



**G-E-T High School Curriculum**  
**Align, Explore, Empower**  
Scope and Sequence  
Honors English 9

Unit 1 - *Flowers for Algernon*

~1 week

- Over the summer, students will have read and written an essay on the novel *Flowers for Algernon* by Daniel Keyes. The first week of class, students will discuss and further analyze this novel, as well as make revisions to their summer essays.

In this unit, students will ...

- Analyze the author's use of point of view, characterization, and theme.
- Discuss in small and large groups the themes of the novel.
- Revise and edit writing for content, organization, sentence fluency, word choice, and conventions.
- Properly cite quotations from literature.

[Standards for Honors English 9: Unit 1 -- \*Flowers for Algernon\*](#)

Unit 2 - Short Stories and Literary Elements

~ 2 weeks

- In this unit students read a selection of short stories which demonstrate common literary elements. Embedded throughout this unit is further study of grammar and usage through various writing pieces.
- Students read the following stories:
  - "The Ingredients" by Jason Reynolds
  - "Abuela Invents the Zero" by Judith Ortiz Cofer
  - "The Paper Menagerie" by Ken Liu
  - "Indian Education" by Sherman Alexie
  - "The Scarlet Ibis" by James Hurst

In this unit, students will ...

Reading

- Define and explain figurative language techniques (simile, metaphor, allusion, idiom, personification, imagery).
- Create plot diagrams for multiple fiction and nonfiction short stories.
- Identify figurative language examples and story elements in each of the short stories.
- Compare and contrast characters, use of figurative language, theme, and/or plot points between two or

more stories.

- Analyze authors' techniques in crafting short stories.

Writing:

- Use imagery, simile, metaphor, and personification effectively.
- Write an analytical compare/contrast essay focused on two short stories read in class.
- Write short journal entries reflecting on short stories and making connections to the world outside of the text.

Language:

- Use correct grammar, usage, mechanics, and spelling in writing.
- Correctly identify, define, and use the 8 parts of speech.
- Acquire and use new vocabulary words.

[Standards for Honors English 9: Unit 2 -- Short Stories and Literary Elements](#)

Unit 3 - *Animal Farm*

~ 2 weeks

- In this unit, students will read George Orwell's novel *Animal Farm*. The novel will form a basis for discussion of allegory and symbolism, as well as wider world concepts such as herd mentality, propaganda, persuasive techniques, and universal themes in literature.

In this unit, students will ...

Reading:

- Read and respond to a work of classic literature.
- Identify allegory, satire, and figurative language techniques and discuss the effect of these features.
- Identify plot points (exposition, rising action, climax, falling action, resolution) in the novel.
- Analyze and discuss characterization and character motivation.
- Critique and discuss the effects of herd mentality, propaganda, and persuasive techniques.
- Make connections and comparisons between events referenced in the novel and current events in today's world.
- Utilize close reading of text to deepen understanding of author's techniques and structure of text.

Writing:

- Reflect on and deepen understanding of text through short journal entries.

Speaking and Listening:

- Engage in a scholarly discussion of the novel with peers, making claims and supporting these claims with evidence from the text.

Language:

- Utilize correct spelling and grammar in speaking and writing.

- Utilize correct punctuation and mechanics in writing.
- Acquire and use new vocabulary words.

[Standards for Honors English 9 -- Unit 3: \*Animal Farm\*](#)

Unit 4 - *The Odyssey*

3 weeks

- Students will read excerpts from Homer's *The Odyssey* in multiple formats including Gareth Hinds's graphic novel adaptation and the translation found in the class textbook.
- In this unit, students will focus on the essential question, "What makes a hero?" as well as learning about and apply knowledge of The Hero's Journey (or the "monomyth")
- Embedded in this unit will be a study of grammar and sentence structure.

In this unit, students will ...

Reading:

- Compare the same story in two mediums--a translation of the epic poem, and a graphic novel.
- Become familiar with epic poetry and the poetic devices used in it.
- Identify characters and plot points from *The Odyssey*, a classic epic poem.
- Take a stance and defend it with support from the text.
- Identify and explain ways in which Odysseus's journey fits the template of Joseph Campbell's "monomyth".

Writing:

- Modernize the language from a scene from *The Odyssey* and write a script for the scene.
- Write to reflect and deepen understanding of given scenes.

Language:

- Learn new vocabulary words and apply these to writing.
- Employ proper spelling, punctuation, grammar, and mechanics.

Speaking and Listening:

- Create a skit modernizing the language of one or more scenes from *The Odyssey* and perform it for the class.
- Discuss aspects of the epic poem in groups ranging in size from partners to entire class.

[Standards for Honors English 9: Unit 4 -- \*The Odyssey\*](#)

## Unit 5 - The Hero's Journey

~ 3 weeks

- In this unit, students will review and extend their knowledge of Joseph Campbell's "Hero's Journey" or monomyth. They will then apply this story template to a real-life hero.
- Students will define what it means to be a hero, brainstorm a list of real-life heroes, and then choose one notable person to research. Once research is complete, students will compile an essay and presentation detailing how the hero's real life fits with 5 or more stages of the Hero's Journey.
- Embedded in this unit will be a study of phrases and clauses and how they can be used to strengthen writing.

In this unit, students will ...

### Reading:

- Read nonfiction information and evaluate sources for credibility.
- Determine main ideas and important life events from source information.
- Compare multiple sources detailing similar events.

### Writing:

- Write a scholarly, researched essay including proper in-text citations and a Works Cited document.
- Organize an essay in a cohesive, structured way, including an effective introduction and conclusion.
- Apply the fictional "Hero's Journey" model to a nonfiction person.

### Speaking and Listening:

- Present research findings to classmates in an engaging, professional way.

### Language:

- Use proper punctuation when citing passages and quotations from source documents.
- Incorporate newly acquired vocabulary in writing.
- Effectively use a variety of phrases and clauses to add variety and increase fluency of writing.

## [Standards for Honors English 9: Unit 5 - The Hero's Journey](#)

## Unit 6 - Hero Allegory

~ 3 weeks

- Immediately following Unit 5, students will apply their research in a different way. In this unit, students will turn their real-life hero into an allegorical, fictional hero. Students will utilize the steps of the Hero's Journey to create a fictional plotline and develop allegorical representations for the hero they researched and the forces the hero opposed.

In this unit, students will ...

- Write a piece of narrative fiction while utilizing higher-level thinking skills in order to make connections and allegorical representations.
- Incorporate research and prior knowledge in a piece of new, fictional writing.

- Utilize effective grammar, spelling, punctuation, and capitalization.
- Edit and revise writing over a period of time.

[Standards for Honors English 9: Unit 6 - Hero Allegory](#)

Unit 7 - Book Clubs/Coming of Age

~ 3 weeks

- In this unit, students form book clubs (literature circles). Each small group (4-5 students) will read a different book, chosen from a list of options.
- Students will guide their own discussion of the book, but will focus on comprehension, vocabulary acquisition, and deeper understandings of characters and stylistic choices.

In this unit, students will ...

Reading:

- Read and respond to literature with a “coming of age” theme.
- Form connections text-to-student, text-to-world, and text-to-text.
- Recognize and analyze themes in literature.

Speaking and Listening:

- Actively participate as part of a group.
- Engage in student-led discussion of literature.

Language:

- Identify and use sentences of varying structures.
- Connect independent and dependent clauses using proper punctuation in writing.

[Standards for Honors English 9: Unit 7 -- Literature Circles](#)

Unit 8 - *Romeo and Juliet*

~ 3 weeks

- In this unit, students read Shakespeare’s classic *Romeo and Juliet*. This being their first introduction to Shakespeare’s works, students focus on literary and dramatic elements such as drama structure (Acts and Scenes), soliloquy and aside, and iambic pentameter.

In this unit, students will ...

Reading:

- Read a tragedy by Shakespeare.
- Discuss and analyze themes and how these themes endure throughout time.
- Make connections between the text and students' lives, the outside world, and other literature.
- Identify and analyze the use of figurative language in the text.
- Identify, discuss, and analyze Shakespeare's use of irony in the play.
- Study characterization and examine character development over the course of the play.

Writing:

- As a final project, students will demonstrate their understanding of the play's plot, characters, and themes by creating a written project of their choice.

Speaking and Listening:

- Discuss literature, themes, characters, and connections in groups ranging in size from partners to full-class.
- Create a formal presentation which analyzes one character.

[Standards for Honors English 9: Unit 8 -- \*Romeo and Juliet\*](#)

Unit 9 -- Independent Reading

~18 weeks

- Concurrent with other units, students will also be working to read a book independently. This book will be one of their own choice, preferably of high interest to them, and at their current reading level. Over the course of the year, students will read at least two books independently and will create a project demonstrating their understanding of each.

In this unit, students will ...

- Identify story elements including plot, characterization, setting, theme, point of view, etc.
- Reflect on and respond to reading through journal entries.
- Identify and discuss themes developed over the course of the book.
- Create and present a project demonstrating a deep understanding of the novel.

[Standards for Honors English 9: Unit 9 -- Independent Reading](#)

