

# Scope and Sequence

Course / Grade Title: ELA/10th			
Course / Grade Content:			
<p><b>Course / Grade Content:</b> Students will read and write to identify, examine, analyze and write about how an author crafts different types of genres.</p> <p><b>Key Ideas and Details:</b> CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.RL.9-10.5 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.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.RL.9-10.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-LITERACY.W.9-10.1 <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out</p>	<p style="background-color: yellow;"><b>Student Activities</b></p> <p><b>Table Activities</b>, Frayer diagram, KWL chart, Historical research ppt., jigsaw, oral presentation</p>	<p style="background-color: yellow;"><b>Assessment(s)</b></p> <p>A mimic memoir, informative power point presentations, charts, non-linguistic self-reflections; written self-reflections, a letter to the author.</p>	<p style="background-color: yellow;"><b>Differentiation</b></p> <p>(These may remain the same or require minimal changes for subsequent units)</p> <p>KWL Chart, Group Collaboration Learning, Oral presentation, Paired and Table Group assignments;</p>

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<p>the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 <a href="#">here</a>.) CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and</p>			
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<p>audiences.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 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.</p> <p>CCSS.ELA-LITERACY.RL.9-10.5 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.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>					
<p><b>Unit #1 - NonFiction</b> <b>To Read Or Not To Read – A Study In Identity</b></p> <p><b>Anchor Text</b> “How it Feels to be Colored Me” – Zora Neale Hurston</p> <p><b>Time Period:</b> 4 weeks</p>	<p><b>Big Ideas / Topics / Key Concepts</b> Author’s Craft and Analysis: Figurative Language, Word Choice, Syntax, Tone, Main Idea, Key Details Writing: Summary, Text-to-Self, Text-to-Society, Text-to-Self</p>	<p><b>Standards</b> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.9</p>			
<p><b>Unit #2 - NonFiction</b> <b>My Way or Thee View</b> How does the reader determine what the writer says, thee way, versus what the reader thinks, my way?</p>	<p><b>Big Ideas</b> Key details; main idea, author’s message, author’s purpose, connotation, denotation, language conventions, annotation, close reading</p>	<p><b>Standards</b> CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.W.9-10.2</p>	<p><b>Student Activities</b> Marking the text, KWL, Close Reading, Annotating, Summary Writing Frame, Proofreading and Editing, Flow Chart, T-Chart,</p>	<p><b>Assessments</b> Annotating, Note taking, Summary, Oral Presentation</p>	<p><b>Differentiation</b> Choice: Powerpoint, TED Talk, poem, song, poster, podcast, game, trifold;  KWL Chart, Group Collaboration Learning,</p>

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<p>Students will close read through the lens of a critic and write an objective summary that will be published in the student handbook for 9<sup>th</sup> graders.</p> <p><b>Anchor Text:</b> "15 Critical Facts Everyone Should Know About Summer Learning Loss" and other AoW's</p> <p><b>Time Period:</b> 3 Weeks</p>		<p>CCSS.ELA-LITERACY.W.9-10.9</p>	<p>Reader Response</p>		<p>Oral presentation, Paired and Table Group assignments;</p>
<p><b>Unit #3 - Fiction</b> The Luck of the Draw</p> <p>Are traditions the same for all people and should these traditions be followed blindly?</p> <p>Students will examine the theme of tradition, conduct research, create an artifact and write a research essay that explain how traditions are not the same for everyone.</p> <p><b>Anchor Text:</b> "The Lottery" Shirley Jackson</p> <p><b>Time Period:</b> 4 Weeks</p>	<p><b>Big Ideas:</b> Literacy: Character Analysis, Character Motive, Story Elements, Dialogue, Historical context; Writing: Research skills: plagiarism, attribution, citations, MLA, in text citations, Works Cited, reliable sources</p>	<p><b>Standards</b> CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.1.C CCSS.ELA-LITERACY.W.9-10.1.D CCSS.ELA-LITERACY.W.9-10.5 CCSS W.9-10.2 CCSS SL9-10.2 – integrating and evaluating multi-media sources CCSS.ELA-LITERACY.W.9-10.8</p>	<p><b>Student Activities</b> Anticipation Guide, KWL, Survey, Reflections: Text-to-Society, Text-to-Self;</p>	<p><b>Assessments</b> Character Analysis Chart Story Elements Identification and Analysis</p> <p>Research at least 3 other countries/societies to find traditions that are performed in those cultures and compare those traditions to your own traditions or to U.S. traditions, in order to answer the DQ—are traditions the same for all people and should these traditions be followed blindly.</p>	<p><b>Differentiation</b> Collaborative Learning Small group instruction PBL</p> <p>KWL Chart, Group Collaboration Learning, Oral presentation, Paired and Table Group assignments;</p>

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<p><b>Unit #4 – Drama</b> Is Justice Blind? Students will read a play to examine how character affects point of view.</p> <p><b>Anchor Text:</b> “12 Angry Men” Reginald Rose</p> <p><b>Time Period:</b> 4 Weeks</p>	<p><b>Big Ideas</b></p> <p>Literary Elements: script, plot structures, suspense, theme, setting, language, monologue, dialogue, empathy; stage directions; character development; inference, sarcasm, irony, connotative meaning, slang, dialect, Special Vocabulary: plaintiff, defendant, jury, justice, foreman,</p>	<p><b>STANDARDS</b></p> <p>CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.5</p> <p>CCSS RI9-10.4 CCSS RL9-10.5 CCSS SL9-10.6 CCSS SL9-10.4 CCSS.ELA-LITERACY.W.9-10.5</p>	<p><b>Student Activities:</b> Paired Activity, Think Writes, Socratic Seminar, Peer reviews; conduct interviews, group and paired reading; debate; mock jury; role playing</p>	<p><b>Assessments</b> Argumentative Essay Character Analysis Rewrite Ending</p>	<p><b>Differentiation</b> KWL Chart, Group Collaboration Learning, Oral presentation, Paired and Table Group assignments;</p>
<p><b>Unit #5 – Poetry</b> “Twinkle, Twinkle, Little Star” Students will compare the style and craft of poetry to compare and contrast poetry to other genres.</p> <p><b>Anchor Texts</b> “Harlem,” (Langston Hughes) “Daffodils,” (William Wordsworth), “Fire and Ice” (Robert Frost)</p> <p><b>Time Period:</b> 3 Weeks</p>	<p><b>Big Ideas</b></p> <p>Figurative Language, poetic devices, mood, end rhyme, stanza, etc., genre comparison,</p>	<p><b>Standards</b></p> <p>CCSS.ELA-LITERACY.W.9-10.3.D</p> <p>CCSS.ELA-LITERACY.W.9-10.3</p>	<p><b>Student Activities</b> Non-linguistic representations, pair/share, peer review, recitation, poet research; Venn diagram, T-charts, annotations; recitation and public speaking; peer practice</p>	<p><b>Assessment</b> Original poem, Poetry Slam, analysis of poem,</p>	<p><b>Differentiation</b> Collaborative groups, Non-linguistic representations, speaking, Venn diagram, charts</p>

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