**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 | 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 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) |

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| 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 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 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.)** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 9 Folder in English team for various resources and tasks)** |
| Central Themes**: Overcoming Adversity/ Searching for Identity**  “American History” by Judith Ortiz Cofer  “Fish Cheeks” by Amy Tan  Excerpt 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 | Point of view, setting, and conflict, realistic fiction, narrative nonfiction  Descriptive writing, imagery, figurative language, memoir    memoir, figurative language, narrative  Plot structure  Point of view, figurative language, symbolism  \*\*Putting all the above together in one text | Baseline for Argument (common task)  Task 3- Text Analysis (*Speak*) Regents Rubric Shared and used  Task 2 Argument Essay (*Speak*) Regents Rubric Shared and Used  Short Responses  Quick write rubric shared and used to grade short responses Look Fors: RACE  Journal Responses online or in journal following outline with rubric preread, summary, personal response, and literary focus.  Mini Research for Bigger Text (*Speak*)  MLA citations  Summarizing, synthesis of research into presentation  INDEPENDENT READING w/teacher choice for assessment – Timed Writing in October using book notes and outline.  Vocabulary Enrichment  <https://www.membean.com/>  [Interim Regents 1 -"SLEEP"](https://nfschools.sharepoint.com/:w:/s/EnglishDept/EWGdKDGzOr5On2A_Rs3zSFwB8SBCuaRzBBT5lSIfa8dfnQ?e=TmZmVH) |
| Electronic Resources  Nearpod/Forms/Videos | Enrichment/Scaffolding | |
| [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)  Issues, Topics, and Themes Links  <https://kidshealth.org/en/teens/ptsd.html>  <https://kidshealth.org/en/teens/depression.html?ref=search>  <https://kidshealth.org/en/teens/cliques.html?ref=search>  <https://kidshealth.org/en/teens/stress-situations.html> | 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 reading | |

**Quarter 2**

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| New York State Standards | 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 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.)** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 9 Folder in English team for various resources 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 Meyers  “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  Of Mice and Men by John Steinbeck | Point of view, setting, and conflict, realistic fiction, characterization (STEAL)  Descriptive writing, imagery, figurative language, memoir    Reading Poetry: Rhyme Scheme, Tone, Rhythm, Repetition, Imagery, Figurative Language, Onomatopoeia, Theme, Speaker  S.O.A.P  Point of view, figurative language, symbolism, rhetoric, logos, pathos, ethos  Theme: Social Injustice | Baseline for Argument (common task)  Task 3- Text Analysis of “Mother to Son” Langston Hughes  Task 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  Short Responses Quick write rubric shared and used to grade short responses Look Fors: RACE  Journal Responses online or in journal following outline with rubric preread, summary, personal response, and literary focus.  Mini Research for Bigger Text (Monster)  Mini Research 1930’s Powerpoint Presentations (rubric shared and used)  [Interim 2- "Video Games"](https://nfschools.sharepoint.com/:w:/s/EnglishDept/EbKreoSP525GtYeSt09BbzEBON4Kf0yinnYMSj2x9QyqoA?e=7QmUom) |
| Electronic Resources  Nearpod/Forms/Videos | 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)  [Amanda Gorman Nearpod](https://share.nearpod.com/e/ThwGPK9X7hb)  [Amanda Gorman "The Hill We Climb" Nearpod](https://share.nearpod.com/e/KEGELfPY7hb)  ["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) | 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. | |

**Quarter 3**

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| New York State Standards | 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.   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  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 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)  can concisely and logically present information. (SL4)  I can utilize phrases and clauses for sentence variety. (L1) I can use MLA format in English classes. (L3)  I can use academic vocabulary accurately. (L |

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| **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 Assessments** |
| 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 Times  Young Shakespeare  Globe Theatre  England and Elizabethan Era  Royal Fans  No Females Allowed  Language influence on modern language  James Hurst “The Scarlet Ibis”  Richard Connell “The Most Dangerous Game”  “The Short Happy Life Francis Macomber” by Ernest Hemingway | Foreshadowing  3 types of Irony (verbal, dramatic, and situational)  Figurative Language/Imagery  Theme  Conflict  Characterization  Setting  Language Use and repetition  Evolution of English Language (Old English vs. Modern English)-How has our language evolved?  Plot Structure | Task 2: Who is to Blame for the deaths of Romeo and Juliet? OR Argument: Was dueling an effective way to solve issues during history.  Task 3: Analyze Sonnet 18 : ”Shall I Compare Thee to a Summer’s Day?”  Short Responses to Issues, Topics, and Themes in Play:  Marriage, Love, Friendship, Loyalty  Journal Responses online or in journal following outline with rubric preread, summary, personal response, and literary focus.  Interim Assessments  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) Venn Diagram organizer and response graded using rubric  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 Resources  Nearpods/Forms/Videos | 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/:w:/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 Diagram  Choices 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.  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 | | 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 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 Assessments** |
| Themes: A Hero’s Journey  Search for Identity  Value of Self  Nikki Grimes Bronx Masquerade  Ray Bradbury selected short stories  “Zero Hour”  “The Veldt”  “All Summer in a Day”  “The Utterly Perfect Murder”  The Alchemist by Paulo Coehlo | Argument Writing  Research Writing and process  Using databases (Library media center)  Citing sources (MLA style)  Figurative Language and Literary Term Review and Ramp up  Theme: Hero’s Journey  Search for Identify  Cross-Curriculum Themes: belief systems, change, cultural diffusion | | [Final Assessment-9 ACC -Pets in workplace?](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/Eco8_aWCe-xInycnMymDkb4BBbtTTJ82wyH-zfEF3fR7aQ)  (Final Exam)  How to create a research question?  Research Process Checklist  Research Paper in MLA format following guidelines with title page and work cited page  Presentation Option  Cross-curriculum Project  Influential People in History  Literature Circles: Students study literature in small groups taking on various roles to help with small group discussion (informal and formative assessment) Discussion Leader, Vocabulary Focus, Line- Catcher and Artist |

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| Electronic Resources  Nearpods/Forms/Videos | Enrichment/Scaffolding |
| <https://www.citationmachine.net/mla/cite-a-website>  <https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html>  <https://www.easybib.com/guides/citation-guides/mla-format/how-to-format-a-mla-works-cited-list/>  <https://youtu.be/v7UkrUtRfm0> (work cited lesson)  <https://youtu.be/v7UkrUtRfm0> (MLA set up title page –Work cited) Walks you through on Microsoft word | Checklist for Research  Review of databases  Modeling parenthetical citation  Modeling MLA /APA format |