

## Scope and Sequence

Course / Grade Title: English 9					
Course / Grade Content:		Student Activities		Assessment(s)	Differentiation
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.		What will students do to demonstrate their learning?  What cross-content integration is there with literacy? (Include CCSS for History, Science, and the Technical Subjects where applicable)		What common assessments (formative and/or summative) will be used to measure student progress and achievement?  (These may remain the same or require minimal changes for subsequent units)	How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?  (These may remain the same or require minimal changes for subsequent units)
Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Essential Standards (Include the SMP for Math)			
<b>Unit 1</b> <b>Fix My Life</b> <b>3 weeks</b>	"A Raisin in the Sun"	CCSS 9-10.1 - citing specific examples CCSS 9-10.2 - theme development CCSS 9-10.3 - character analysis	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).	IAKT Drafts of product Discussion board posts	Number of goals in IAKT reduced

## Scope and Sequence

<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

## Scope and Sequence

<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
--	-------------	---	--	---	------------------