**Niagara Falls HIGH SCHOOL – ENGLISH IN GRADES 9 AND 10**

The curriculum in grades 9 and 10 provides students with opportunities to develop not only critical literacy skills outlined in the [Next Generation English Language Arts Learning StandardsOpens in a new browser tab](http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf), but also, proficiency in the "Seven C's" of 21st century competencies: ***C***ritical thinking, ***C***ommunication, ***C***reativity, ***C***ollaboration, ***C***ompassion, ***C***ontent Mastery, and ***C***ultural Awareness.

Students in grade 9 will take either English 9R or English 9ACC; students in grade 10 will take either English 10R and 10ACC.

Differences in the degree of instructional scaffolding, pacing, and workload are what primarily distinguish an H-Level course from an R-Level course, but the thematic content and the Next Generation ELA Learning Standards remain the same for all students.

GRADE 9: English-9 courses (both R and ACC levels) focus on the themes of *identity formation* and *coming of age*.  Student-produced writing assignments fall into three categories: narration, text analysis, and argument. Students also prepare an annotated bibliography as part of their investigation into an authentic research question, which culminates in the production of a formal research paper.

GRADE 10: English-10 courses (both R and ACC levels) focus on the theme of *the individual within the society*.  Students build upon the foundation of ninth grade, further developing their writing and language use skills in narrative, text analysis, and argumentative modes of expression, with greater independence and sophistication.

There are no prerequisites for any English courses offered at Niagara Falls High School.  However, we encourage students to have discussions with their parents, counselors, and English teachers, to consider their prior academic performance in English classes, and to assess the degree to which they enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

There is no standardized New York State ELA exam in grades 9.  Students will take the [NYS English Language Arts Regents Exam](http://www.nysedregents.org/hsela/) at the end of grade 10.

**Quarter 1**

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| New York State Standards | Examples of Learning Targets |
| **Reading Literature** · 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. · 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. · RL.9-10.3 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. · 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). Reading Informational Text · RI.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. · RI.9-10.2 Determine a central idea of a text and analyze 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 · RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. · RI.9-10.4 -Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**Review of writing process** · W.9-10.4 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.) · 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 on page 61.) · 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 · W.9-10.9 Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”). b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) | I can statements:I can cite textual evidence to support both explicit andinferred ideas in literature. (RL1)I can determine central ideas or themes and summarize literarytexts. (RL2)I can analyze complex characters. (RL3)I can interpret words and phrases for connotation, tone and figurative language. (RL4)I can cite textual evidence to support both explicit andinferred ideas in nonfiction. (R11)I can determine central ideas and summarize nonfiction. (RI2)I can analyze how an author relays a series of ideas orevents. (RI3)I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)I can write for a variety of tasks, audiences, and purposes. (W4) |

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| Speaking and Listening |  |
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| 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify personal views and understanding and make new connections considering the evidence and reasoning presented. 9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.  |

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| **Suggested Literature** **(*\*Additional resources and copies of texts, can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.*** | **Literary Elements and Techniques** | **Assessments and Evaluation\****(See Grade 9 Folder in English team for various resources and tasks)****\*\*Use suggested texts and resources to address the following questions and tasks** |
| Central Themes**: Overcoming Adversity/ Searching for Identity****List of following texts are exemplars for literary elements, figurative language, and assess knowledge and understanding.** **Teachers may elect to use some or all of the texts below during this quarter.** “American History” by Judith Ortiz Cofer  “Fish Cheeks” by Amy TanExcerpt from I Know Why the Caged Bird Sings by Maya Angelou  “Sympathy” by Paul Lawrence Dunbar (Poem) *Speak* by Laurie Halse Anderson*House on Mango Street* by Sandra Cisneros*Monster* by Walter Dean Meyers“Music for My Mother”“Immigrant Contribution***\*Additional resources, copies of texts, and resources can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources and skill building, and unit end assessments as PDF Files.***  | The following literary strategies, genres, and techniques should be taught during this quarter. Use the suggested texts to the left to assist in addressing the following:  Elements of a nonfiction narrative or memoir Classic Plot Outline (Exposition, Rising Action, Climax, Falling Action, Resolution) Internal conflict vs. External Conflict First Person Point of View vs. Third Person Point of ViewSymbolism Metaphor Simile Personification  | Questions below to be addressed in journals, through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.W**hat are the elements of narrative nonfiction or memoir?** **How do authors develop stories?** **How do authors develop characters?** **How do authors create conflict in stories?****How do authors’ lives and learned experiences influence their characters and writing?** **How do characters overcome adversity or difficult situations?** **How do characters like Melinda or Steve Harmon grow or change from unexpected life challenges?** ***\*The Following resources can be found in the shared English Folder on teams under 9th grade q1 folder.*** Baseline for Argument (common task)These 2 tasks (below) are pre-tests/assessments for the Regents exam. they are department –made tasks that mirror the tasks students will see on the Regents exam.Task 3- Literary Text Analysis (*Speak or other literature covered in class*)Task 2 Source-based Argument Essay (*Speak or other literature covered in class*)Short Responses- Quick write in class to make connections to text or to activate prior knowledge (2-4 points)Additional Journal Responses: outline with rubricPreread, summary, literary analysis, and personal response. Journal responses can be teacher created and can be assigned in Nearpods, Forms, traditional class notebooks, or student-friendly packets. Notes should prepare students for end of unit Argument essay and interim. Mini Research for Bigger Text (*Speak*)MLA citing of research documentsRewording text to use (summarizing and analysis)Students should take the interim below to help the teacher assess student understanding of Argument writing. [Interim Regents 1 -"SLEEP"](https://nfschools.sharepoint.com/%3Aw%3A/s/EnglishDept/EWGdKDGzOr5On2A_Rs3zSFwB8SBCuaRzBBT5lSIfa8dfnQ?e=TmZmVH) |
| Electronic ResourcesNearpods/Forms/Videos | Enrichment/Scaffolding |
| Resources below are enrichment activities and resources to help practice skills or introduce skills. These can may be modified and used to practice skills. These can be used as homework or used by the teacher as they see fit. [Metaphor, Simile, Personification Practice Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUQkkxWUdDNkc1UjZHMkNCUFBORlRSUjBXRC4u&sharetoken=eOCAo0Mgoqs9pI0MnlY3) [Metaphor, Simile, Personification Practice Form #2](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUNjk1UUY3WTdYQzJEN1ExQUo3QVgyM01IUC4u&sharetoken=e7QH7sbBrNmzBZuQ5Sda) [Symbolism Form Practice](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUM0xRTlNBSVpIVUpZVkkzM05LNDlBWVFVMy4u&sharetoken=IolSUugfnDf6KYJ4KS8P) [Speak Metaphor and Simile Nearpod](https://share.nearpod.com/e/J2AiBQdA6hb) [Similes and Metaphors Nearpod](https://share.nearpod.com/e/L3HYh1jA6hb)[Maya Angelou Nearpod](https://share.nearpod.com/e/tviH9ahA6hb)  [Maya Angelou Poetry Analysis Digital Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUQjBUS0NRMjdBRVlBREQ1WEgwOVVQREw3OC4u&sharetoken=ebu4W3rEG4VoJJXWwQy7) [Speak quiz](https://share.nearpod.com/e/iFj6yzuA6hb)["Caged Bird" Poem Nearpod](https://share.nearpod.com/e/us1OBNJA6hb)  [Monster Juror Notes and Argument essay question](https://nfschools-my.sharepoint.com/%3Aw%3A/g/personal/bcollins_nfschools_net/EcWpgY5ijghJof9GsuKo7A0BRSvJGMtbghtVYbxpuLwC2g) | Topics for Research Narrowed down to 3-4 with one article of 3 provided. Poster as final product for Learning Stations and collaboration.Enrichment: MLA formatting taught with 1st mini-research- 2 page paper final product. Organizers, outline, sentence starters as needed. Use of models for all students.Conferencing and setting 2 writing goals based on discussion. Abridged versions of various readingTo enrich students in their reading and vocabulary, teachers are suggested to enroll students in Membean. Use the site below to register students. <https://www.membean.com/> |

**Quarter 2**

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| New York State Standards | Examples of Learning Targets |
| **Reading Literature** · **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. · **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. · **RL.9-10.3** 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. · **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). Reading Informational Text · **RI.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. · **RI.9-10.2** Determine a central idea of a text and analyze 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 · **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. · **RI.9-10.4** -Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**Review of writing process** · **W.9-10.4** 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.) · **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 on page 61.) · **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 in-formation and to display information flexibly and dynamically · **W.9-10.9** Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”). b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) | I can statement:I can cite textual evidence to support both explicit and inferred ideas in literature.(RL1)I can determine central ideas or themes and summarize literary texts. (RL2) I can analyze complex characters. (RL3)I can interpret words and phrases for connotation, tone and figurative language. (RL4)I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (R11) I can determine central ideas and summarize nonfiction. (RI2)I can analyze how an author relays a series of ideas or events. (RI3)I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)I can write for a variety of tasks, audiences, and purposes. (W4) |
| Speaking and Listening |  |
| **9-10SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. **9-10SL1b:** Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **9-10SL1d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify personal views and understanding and make new connections in light of the evidence and reasoning presented. **9-10SL2**: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. |  |
| **Suggested Literature (*\*Additional resources and copies of texts, can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.)*** | **Literary Elements and Techniques** | **Assessments and Evaluation (\*See Grade 9 Folder in English team for assessments and tasks)****\*\*Use suggested texts and resources to address the following questions and tasks** |
| Central Themes**:** **Conflict Resolution/Change** **“I Have a Dream” Martin Luther King****Amanda Gorman “The Hill We Climb”** **“The Express” Scholastic Play** **\*\*\*excerpts from movie to support**Walter Dean Myers “Monkey Man,” “Baddest Dog in Harlem”Todd Strassler “On the Bridge”Langston Hughes (Poetry)“Dreams” and Dream Deferred” “Mother to Son” Task 3 The Hate You Give by Angie Thomas | The following literary strategies, genres, and techniques should be taught during this quarter. Use the suggested texts to the left to assist in addressing the following: Descriptive writing, imagery, sensory details, figurative language, diction and, setting. Reading Poetry: Rhyme Scheme, Tone, mood, Rhythm, Repetition, Imagery, Figurative Language, and ThemeTeachers may want to use the acronym S.O.A.P. to analyze speeches Point of view, figurative language, symbolism, rhetoric, logos, pathos, ethos, rhetorical questioning, repetition,  | **Baseline for Argument (9 th grade common task) on-demand essay**Questions below to be addressed in journals, through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.How can words make change? What is diction? How do authors use diction? What is detail? How do authors use detail? How do author’s establish setting and tone? How do authors use figurative language to make claims and develop stories? How do authors use figurative language to write poetry? Students should know how to analyze speeches. Students should know to analyze poetry. Students should be able to differentiate claims and make claims based on evidence from varying text genres. Why is it difficult to stand up for what is right? Why is doing what’s right not always the most popular? How do authors use figurative language to develop story elements? What are elements of good public speaking? How do speakers use rhetorical strategies to support and establish claims? Journal Responses: Journal responses can be teacher created and can be assigned in Nearpods, Forms, traditional class notebooks, or student-friendly packets. Notes should prepare students for unit end tasks. Task 3- Text Analysis of “Mother to Son” Langston HughesTask 2 Variety of Scholastic/current events articles for argument)- pick one topic and research 2nd resource- write short argument paper. RACE-Essay structure with counterclaim***Students will write an argument essay using the interim Task 2 assignment below: Teachers are suggested to use Interim 1 to plan, conference and improve student performance on Interim 2.*** [Interim 2- "Video Games"](https://nfschools.sharepoint.com/%3Aw%3A/s/EnglishDept/EbKreoSP525GtYeSt09BbzEBON4Kf0yinnYMSj2x9QyqoA?e=7QmUom) |
| Electronic ResourcesNearpods/Forms/Videos ***(\*Resources below are enrichment activities and resources to help practice skills or introduce skills. These can may be modified and used to practice skills. These can be used as homework or used by the teacher as they see fit.)*** | Enrichment/Scaffolding |
| [Literary Device Nearpod Review with Poetry analysis](https://share.nearpod.com/e/jNz3Hxe07hb)[Imagery Digital Form Worksheet](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdURVM3UEtVNU1DNVhFVTM3UTRER0U0OVFFNS4u&sharetoken=e8Yii0vmH5s9rRC2Ldr5)  [Tone and Mood Nearpod](https://share.nearpod.com/e/MHoFQq62hib)[Recognizing Figurative Language in Poetry](https://share.nearpod.com/e/s1CyGpa3hib) [Diction Practice Form Digital Worksheet](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhLbOOnxOeD5InJaJclNWq3VUNUQ5TTU1Uk1aMUtRRlNXQ0kyMjVXNENOQyQlQCN0PWcu&sharetoken=5YYadsHpmfnClbQ8cXOd) [Diction Practice Form Digital Worksheet #2](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUNjlKV1U2SUU4NklYWlE3S0NBU09VQ1RUWC4u&sharetoken=lGlLQVqYFjTd6uJsS6L8)[Detail Practice Digital Worksheet](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUMlNNWkRQVzROT01NMEtUNzE4SDFZWFpaWS4u&sharetoken=AXOidL1ipP82rEndnCdH) [Detail Practice Digital Worksheet #2](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdURUkxMEVWWjJFWFRYTVRYNERITE5HS1BKWC4u&sharetoken=TQq9g1wnQXyOmXKfLNVa) [Amanda Gorman Nearpod](https://share.nearpod.com/e/ThwGPK9X7hb) [Amanda Gorman "The Hill We Climb" Nearpod](https://share.nearpod.com/e/KEGELfPY7hb) [How People Protest Nearpod](https://share.nearpod.com/e/atyFzdA2hib)[Is there a right way to protest? Nearpod](https://share.nearpod.com/e/rAYbc4F2hib) [Civil Rights Brainpop](https://youtu.be/tT3EIKmKpaQ) ["I Have a Dream" Rhetoric Nearpod](https://share.nearpod.com/e/8mIuKv0Y7hb) ["I Have a Dream" Rhetoric Nearpod](https://share.nearpod.com/e/FXgl9l3Y7hb) [Logos Pathos Ethos Nearpod #1](https://share.nearpod.com/e/7rm8KAfZ7hb)[Logos Pathos and Ethos Nearpod #2 with article review](https://share.nearpod.com/e/g63ODRlZ7hb) [Video Game Nearpod Argument](https://share.nearpod.com/e/KEGELfPY7hb) [Video Game Addiction Nearpod](https://share.nearpod.com/e/aOulTfXY7hb)[Social Media Argument Nearpod](https://share.nearpod.com/e/UsuMhzc2hib) [Why are people choosing to quit Social Media?](https://share.nearpod.com/e/4Q4daQf2hib)  | Topics for Research Narrowed down to 3-4 with one article of 3 provided. Poster as final product for Learning Stations and collaboration.Enrichment: MLA formatting taught with 1st mini-research- 2 page paper final product. Organizers, outline, sentence starters as needed.Use of models for all students.Conferencing and setting 2 writing goals based on discussion.To enrich students in their reading and vocabulary, teachers are suggested to enroll students in Membean. Use the site below to register students. <https://www.membean.com/> |

**Quarter 3**

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| New York State Standards | Examples of Learning Targets |
| **Reading Literature** · **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. · **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. · **RL.9-10.3** 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. · **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). Reading Informational Text · **RI.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. · RI.9-10.2 Determine a central idea of a text and analyze 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 · **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. · **RI.9-10.4** -Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**Review of writing process** · **W.9-10.4** 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.) · **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 on page 61.) · **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 in-formation and to display information flexibly and dynamically · **W.9-10.9** Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”). b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)**Speaking/Listening** **SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **Language For a scope and sequence of specific language skills, click here.** **L9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **L.9-10.3** Apply knowledge of language to understand how language functions in different con-texts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career read ness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I can statements:I can cite textual evidence to support both explicit and inferred ideas in literature.(RL1)I can determine central ideas or themes and summarize literary texts. (RL2)I can analyze complex characters. (RL3)I can interpret words and phrases for connotation, tone and figurative language. (RL4)I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (R11)I can determine central ideas and summarize nonfiction. (RI2)I can analyze how an author relays a series of ideas or events. (RI3)I can interpret words and phrases for connotation, tone,and figurative and technical meaning. (RI4)I can write for a variety of tasks, audiences, and purposes. (W4)I can evaluate speaker’s point of view, reasoning, and use of evidence. (SL3)I can concisely and logically present information. (SL4) I can utilize phrases and clauses for sentence variety. (L1) I can use MLA and APA format in English classes to cite my sources. (L3) I can use academic vocabulary accurately. |

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| **Suggested Texts** | **Elements and Techniques** | **Evaluation and Assessments and (\*See Grade 9 Folder in English team for assessments and tasks)****\*\*Use suggested texts and resources to address the following questions and tasks** |
|  Theme: Are we the masters of our own fate and destiny? William Shakespeare *The Tragedy of Romeo and Juliet*  \*(Consider scaffolding texts abridged, graphic novel, or alternate versions of the text) “Pyramus and Thisbe” Nonfiction Background about Shakespeare Life and TimesYoung ShakespeareGlobe Theatre England and Elizabethan Era Royal FansNo Females AllowedLanguage influence on modern language James Hurst “The Scarlet Ibis” Richard Connell “The Most Dangerous Game”  | Foreshadowing3 types of Irony (verbal, dramatic, and situational)Figurative Language/ImageryTheme Conflict CharacterizationLanguage Use and repetitionEvolution of English Language (Old English vs. Modern English)-How has our language evolved?  | Questions below to be addressed in journals, through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.Are we the masters of our own fate? Is there a higher power that determines are fate? Do humans have free will and choice? What was life like during the times of Shakespeare? How has Shakespeare influenced the English language? How has the English language evolved?How has Shakespeare impacted modern pop culture? Was Shakespeare the first hip hop artist? How was Shakespeare radical for his time? How do authors use foreshadowing in text? How do authors develop theme through characters and setting? What is a tragedy? Journal Entries: Teachers may want to create journals, packets, Nearpods, or design other lessons to prepare for unit end tasks. Task 2 On demand Source-Based Argument essay: Who is to Blame for the deaths of Romeo and Juliet?Task 3: On demand Literary Text Analysis Sonnet 18: “Shall I Compare Thee to a Summer’s Day?”Short Responses to Issues, Topics, and Themes in Play:Marriage, Love, Friendship, LoyaltyDeveloped essay length Compare and contrast written text to digital interpretation of a text (Baz Luhrmann 1996 **Romeo and Juliet (\*or other movie version of the play vs.** Traditional text) Companion movie for “The Scarlet Ibis”- ***Simon Birch*.** Movie guide. Text Analysis, comparing Doodle and Simon. Exploring Themes and Destiny through discussion or text analysis practice.  |

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| Electronic ResourcesNearpods/Forms/Videos **(*\*Additional resources and copies of texts, can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.)*** | Enrichment/Scaffolding |
| [Shakespeare Reading Comprehension Background Digital Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUNVZWNFdNVVlBV0NPSFNPVkUxSE85VVVMMS4u&sharetoken=CRzcDxU5ekPUjFzqeHtY) [Elizabethan Theater Digital Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUOE5UTFBNS05ONzlBR1kySjZTMTlaSjMyQi4u&sharetoken=BNFhjys0fVIhDOzyTZAg) [Shakespeare Language Activity Digital Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUMUVJRjFLU0FIVlg1OVhKVVZFWU1BNkRKMC4u&sharetoken=ZfEHVxuD5LhVlW5PAnuC) [Akala-Youtube Worksheet Shakespeare or Hip Hop](https://nfschools-my.sharepoint.com/%3Aw%3A/g/personal/cbarstys_nfschools_net/ERhewtGUkNdKgMkH9XhF8gsBueyM78etV-X8S96PUdt0iQ?e=zKSdpR)[Akala Shakespeare or Hip Hop Link?](https://www.youtube.com/watch?v=DSbtkLA3GrY&t=573s) [Shakespeare-The Original Hip Hop Gangster](https://www.youtube.com/watch?v=iIojIWLnMiU&t=25s) [Shakespeare Insults](https://share.nearpod.com/e/d5WObnC2cib)[Romeo and Juliet Interactive Nearpod](https://share.nearpod.com/e/7sANe8J2cib) [John Green Romeo and Juliet Shakespeare](https://share.nearpod.com/e/9wBYF6L2cib) [Irony Digital Worksheet](https://forms.office.com/Pages/ShareFormPage.aspx?id=jYsiWkdgp0OKoxUXopcvhNNfpSI7nvdAirf311bVXxdUOExIMFcxMjZUMjVSTE1WVkVQRERWQkVFNS4u&sharetoken=0zSOg6Vdas6ZmbDRCj41)  | Model Venn DiagramChoices vary depending on class and ability (based on baselines and data).Adapted text as needed for time management and understanding.Choices for enrichment topics on Elizabethan Time Period. MULITMODAL, MULTIPLE INTELLIGENCE Projects: Choices for projects- leveled and shared by difficulty discussed with students. (subjective- for example: building a model Globe great for hand on students- while writing an alternative ending works well for the student who would rather write) |

Quarter 4

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| New York State Standards | Examples of Learning Targets |
| Reading Literature  **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)  **RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **RL.9-10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. Reading Informational Text **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. **RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficient**Review of writing process** · **W.9-10.4** 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.) · **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 on page 61.) · **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 in-formation and to display information flexibly and dynamically · **W.9-10.9** Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”). b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) | I can statements:I can use order of events, flashback, and parallel plot structure to understand text. (RL5)I can use point of view to compare cultural experiences. (RL6) I can read and comprehend literature at grade level. (RL10) I can analyze life stories in print and other media. (RI7)I can read and comprehend nonfiction at grade level. (RI10) I can write a narrative with narrator, characters, dialogue, and multiple points of view. (W3)I can write routinely over both extended and short time frames. (W10)  I can evaluate speaker’s point of view, reasoning, and use of evidence. (SL3) I can give clear, concise presentations. (SL4) |
| **Suggested Texts *\*Additional resources and copies of texts, can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.)*** | **Elements and Techniques** | **Evaluation and Assessment (\*See Grade 9 Folder in English team for assessments and tasks)****\*\*Use suggested texts and resources to address the following questions and tasks** |
| Theme- What does the future of humanity look like? Does science fiction become reality? ["Ozymandias" Percy Bysshe Shelley](https://www.poetryfoundation.org/poems/46565/ozymandias)["Fire and Ice" by Robert Frost](https://www.poetryfoundation.org/poems/44263/fire-and-ice) ["On Relativity" by Stephanie Howe](https://www.theparisreview.org/blog/2015/10/08/on-relativity/) Ray Bradbury selected short stories“Zero Hour” “The Veldt” “All Summer in a Day” “The Utterly Perfect Murder”[Elon Musk-"Colonizing Mars" News Ela](https://newsela.com/read/elon-musk-life-on-mars/id/31995/)[Stephen Hawking "Due Date of the End of the World" NewsEla article](https://newsela.com/read/doomsday-hawking/id/24198/) [AI Robots "good for the world"](https://newsela.com/read/united-nations-artificial-intelligence/id/31685/)["Robots can help diagnose illness" News Ela](https://newsela.com/read/machine-diagnoses-sick-children/id/49576/)[Space Tourism -News Ela article](https://newsela.com/read/elem-space-virtual-reality/id/43725/)[Blue Horizon-"The Rich in Space" -NewsEla](https://newsela.com/read/blue-origin-rocket-launch/id/2001022483/) (\*Above are examples of suggested texts that would support the assessment and goals for q4 evaluation and student assessment. Teachers may want to differentiate text complexities, or choose different articles for their students.) Other reading option may include Bronx Masquerade by Nikki Grimes.  | Elements of Science Fiction Research Writing and processCiting multiple sources correctlyUsing databases (Library media center) Citing sources (MLA style) Identifying claims and supporting details in informational or nonfiction texts  | Questions below to be addressed in journals, through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.What are the elements of Science Fiction? How has science fiction become “reality?” Is the end of the world near? Is Artificial Intelligence good or bad? What will the future look like? Is space tourism good or bad?Is the future of mankind found in space?  What is the future of space travel? Students will develop a thesis, follow the research process, and create a MLA-style paper. Topics can vary and should be student-centered based on interest. Provided resources can be used in the research process or used for modeling or teaching purposes. \*Focus this quarter should be on preparing students for their Final exam. [Final Assessment 9th grade-Pets in workplace? (final](https://nfschools-my.sharepoint.com/%3Aw%3A/g/personal/bcollins_nfschools_net/EdaFtoUb3sFMsvN3LYhEtugB_AllH7_5optxTQCOljtAoA) exam) In class and on-demand Research Process Checklist Extended, developed, multi-page Research PaperCompanion Presentation for research paper. This will be completed during class and shared.Essential Question for Bronx Masquerade:How does this novel relate to the various themes: change, search for identity, overcoming adversity, value of language, and more from the previous 3 quarters.  |

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| Electronic ResourcesNearpods/Forms/Videos | Enrichment/Scaffolding |
| [Science Fiction Nearpod](https://share.nearpod.com/e/RZV6XCM6hib)[Ray Bradbury Biography](https://www.youtube.com/watch?v=zgjPEjIarAU)[Robots Nearpod](https://share.nearpod.com/e/SvrQIo66hib) [Robots at Amazon Nearpod Automation](https://share.nearpod.com/e/H3iOnqb7hib) [How Does Artificial Intelligence Work Ted-ED](https://www.youtube.com/watch?v=0yCJMt9Mx9c)[Is Face Scanning Technology invading our privacy? Nearpod](https://share.nearpod.com/e/BDb6CEo7hib)[Purdue MLA style for research](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)  | Checklist for ResearchReview of databases Modeling parenthetical citationModeling MLA format |