

### 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.*

<b>Marking Period 1</b> 45 Days <i>Unit 1: Journey to Cultural Awareness</i>	<b>Marking Period 2</b> 45 Days <i>Unit 2: The Journey for Truth</i>	<b>Marking Period 3</b> 45 Days <i>Unit 3: The Modern Journey</i>	<b>Marking Period 4</b> 45 Days <i>Unit 4: The Journey for Acceptance</i>
Week 1: Define <ul style="list-style-type: none"> <li>● Cultural Diversity</li> <li>● Acceptance</li> <li>● Short Stories</li> <li>● Direct and Indirect Characterization</li> <li>● Narrative Structure</li> <li>● Theme</li> <li>● Point of View</li> <li>● Text specific vocabulary and literary devices</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Russian Revolution</li> <li>● Communism</li> <li>● Socialism</li> <li>● Totalitarianism</li> <li>● Allegory</li> <li>● Satire</li> <li>● Rhetorical Appeals (Ethos, Pathos Logos)</li> <li>● Persuasive Techniques</li> <li>● Irony</li> <li>● Characterization</li> <li>● Text specific vocabulary and literary devices</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Alchemy</li> <li>● The Hero's Journey</li> <li>● Protagonist</li> <li>● Personal Legend</li> <li>● Omens</li> <li>● Literary Allusion</li> <li>● Magical Realism</li> <li>● Text specific vocabulary and literary devices</li> </ul>	Week 1: Define <ul style="list-style-type: none"> <li>● Dramatic Irony</li> <li>● Symbolism</li> <li>● Tragedy</li> <li>● Prologue</li> <li>● Act</li> <li>● Scene</li> <li>● Monologue</li> <li>● Soliloquy</li> <li>● Text specific vocabulary and literary devices</li> </ul>
Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss how cultural diversity contributes to the formation of a community.</li> <li>● Explain how to characterize individuals</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss what allegory and satire are, and how they are seen throughout texts/media.</li> <li>● Explain the different forms of government</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss the hero's journey through various texts and media.</li> <li>● Explain what alchemy and omens are and how</li> </ul>	Week 2: Understand <ul style="list-style-type: none"> <li>● Discuss the role that family plays in the formation of one's identity.</li> <li>● Explain the different parts of a play and how</li> </ul>

<p>and create a sense of acceptance amongst groups.</p> <ul style="list-style-type: none"> <li>● Explain the narrative structure (plot structure).</li> <li>● Classify main ideas and themes with the anchor texts.</li> </ul>	<p>and the impact that it can have on one's leadership, as seen throughout history.</p> <ul style="list-style-type: none"> <li>● Describe the events of the Russian Revolution and how the leadership changed throughout this time period.</li> </ul>	<p>they play a role in one's personal legend.</p> <ul style="list-style-type: none"> <li>● Describe how one's aspirations for their personal legend impacts their future.</li> </ul>	<p>they come to form a complete story.</p> <ul style="list-style-type: none"> <li>● Classify the different forms of loyalty.</li> </ul>
<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>● Interpret quotes and how they contribute to the overall theme of the anchor texts.</li> <li>● Implement annotation skills through close reading.</li> <li>● Sketch out connections between text-to-self, text-to-world, and text-to-text.</li> <li>● Use context clues to determine the meaning of words and phrases.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>● Interpret the role of a government in individuals' situations.</li> <li>● Implement vocabulary of different platforms through verbal and written practice.</li> <li>● Demonstrate knowledge of the different forms of leadership in various governments.</li> <li>● Identify usages of persuasive techniques and irony.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>● Interpret literature on a literal and metaphorical level.</li> <li>● Implement vocabulary of different platforms through verbal and written practice.</li> <li>● Demonstrate speaking, listening, writing, reading, and research skills throughout the study of one's personal experience.</li> <li>● Identify the protagonist and the role that their personal legend has on their journey.</li> </ul>	<p>Week 3: Apply</p> <ul style="list-style-type: none"> <li>● Interpret Shakespearean language.</li> <li>● Implement knowledge of Shakespearean text to consider the loyalty one has to their family.</li> <li>● Sketch out arguments and use figurative language throughout writing.</li> </ul>
<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Connect cultural diversity to the surrounding world.</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Closely read passages to consider the character development</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Examine textual evidence to consider the purpose of an</li> </ul>	<p>Weeks 4-5: Analyze</p> <ul style="list-style-type: none"> <li>● Closely read passages to consider how dramatic irony and</li> </ul>

<ul style="list-style-type: none"> <li>● Breakdown meaning to determine author's purpose and the audience's response.</li> <li>● Research textual evidence to support claims, analysis, and literary device identification.</li> <li>● Consider the point of view of the characters and what they would do based on the analysis of their words, thoughts, and actions.</li> </ul>	<p>throughout the text.</p> <ul style="list-style-type: none"> <li>● Examine textual evidence to consider its usage of persuasive techniques.</li> <li>● Organize claims within writing.</li> <li>● Connect characters from the text to those in history through their words, thoughts, and actions.</li> </ul>	<p>allegory.</p> <ul style="list-style-type: none"> <li>● Connect the author's purpose and theme to the real-life choices and themes prevalent in one's own life.</li> <li>● Organize claims within writing.</li> <li>● Closely read passages to consider how the characters grow, change, and learn throughout the text.</li> </ul>	<p>symbolism impacts the audience's response.</p> <ul style="list-style-type: none"> <li>● Collaborate with peers to closely analyze characters and their development throughout the text.</li> <li>● Closely read passages to consider character motivations.</li> <li>● Organize claims within writing.</li> </ul>
<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Justify character choices while considering their cultural backgrounds and norms of their culture.</li> <li>● Defend the theme and author's purpose through cited evidence and provoking discussion.</li> <li>● Research the Great Depression and the impact that it had on people of various backgrounds.</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend how the success of a country is affected by the leadership of those in power.</li> <li>● Critique character choices and society decisions.</li> <li>● Use literary devices to critique the author's craft and writing technique.</li> <li>● Produce final thoughts on the thesis for writing.</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Critique character choices and the role of destiny within those choices.</li> <li>● Defend how everyone's experiences connect us in our own narratives.</li> <li>● Justify viewpoints both verbally and in writing.</li> <li>● Use literary devices to discuss the author's craft and writing techniques.</li> </ul>	<p>Weeks 6-7: Evaluate</p> <ul style="list-style-type: none"> <li>● Defend words and choices through examination of textual evidence.</li> <li>● Determine different types of conflict and how they contribute to the plot.</li> <li>● Use context clues to determine the meaning of words used in the text and how they contribute to the overall meaning of passages.</li> <li>● Justify viewpoints both</li> </ul>

			verbally and in writing.
<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Formulate a research simulation task written response based on the anchor texts and supplemental texts.</li> <li>● Construct an original narrative writing piece related to the anchor text and considering the point of view of the characters.</li> <li>● Investigate vocabulary usage to heighten writing.</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Construct a literary analysis essay of two pieces of text that include some commonality.</li> <li>● Formulate a perspective on society's choices under poor leadership by considering character choice and societal influence.</li> <li>● Compare and contrast characters from the anchor text in a strong analytical response.</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Formulate a personal narrative that considers the characters' choices, words, and actions to one's own experiences.</li> <li>● Investigate two texts that include commonality in order to construct analysis on commonalities.</li> <li>● Compare and contrast the different journeys that one experiences (i.e. Odysseus v. Santiago).</li> </ul>	<p>Weeks 8-9: Create</p> <ul style="list-style-type: none"> <li>● Investigate how patterns in language create a motif that reveals the central idea.</li> <li>● Construct a literary analysis essay of two pieces of text that include some commonality.</li> <li>● Compare and contrast character choices to formulate a thesis on the responsibility of character decisions.</li> <li>● Investigate vocabulary usage to heighten writing.</li> </ul>