culture influence the characters. ● Independently connect the development of Okonkwo as a tragic hero and the ways colonialism influenced that. ● Defend the author’s purpose with evidence and thought provoking discussion. Organize the author's choice of language and development of voice. ● Strengthen claims with research and evidence. ● Compare various perspectives on colonialism. 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Analyze and compare the ways language is used as a means of helping or harming others. ● Independently analyze texts, choosing passages for close reading and language analysis. ● Defend the author’s purpose with evidence and thought provoking discussion. Organize original claims in order to plan writing. ● Strengthen claims with research and evidence. ● Examine how belonging to a group can have negative individual effects. ● Compare various sources of dehumanization in order to understand what it means to be an upstander. 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Analyze and compare modern poems and songs that relate to the anchor text, examining the ways that new time periods and new literary lenses affect their interpretation. ● Independently analyze texts, examining the theme of the journey. ● Defend the author’s purpose with evidence and thought provoking discussion. ● Strengthen claims with research and evidence. ● Compare various heroes as well as characters from the Odyssey. ● Analyze kleos nostos conflict.
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<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Evaluate the characters of Romeo and Juliet as a whole. ● Defend words and choices through evidence. ● Justify viewpoints verbally and in writing. ● Critique author's language 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Evaluate the choices Achebe made in creating this novel. ● Defend words and choices through evidence. ● Justify viewpoints verbally and in writing. ● Critique author's language 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Evaluate the ways words can be used as weapons ● Defend words and choices through evidence. ● Justify viewpoints verbally and in writing. ● Critique author's language 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Evaluate Homer's choices in portraying characters, particularly the female characters. ● Evaluate the Greek values of oikos and xenia, using text for support. ● Defend words and choices through evidence. ● Justify viewpoints verbally and in writing. ● Critique author's language
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Week 6: Create

- Formulate written response with anchor text and supplemental text.
- Create a project that illustrates the ability to analyze Shakespearean text and characters.

Week 6: Create

- Construct literary analysis essay for Sister Rose Contest
- Research Nigerian culture.
- Formulate an opinion on Okonkwo and the purpose of this text using close reading passages for support.

Week 6: Create

- Create a presentation that illustrates the importance of critical thinking and reading in order to prevent totalitarianism.

Week 6: Create

- Investigate the hero's journey and create a diagram that traces the hero's journey in a favorite text or film.