



**Grade Level: Ninth Grade**

**Subject: English Language Arts**

**2026/2027**

**Year-Long EQ:** How do individuals use language, storytelling, and knowledge to navigate power, shape identity, and influence justice across contexts?

**What does a ninth grader need to know?**

By the end of the year, a 9th-grade student should demonstrate the ability to:

**1. Read and Analyze Complex Texts (Fiction & Nonfiction)**

- Analyze **theme, central idea, and character development** across texts such as *Antigone* and *Frankenstein*
- Evaluate how authors use **structure, figurative language, and archetypes**
- Compare perspectives across literary and informational texts

**Indiana Standards:**

- **RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.9**
- **RN.9-10.2, RN.9-10.3, RN.9-10.4**

**2. Analyze and Evaluate Arguments & Rhetoric**

- Identify and evaluate **claims, evidence, and reasoning**
- Analyze rhetorical strategies (ethos, pathos, logos) in speeches like Letter from Birmingham Jail
- Critically assess credibility and bias in media and informational texts

**Indiana Standards:**

- **RN.9-10.1, RN.9-10.8**
- **SL.9-10.3**

### **3. Conduct Research and Synthesize Information**

- Develop and refine **research questions**
- Gather and evaluate **credible sources**
- Integrate and cite evidence to support claims
- Avoid plagiarism and follow standard citation formats

#### **Indiana Standards:**

- **W.9-10.7, W.9-10.8, W.9-10.9**

### **4. Write Effectively Across Genres**

- Write **argumentative essays** with clear claims and evidence
- Produce **informational writing** that explains complex ideas
- Craft **narratives** using structure, voice, and figurative language

#### **Indiana Standards:**

- **W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6**

### **5. Speak, Listen, and Collaborate**

- Participate in **structured discussions and Socratic seminars**
- Present information clearly and adapt speech to audience and purpose
- Evaluate others' arguments and respond thoughtfully

#### **Indiana Standards:**

- **SL.9-10.1, SL.9-10.4, SL.9-10.6**

### **6. Build Academic Vocabulary and Language Skills**

- Determine meaning of words using context and reference tools
- Understand figurative language and nuance
- Apply conventions of standard English in writing and speaking

#### **Indiana Standards:**

- **L.9-10.4, L.9-10.5, L.9-10.6**

## Grade 9 ELA – Yearlong Pacing Guide

### Quarter 1 – Unit 1: Identity, Power, and Moral Choice

Week	Focus	Texts	Skills	Assessments
1	Introduction to Archetypes & Inquiry	Intro materials, short myths	Archetypes, inquiry questions	Diagnostic writing
2	Civic Conflict & Authority	<i>Antigone</i> (Prologue–Parodos)	Close reading, annotation	Reading checks
3	Moral Choice & Character	<i>Antigone</i> (Episodes)	Character analysis, theme	CER responses
4	Justice vs Law	Letter from Birmingham Jail	Argument analysis, rhetoric	Short analysis
5	Philosophical Foundations	Civil Disobedience	Comparing arguments	Seminar prep
6	Research Skills	Articles from Newsela	Source evaluation, annotation	Source check
7	Writing Workshop	Multiple sources	Claim–evidence–reasoning	Draft essay
8	Argument Essay	All texts	Synthesis, citation	Final essay

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### Quarter 2 – Unit 2: Rhetoric and Influence

Week	Focus	Texts	Skills	Assessments
9	Rhetorical Situation	Intro speeches	Audience, purpose	Quick write

10	Classical Rhetoric	I Have a Dream	Ethos, pathos, logos	Annotation
11	Persuasion & Voice	Ain't I a Woman	Tone, repetition	Analysis paragraph
12	Media Literacy	Ads, commercials	Visual rhetoric	Media analysis
13	TED Talks Analysis	Selected talks	Delivery, structure	Reflection
14	Comparative Analysis	Multiple texts	Rhetorical comparison	Timed write
15	Writing Workshop	Student-selected texts	Rhetorical analysis writing	Draft
16	Performance Task	All texts	Speaking & analysis	Speech + final essay

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### Quarter 3 – Unit 3: Knowledge, Ethics, and Responsibility

Week	Focus	Texts	Skills	Assessments
17	Introduction to Ethics	Intro case studies	Discussion, questioning	Journal
18	Science & Responsibility	Frankenstein (Vol. I)	Theme, context	Reading quiz
19	Perspective & Consequences	<i>Frankenstein</i> (Vol. II)	Multiple perspectives	CER writing
20	Human Ambition	<i>Frankenstein</i> (Vol. III)	Symbolism, archetypes	Discussion
21	Modern Ethical Issues	Informational texts	Text connections	Source analysis

22	Research Process	Multiple sources	Research question development	Proposal
23	Writing Workshop	Research sources	Synthesis, citation	Draft paper
24	Research Paper	All sources	Argument + research	Final paper

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#### **Quarter 4 – Unit 4: Storytelling and Human Experience**

<b>Week</b>	<b>Focus</b>	<b>Texts</b>	<b>Skills</b>	<b>Assessments</b>
25	Narrative Foundations	Short stories	Plot, structure	Quick write
26	Voice & Style	The House on Mango Street (excerpts)	Voice, vignette style	Response
27	Archetypes in Stories	Various texts	Archetype application	Creative task
28	Figurative Language	Poetry & prose	Imagery, symbolism	Practice writing
29	Narrative Development	Student writing	Drafting	Peer review
30	Revision Strategies	Student writing	Editing, structure	Revised draft
31	Final Narrative	Student writing	Craft and coherence	Final narrative
32	Reflection & Portfolio	All work	Metacognition	Portfolio submission

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#### **Instructional Notes**

- Each week assumes ~4–5 instructional days
- Built-in flexibility for reteaching, assessment, and differentiation
- Writing workshops should include **mini-lessons + conferencing**
- Speaking/listening embedded throughout (Socratic seminars, presentations)