

# Ganado Unified School District (Honors English 9)

## PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>1st semester</b> <b>1st quarter</b></p> <p>3 weeks: (August) O. Henry story, “Lady or the Tiger”, “Walter Mitty”, “The Necklace”, To Build A Fire , PEG Writing Website, “Jabberwock”, “Highwayman” The Storyteller videos</p>	<p><b>UNIT 1: Narration, types and Purposes</b></p> <p><i>Craft and Structure (9-10. RL. 5)</i> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <b>(9-10.RL.5)</b></p> <p><i>Reading Literature 9-10 Key Ideas and Details</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>(9-10.RL.1)</b></p>	<p><b>How do different styles of narration affect the story?</b></p> <p><b>How do you edit what you write well?</b></p> <p>Foundations of Learning: Basic Skills &amp; Concept Strategic Thinking Recall and Reproduce</p>	<ul style="list-style-type: none"> <li>✓I will analyze several stories for plot and literary elements.</li> <li>✓I will recognize different types of narratives</li> <li>✓I will examine pre-writing techniques and develop my ideas to support my topic.</li> <li>✓I will be able to apply literary elements in my own writing.</li> </ul>	<p>Perception Bias Cohesive Subjective Analyze Synthesize Prioritize Claim Adequate Evaluate Objective Hyperbole Imagery Examine Elucidate Justify In media res</p>
<p><b>1st quarter</b></p> <p>Approximately 2 weeks</p> <p><b>“Gold Rush: An Alaskan Adventure” Movie</b> Agatha Christie, “Quiet Man”,</p>	<p><b>UNIT 2: Recognizing a Hero</b></p> <p><i>Reading Literature 9-10 Key Ideas and Details</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>(9-10.RL.1)</b></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. <b>(9-10.RL.2.)</b></p>	<p><b>Who can be a Hero?</b></p> <p><b>What qualities do we look for in a hero?</b></p> <p><b>Why do we need heroes?</b></p> <p>Evaluate: Level III Understand Level I Understand Level II Analyze Level II and III Evaluation Level I</p>	<ul style="list-style-type: none"> <li>✓ I will cite examples from the text when I answer questions.</li> <li>✓ I will explain my opinion of the text using textual support.</li> <li>✓ I will analyze the plot for character actions as well as motivations.</li> <li>✓ I will analyze themes in the story for information that can be applied to real life</li> <li>✓ I will create an essay explaining my position on a topic related to the story.</li> </ul>	<p>Protagonist Foil Conflict Antagonist Omniscient Analyze Evaluate</p>

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	<p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot. <b>(9-10.RL.3)</b></p> <p><b>Text Types and Purposes</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Provide a concluding statement or section that follows from and supports the argument presented. <b>(9-10.W.1)</b></p>		<ul style="list-style-type: none"> <li>✓ I will revise my essay for errors, fluency, and for comprehension</li> <li>✓ I will use textual evidence from the text to support my arguments</li> </ul>	<p>Argument</p> <p>Evidence</p> <p>Archtype</p>
<p><b>1st Quarter</b> 3 weeks. September</p> <p>Text: “The Absolutely True Diary of a Part-Time Indian”, Graphic Organizers Web, Peg Writing Website</p>	<p><b>UNIT 3: Creating a Hero</b></p> <p><b>Key Ideas and Details</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific</p>	<p>Who can become a hero?</p> <p>How are modern heroes created?</p> <p>Where will adventures take you?</p> <p>Why is this book on the banned book list?</p> <p>Would you support the banning or fight against it?</p>	<ul style="list-style-type: none"> <li>✓ I will read “The Absolutely True Diary...” and I will cite evidence that I feel supports the explicit meaning.</li> <li>✓ I will continue reading “The Absolutely True Diary...” and will cite evidence that I feel supports inferences.</li> <li>✓ I will analyze “The Absolutely True Diary...” and I will determine how specific events shape the theme.</li> <li>✓ I will develop an objective summary of Alexie’s Novel using</li> </ul>	<p>Semi-autobiographical</p> <p>Comical</p> <p>Humor</p> <p>Banned</p> <p>Sarcasm</p> <p>Defense mechanism</p> <p>Persuade</p> <p>Appropriate audience</p> <p>Idiom</p> <p>Expository</p>

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<p>You tube video explaining about the banning of Diary Alexie news article</p>	<p>details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot. (9-10.RL.3)</p> <p>Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.RL.4.)</p>	<p>Evaluate: Level III) (Understand Level I) (Understand Level II) (Analyze Level II and III) (Evaluation Level I) (Evaluation Level II)</p> <p>Foundations of Learning: Basic Skills &amp; Concept Strategic Thinking Recall and Reproduce</p>	<p>the information I developed in my analysis.</p> <ul style="list-style-type: none"> <li>✓ I will develop a plot line through my reading of “The Absolutely True...”</li> <li>✓ I will analyze the characterization within Alexie’s Novel describing how they form.</li> <li>✓ I will evaluate how the characters within “The Absolutely True...” effect the plot (sequence of events) in the story.</li> <li>✓ I will examine how the author’s use of figurative language has an effect on meaning and tone.</li> </ul>	<p>Distinguish</p>
<p>1<sup>st</sup> Semester 2<sup>nd</sup> quarter</p> <p>6 weeks</p> <p>-textbook: Odyssey -review game -The Storyteller: the Greek Myths Video -1980/2013 Superman Movie -1998 Version of the Odyssey movie</p>	<p><b>Unit 4: The classical Hero</b></p> <p><b>Key Ideas and Details</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)</p> <p><b>Craft and Structure</b></p>	<p>Have heroes changed since we have started telling about them?</p> <p>How does a hero form?</p> <p>What is a significant turning point?</p>	<ul style="list-style-type: none"> <li>✓ I will begin reading the text and I will cite evidence that I feel supports the explicit meaning.</li> <li>✓ I will analyze the work and I will determine how specific events shape the theme.</li> <li>✓ I will develop an objective summary of the Novel using the information I developed in my notes.</li> <li>✓ I will evaluate how the characters effect the plot (sequence of events) in the story.</li> <li>✓ I will explain my inferences using the text.</li> </ul>	<p>Classical</p> <p>Greek</p> <p>Hedonistic</p> <p>Metaphor</p> <p>Extended metaphor</p> <p>Idiom</p> <p>Coherence</p> <p>Anticipate</p> <p>Coherence</p> <p>Imply</p> <p>Figurative</p> <p>Literal</p>

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	<p>Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.RL.4.)</p> <p><b>Integration of Knowledge and Ideas</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.RL.7) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.RL.9)</p>		<ul style="list-style-type: none"> <li>✓ I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme.</li> <li>✓ I will create a plot line of events in the story.</li> <li>✓ I will compare this story to others that have similar themes</li> <li>✓ I will apply the themes from the story to other stories</li> </ul>	<p>Descriptive language</p> <p>Verse</p> <p>Epic hero</p> <p>Epic poem</p> <p>Epiphany</p>
<p><b>2<sup>nd</sup> Semester</b> <b>3<sup>rd</sup> Quarter</b></p> <p><b>2 weeks</b> Poetry including but not limited to: “Ode to a Grecian Urn” Keats, “Aede and the Clothes of Heaven” W.B. Yeats, Lewis Carroll</p>	<p><b>Unit 5: POETRY</b> <b>Reading Literature 9-10</b> <b>Key Ideas and Details</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p>	<p>Why is it appropriate to write some things in verse compared to prose?</p> <p>Why are some topics better suited to be written about in verse?</p>	<ul style="list-style-type: none"> <li>✓ I will read a variety of poems and analyze for theme and message</li> <li>✓ I will use the text to support my arguments</li> <li>✓ I will mimic the style of professional poets without plagiarizing</li> <li>✓ I will create a poem of my own choosing from a choice of styles.</li> </ul>	<p>Limerick</p> <p>Sonnet</p> <p>Narrative poem</p> <p>Lyrical poem</p> <p>Meter</p> <p>Iamb</p> <p>Pentameter</p> <p>Metaphor</p>

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Firework- Katy Perry Web, Peg Writing Website,	<b><i>Production and Distribution of writing</i></b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. <b>(9-10.W.4)</b> )		✓ I will present on my poet and poems and explain their significance and purpose	Simile
3 <sup>rd</sup> Quarter  (Approx 5-6 weeks)  Text book: Romeo and Juliet/ Midsummer Night’s Dream internet sources, teaching guide <u>Shakespeare for Dummies</u> , <u>Shaking Hands with Shakespeare</u> , Youtube video “Brush Up your Shakespeare”, Arizona Highways Article: “The Bard that tamed the West”	<b>UNIT 6: A Poet by any other name?</b>  <b>Key Ideas and Details</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)  Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)  <b>Craft and Structure</b> Determine a the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.(9-10.RL.4.)	Why do people still read Shakespeare after 400 years?  How should this be consumed? (read, watched, performed)  How does a play make the story come alive compared to a novel? How has this story been adapted into “modern” audiences?  <b>Foundations of Learning:</b>  Basic Skills & Concept Strategic Thinking Recall and Reproduce	✓ I will read a Drama and will cite evidence that I feel supports inferences. ✓ I will develop an objective summary of the play using the information I developed in my notes. ✓ I will develop a plot line through my reading. ✓ I will evaluate how the characters effect the plot (sequence of events) in the story. ✓ I will explain my inferences using the text. ✓ I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme. ✓ I will create a plot line of events in the story. ✓ I will understand why authors choose different Literary devices.	Monologue Dialogue Soliloquy Dialect Clown Motley Prose Verse Iamb Pentameter b/Bard Aside

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	<p><b><i>Integration of Knowledge and Ideas</i></b></p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.RL.7)</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.RL.9)</p>		<ul style="list-style-type: none"> <li>✓ I will discuss in class why a play is more powerful for this topic than reading a story.</li> <li>✓ I will rewrite a scene from the play using prose instead of dialogue.</li> <li>✓ I will summarize each scene/act of the play.</li> <li>✓ I will evaluate how the characters effect the plot (sequence of events) in the story.</li> </ul>	
<p><b>4th quarter</b></p> <p><b>(approx.) 2.5 weeks</b></p> <p>resources for persuasion, resources on propaganda, examples of ads, examples of propaganda, fundamental writing knowledge, resources via print and web.</p>	<p><b>UNIT 7: Breaking the Code/ Are you aware you’re being persuaded?</b></p> <p><b><i>Craft and Structure</i></b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <b>(9-10.RI.5)</b></p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <b>(9-10.RI.6)</b></p> <p><b>WRITING INFORMATIVE TEXTS</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for</p>	<p>How are we affected by advertisements, propaganda, and public service announcements?</p> <p>How does persuasion effect our beliefs about ads and propaganda?</p> <p>What happens if you are aware you are being attacked by persuasion?</p> <p><b>Foundations of Learning:</b> Basic Skills &amp; Concept Strategic Thinking Recall and Reproduce</p>	<ul style="list-style-type: none"> <li>✓ I will analyze several ads for persuasion techniques</li> <li>✓ I will evaluate the effectiveness of several ads.</li> <li>✓ I will categorize ads by the type of persuasion used, audience, and type of logic it appeals to</li> <li>✓ I will create a public service announcement, product ad, and a piece of propaganda</li> </ul>	<p>Ad</p> <p>Commercial</p> <p>Propaganda</p> <p>Bandwagon</p> <p>Persuasion</p> <p>Glittering generalities</p> <p>Name calling</p> <p>Logos</p> <p>Ethos</p> <p>Pathos</p> <p>Audience</p>

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Computer-Word,	writing types are defined in standards 1–3 above. <b>(9-10.W.4)</b> Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ. 9-10.W.4)</b>			
<p><b>4<sup>th</sup> quarter</b></p> <p><b>4-5 weeks</b></p> <p>Novel: Fahrenheit 451</p> <p>Teacher guide Fahrenheit 451 video</p>	<p><b>Unit 8: “A Man who will give up a little liberty for security, deserves neither”</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>(9-10.RL.1)</b></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <b>(9-10.RL.2)</b></p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <b>(9-10.RL.3)</b></p>	<p>Why do people give up freedom for security?</p> <p>What came make people change their entire outlook on life?</p> <p>How does someone who could be considered a villain become a hero?</p> <p>Foundations of Learning</p> <p>Basic Skills &amp; Concept Strategic Thinking</p> <p>Recall and Reproduce</p>	<ul style="list-style-type: none"> <li>✓ I will develop a plot line through my reading.</li> <li>✓ I will evaluate how the characters effect the plot (sequence of events) in the story.</li> <li>✓ I will explain my inferences using the text.</li> <li>✓ I will create a word cloud that includes characters, quotes, themes, and symbols from the story.</li> <li>✓ I will create a public service announcement that speaks out to the banning or burning of books/ideas</li> </ul>	<p>Symbolism</p> <p>Allegory</p> <p>Propaganda</p> <p>Characterization</p> <p>Explicit</p> <p>Contrast</p> <p>Compare</p> <p>Application</p> <p>Refine</p> <p>Intrinsic</p> <p>Fundamental</p> <p>Generalization</p> <p>Subjective</p> <p>Objective</p>