

## Scope and Sequence

Course / Grade Title: English 9					
Course / Grade Content:		Student Activities		Assessment(s)	Differentiation
<p>What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.</p>		<p>What will students do to demonstrate their learning?</p> <p>What cross-content integration is there with literacy? (Include CCSS for History, Science, and the Technical Subjects where applicable)</p>		<p>What common assessments (formative and/or summative) will be used to measure student progress and achievement?</p> <p>(These may remain the same or require minimal changes for subsequent units)</p>	<p>How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?</p> <p>(These may remain the same or require minimal changes for subsequent units)</p>
Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Essential Standards (Include the SMP for Math)			
<p><b>Unit 1</b> <b>Fix My Life</b> <b>3 weeks</b></p>	<p>“A Raisin in the Sun”</p>	<p>CCSS 9-10.1 - citing specific examples CCSS 9-10.2 - theme development CCSS 9-10.3 - character analysis</p>	<p>As a life coach, assess the challenges facing a character in the play <i>A Raisin in the Sun</i> and create a coaching product to guide him/her toward a more fulfilling life (defining success for the character based on text).</p>	<p>IAKT Drafts of product Discussion board posts</p>	<p>Number of goals in IAKT reduced</p>

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<b>Unit 2</b> <b>Striver’s Row</b> <b>3 weeks</b>	<b>Harlem Renaissance</b>	CCSS RL9-10.2 – theme and central idea development CCSS RL9-10.3 – character development CCSS SL9-10.1C – posing and responding to questions CCSS W9-10.6 – publishing writing content	Students will create a mini textbook about the Harlem Renaissance	Poetry Analysis Close Reading and Annotation of selections Peer critique	Textbook requirements
<b>Course / Grade Content:</b>			<b>Student Activities</b>	<b>Assessment(s)</b>	<b>Differentiation</b>
<b>Unit 3</b> <b>Genius Hour</b> <b>3 weeks</b>	Research and the Writing Process	CCSS W.9-10.2 - informative/explanatory writing CCSS W.9-10.3 - narrative writing CCSS W.9-10.7 – research CCSS SL9-10.2 – integrating and evaluating multi-media sources	Students will choose a research topic and then complete a research paper and a public product.	Drafts TORTURE peer/self revision tool	Complexity of writing requirements
<b>Unit 4</b> <b>This Is NPR@ECHS</b> <b>3 weeks</b>	Informational text Speaking Reading Fluency	CCSS RI9-10.4 – determining meaning of words and phrases CCSS RL9-10.5 – author’s purpose CCSS RL9-10.6 – point of view and rhetoric CCSS SL9-10.4 – presenting with an organized line of reasoning	Students will analyze informational texts to create a podcast segment for NPR@ECHS	Roots and Affixes Discourses	Length of podcast Complexity of topic

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<b>Unit 5</b> <b>Shake it Up,</b> <b>Shakespeare</b> <b>3 weeks</b>	Shakespeare	CCSS SL9-10.5 – analyzing author’s choice and the effects on the story CCSS SL9-10.7 – various representations of a similar theme CCSS RL9-10.9 – influence of authors	Students will read, analyze and interpret one of Shakespeare’s canonical selections	Reflections Text to World application	Leveled versions
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