

# UNIT ONE

## 9th Grade ELA Curriculum & Assessment Calendar



# SEPTEMBER/OCTOBER

### Focus CCLS Standards of Unit 1

Mathematical Practice #2: Reason Abstractly and Quantitatively  
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents, and the ability to contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

Writing Standard #2: Write Informative/ Explanatory

Learning Objectives	WEEKS 1 & 2	Assessment Schedule
Students will be able to analyze theme in two different mediums and will be able to determine a central idea and analyze its development over the course of the text.	<p>Inform students: By the end of this unit, students will write an analytical essay discussing how symbols or images can convey ideas about the individual's role in society. (RL.9-10.2, W.9-10.21-f, W.9-10.9a-b). The text of this unit focus on the conflict and the tension between individuals and society-- from individual's struggle to be a part of a society to a nation's struggle to unite for a common cause.</p> <p>Teacher-choice from Unit 1 Collections text that supports focus standard RI.9-10.2 Recommended Pacing: Video of "Remembering Fallen Friends" for historical context (p. 33) &amp; Photo Essay of "Views of the Wall" (p 33) &amp; Poem "The Vietnam Wall" (p. 34) Reading Skill: Determine a Central Idea call out box (p. 33) &amp; When Students Struggle (p. 35) Teacher-choice from Unit 1 Collections text that supports focus standard RL.9-10.2 Recommended Pacing: "Once Upon a Time" (pp. 11-16) Reading Skill: When Students Struggle (p. 14) &amp; "Support Inferences about Theme" box (p. 17) Writing Skill: Teach students how to develop a controlling idea in their analytical writing (refer to pp. R4 and R5 in the back of the book for reference on how to teach Writing Informative Essays)</p>	<p>"Determine a Central Idea" call out box on p. 36a OR Students respond to "Analyzing the Text" questions #5-6 on p. 18</p>
Learning Objectives	WEEKS 3 & 4	Writing Task
Students will be able to determine a central idea and analyze its development over the course of the text.	<p><b>Required Text: "Rituals of Memory" Essay by Kimberly M Blaeser (pp. 21-XX)</b> (*Audio is available online) Reading Skill: Strategies for annotation (p. 24) Writing Skill: Teach students how to cite textual evidence to support analysis of text Continue skill building of focus standard RL/1.9-10.2 through teacher-choice of an informational text from any source that relates to the theme of the unit Recommended Pacing: Level Up Tutorial online for Central Idea (pp. 26a and 36b)</p>	<p>Respond to "Collaborative Discussion" Question on p. 24 OR "Determine a Central Idea" yellow call out box on p. 25</p>
Learning Objectives	WEEKS 5 & 6	End-of-Unit Task
Students will be able to draft and publish an analytical essay with accurate analysis, sufficient evidence to support, and a clear organized structure.	<p><b>Students work on end-of-unit task: Write an Analytical Essay (W.9-10.2) Performance Task B (pp. 41-43)</b> Student Prompt: "This collection focuses on the conflict and the tension between individuals and society-- from individual's struggle to be a part of a society to a nation's struggle to unite for a common cause. Look back at the anchor text and other texts read in this unit. Synthesize your ideas about them by writing an analytical essay." The analytical essay must include a controlling idea, evidence from each text to illustrate the main idea, and connections between each symbol/ image and the theme of the text</p>	<p><b>Performance Task B</b> (pp. 41-43)</p>

# OCTOBER/NOVEMBER

**Focus CCLS Standards of Unit 2**

RI/L.9-10.6  
 Assess how point of view or purpose shapes the content and style of a text.

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.

Learning Objectives	Weeks 1 & 2	Assessment Schedule
<p>Students will analyze a seminal U.S. document and analyze the impact of its rhetoric and analyze an author's point of view and cultural background.</p>	<p>Inform students: By the end of this unit, students will have developed and strengthened writing skills. The final product will be an argumentative essay. (W.9-10.5, W.9-10.1a-e). The texts of this unit focus on the universal desire for freedom and the ongoing struggle around the world to win political, social, and sometimes even personal freedom.</p> <p><b>Required Text: Speech "I Have a Dream" by Martin Luther King Jr. (pp. 48-52)</b>            Reading Skill: "Analyze author's use of rhetoric" call out boxes focus on lines 17-31, 70-80, 83-116, and 132-140 of the text to best teach into this standard (pp. 48-51)            Reading Skill: "Analyze author's use of rhetoric" call out box (p. 52) &amp; Language/ Style (p. 54)            End-of-Unit Task pre-writing activity: Performance Task call out box on p.53            Recommended Pacing: Video of "March on Washington" for historical context (p. 71)  <i>Teacher-choice of text.</i> Recommended Pacing: Short Story "The Censors" (pp. 89-93.)            Reading Skill: "Cultural Background" boxes (pp. 89, 91)</p>	<p>Questions #2, 5, &amp; 6 on p. 53</p>
Learning Objectives	Weeks 3 & 4	Writing Task
<p>Students will be able to analyze an author's point of view and analyze accounts in different mediums.</p>	<p><i>Teacher-choice of text.</i> Recommended Pacing: Memoir excerpt from "Reading Lolita in Tehran" (pp. 81-83)            Background about the Iranian Revolution (p.81)            Reading Skill: Determine Author's Purpose call out box (p. 81) &amp; "Author's POV" (pp. 82-83).            Teach "strategies for annotation" for the Reading Lolita in Tehran" passage (p. 85)  <i>Teacher-choice of text.</i> Recommended Pacing: Graphic Novel from "Persepolis 2" (p. 84).            Reading Skill: Determine Author's POV" (p 84)            Refer to p. 85 "Determine Author's POV" section to summarize the two accounts from the two texts</p>	<p>Refer to the student prompt in "Determine Author's POV" call out box on p. 85            OR            Collaborative Discussion prompt on p. 84</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
<p>Students will be able to draft an essay with valid reasons and relevant evidence from three texts and then revise and present an essay.</p>	<p><b>Students work on end-of-unit task: Develop and Strengthen Writing (W.9-10.5)</b>            Student Prompt: "The texts of this unit focus on the universal desire for freedom and the ongoing struggle around the world to win political, social, and sometimes even personal freedom. The argumentative essay must include all steps of the writing process: draft, revision, and exchange of essays. Students will be able to draft an essay with valid reasons and relevant evidence from three texts and then revise and present an essay."</p>	<p>Performance Task pp. 97-99</p>

**Focus CCLS Standards of Unit 3**

RI.9-10.8 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.

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.

DECEMBER/JANUARY		
Learning Objectives	Weeks 1 & 2	Assessment
Students will identify persuasive techniques in argumentative writing and review rhetoric as a style to advance author's purpose. They will also be critical readers of informational text by delineating and evaluating an author's claims	<p>Inform students: By the end of this unit, students will gather relevant evidence from multiple sources in order to write an argument to support claims and analysis. (W.9-10.1a-e, W.9-10.4, W.9-10.8). The texts of this unit explore how people and animals adapt to their environment.</p> <p>Reference Guide: "Recognizing Persuasive Techniques" (pp. R17 in back of the book).</p> <p>Recommended Pacing: Memoir from <i>Night</i> (pp.307-313)</p> <p>Reading Skill: "Analyze Rhetoric" call out boxes and focus on lines 1-12, 38-52, 61-65, 89-94, 117-120, 158-161 of the text to best teach into this standard (pp. 307-313)</p> <p>Reference Guide: "Analyzing Logic &amp; Reasoning" (pp. R17-R118 in back of the book)</p> <p>Brainstorm for End-of-Unit Task: Create a graphic organizer that states claim and outlines evidence such as quotations</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Scientific Article "Monkey See, Monkey Do, Monkey Connect" by Waal (pp.123-128)</p> <p>Reading Skill: "Analyze and Evaluate Author's Claims" call out boxes and focus on lines 1-11, 81-104, 110-123, and 154-166 of the text (pp. 307-313) &amp; Strategies for Annotation on p. 129</p> <p>Graphic Organizer Support: "Analyze and Evaluate Claims" call out box on p. 129</p> <p>Reference Guide: "Analyzing an Argument" (p. R16 in back of the book) Practice &amp; Apply p. R16</p>	<p>Modeled Discussion Close Read Screencast on p. 307</p> <p>OR</p> <p>Respond to Questions #2, 3, and 7 on p. 130</p>
Learning Objectives	Weeks 3 & 4	Writing Task
Students will use a checklist to evaluate if evidence presented is valid, relevant, and sufficient	<p>Recommended Pacing: "The Reasons We Explore Space" (pp. 433-436)</p> <p>Reading Skill: "Delineate and Evaluate an Argument" box (p. 437) &amp; Graphic Organizer: When Students Struggle p. 435</p> <p>Reference Guide: "Identifying Faulty Reasoning" (p. R19 in back of the book)</p> <p><b>Required Text: Argument "Is Survival Selfish?" by Lane Wallace (pp. 317-321)</b></p> <p>Reading Skill: "Evaluate an Argument" call out boxes focus on lines 1-17, 22-39, 79-85, 104-108 of the text to best teach into this standard (pp. 48-51) &amp; Strategies for Annotation call out box on p. 321</p> <p>Reading Skill: "Delineate and Evaluate an Argument Checklist" (p. 321) <i>Have students think about the evidence the author has presented and discuss whether they feel the evidence is valid, relevant, and sufficient citing at least three details from the text to support their ideas</i> Students will assess the usefulness of this source to answer the end-of-unit prompt</p> <p>Reading Skill: Practice and Apply "Evaluating an Argument" (pp. R20-21 in back of the book)</p>	<p>Performance Task p. 322 Have students write their claims before engaging in a debate</p> <p>OR</p> <p>Written Response to Questions #2-5 on p. 322</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit
Students will delineate (outline) basic parts of their argument, which include claim, reason, and evidence. Students will support their claim with textual evidence from three sources without plagiarism.	<p><i>Teacher-choice.</i> Recommended Pacing: Science writing from <i>Deep Survival</i> (pp. 325- 334)</p> <p>Students will assess the usefulness of this source to answer the end-of-unit prompt/</p> <p>Students work on end-of-unit task: Write an Argument (W.9-10.8) Performance Task A (pp. 355-357)</p> <p>Student Prompt: "The January texts explore how people cope with situations of extreme hardship and danger- who survives, who doesn't, and why. Based on the evidence from the required text, <i>Is Survival Selfish</i>, and two additional texts you've studied this unit, would you say that survival requires selfishness? Synthesize your ideas by writing an argument." Remember to use valid, relevant, and sufficient text-based claims Recommended texts for essay: Argument "Is Survival Selfish?" (pp. 317-321), Scientific Article "Deep Survival" (pp. 325-334), &amp; Memoir from <i>Night</i> (pp. 307-313)</p>	<p>Performance Task A (pp. 355-357)</p>

Please note: Text typed in black is recommended while text typed in red is required. Also, all page numbers are in reference to the Teacher's Guide.

**Focus CCLS Standards of Unit 4**

RI.9-10.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**FEBRUARY/MARCH**

Learning Objective	Weeks 1 & 2	Assessment Schedule
Students will be able to review key skills learned from previous semester, including central idea, cultural point of view, rhetoric, delineating and analyzing an argument. Students will also be able to analyze the impact of word choice on tone.	<p><b>Inform students:</b> By the end of this unit, students will conduct a short research project. (W.9-10.7). The texts of this unit relate to community and rebuilding after collective tragedy.</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Argument “A Quilt of a Country” by Anna Quindlen (pp. 3- 7)            Modeled Discussion Close Read Screencast w/ annotations p. 3            RI.9-10.8 Review “Analyze and Evaluate Claim” call out box p. 7            RI.9-10.2 Review summary/ main idea: “When Students Struggle” call out box p. 6  <b>Ask students to share any questions they generated in the course of reading the selection</b></p> <p><i>Teacher-choice of text.</i> Recommended: Diary from <i>Cairo My City, Our Revolution</i> by Ahdaf Soueif (pp. 73-76)            Introduce Background to Egyptian Revolution on p. 73            Reading Skill: To teach imagery, refer to lines 5-9 (p. 73). To teach tone, refer to 24-31 (p. 74). To teach syntax, refer to lines 61-69 (p. 75) &amp; Strategies for Annotation: “Analyze the impact of choice on tone” (p. 77)</p>	Oral response to Performance Task on p. 8 OR Questions # 1,2, and 5 on p. 78
Learning Objective	Weeks 3 & 4	Writing Task
Students will be able to conduct short research projects using MLA guidelines.	Explore the topic of the Egyptian Revolution (or another global community issue) in greater depth Have students formulate research questions and conduct a brief report (p. 78) Writing Skill: “Conduct Research on the Web” call-out box (p. 80a) using Interactive Whiteboard <b>Writing Skill: Reference Guide pp. R8-R9 in the back of the book</b> <b>Writing Skill: Teach into MLA Citation Guidelines pp. R10-R11 in the back of the book</b> Pre-teach Figurative meanings and tone (p. 353) and refer to p. 354a <i>Teacher-choice of text.</i> Recommended Pacing: Poem “The End and the Beginning” (pp. 351-352) Reading Skill: “Determine Figurative Meanings” call out boxes and focus on lines 1-13, 14-21, and 26-42 of the text to best teach into RL.9-10.4 (pp. 351-352)	Research Activity p. 78 OR Performance Task p. 354
Learning Objective	Weeks 5 & 6	End-of-Unit Task
Students will conduct research and use MLA guidelines.	<p><b>Required Text: PSA “Count on Us” by Corporation for National &amp; Community Service (p. 151)</b>  <b>“Analyze Purpose and Development of Ideas” call out box on p. 152</b></p> <p>Writing Activity: Students create a PSA using media to send a message and call for action (p. 152)            Determine an issue and decide on the call to action, Choose a format, Plan the presentation, &amp; Check facts.  <b>Students work on end-of-unit task: Conduct Research (W.9-10.7)</b> Conduct Research p. 152b  <b>Student Prompt:</b> “Tell students that many memorable PSAs have been produced in the last thirty to forty years. Have students conduct an Internet search to locate a memorable PSA and to research the background of the issue that the PSA promotes”</p>	<b>Research Task p. 152b</b>

MARCH/APRIL			
Focus CCLS Standards of Unit 5	Learning Objectives	Weeks 1 & 2	Assessment
<p>RL.9-10.9 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).</p> <p>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</p> <p>W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Students will review how to analyze central ideas and author's use of metaphors and similes on tone of a given text. Also, students will be able to analyze how a modern artist draws on and transforms source material for a new artistic expression.</p>	<p>Inform students: By the end of this unit, students will draw information from both literary and informational texts in order to write an analytical essay. The essays will compare and contrast ideas about love (W.9-10.9). The texts of this unit explores the nature of love and the conflicts surrounding it. (In Unit 5, all ELA classes across grades 9-12 at 754X will study classic works by Shakespeare).</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Essay from <i>Love's Vocabulary</i> by Diane Ackerman (pp. 163-168)            Reading Skill: review central idea by focusing on lines 1-11 (p. 163)            Reading Skill: review figurative language by focusing on lines 2-4, 37-38, 66-73, and 138-145 &amp; refer to "Determine Word Meanings" call out box on p. 169</p> <p>Recommended Pacing: Video "My Shakespeare" by Kate Tempest (online only) &amp; Introduce background p. 173  <i>Teacher-choice of text.</i> Recommended Pacing: Poem "My Shakespeare" (pp. 174-175)            To teach idiomatic meanings, refer to "Scaffolding for ELL students" call out box on p. 173            "Analyze Source Material" call out box on p. 176</p>	<p>Respond to Questions #1, 2, 3, and 5 on p. 170            OR            Performance Task #1 on p. 170</p>
	<p><b>WEEK 3</b>            Students will analyze a historical text in order to analyze source material of what Shakespeare referred to in order to write "Romeo and Juliet."</p> <p><b>WEEK 4</b>            Students will be able to analyze how an author draws on and transforms source material and how an author's point of view creates desired effects</p>	<p><b>Weeks 3 &amp; 4</b></p> <p>Recommendation: Show the modern-day movie leading up to but not including Act II, Scene ii</p> <p><b>Required Text: Play "Romeo &amp; Juliet" by William Shakespeare</b>  <b>Recommended Pacing: Act II Scene ii (pp. 208- 214)</b>            For support in metaphor and simile, refer to "Strategies for Annotation" on p. 209            Reading Skill: Teach into hyperbole p. 211 and "analyze author's choices" box on p. 211            Reading Skill: Teach into figurative language with lines 109-141 on p. 212            Recommendation: Show a clip of the famous balcony scene in a modern-day movie</p> <p><b>Recommended Pacing: Act III Scene V (pp. 244-251)</b>            Reading Skill: "Interpret figurative language" line 36 and "strategies for annotation" on p. 245            "Analyze choices" box on p. 246: Compare this departure to the departure in Act II, scene ii            "Analyze word choice" to teach lines 87-102 on p. 247 &amp; teach into lines 168-175, 203-204, and 213-243            Recommendation: Show a clip of the scene with Juliet's nurse in a modern-day movie</p> <p><b>Required Text: Short Story "Duty" by Pamela Rafael Berkman (p. 289-296) to teach RL.9-10.9 and review RL.9-10.6 (point of view).</b> Purpose: to study different character portrayal of Lady Capulet            Introduce the story by referring to "Analyze Source Material" on student p. 297            Reading Skill: "Analyze Source Material" call out boxes and focus on lines 1-15, 42-52, 72-80, 116-136, and 216-223 of the text to best teach into RL.9-10.9 (pp. 351-352) &amp; "Strategies for Annotation" call out box p. 297</p>	<p><b>Writing Task</b></p> <p>Written Response to Collaborative Discussion question on p. 251            OR            Respond to Questions #5-6 on p. 252</p>
<p><b>Learning Objectives</b></p> <p>Students will write analytical essays drawing on evidence from literary or informational texts.</p>	<p><b>Weeks 5 &amp; 6</b></p> <p><b>Students work on end-of-unit task: Write an Analytical Essay (W.9-10.9, W.9-10.1a-e) (pp. 301-303)</b>            Student Prompt: "This unit explores the many facets of love-- joy, pain, passion, and conflict, to name just a few. Look back at the text, <i>Romeo &amp; Juliet</i>, and at the other texts in this unit. As you review the selections, consider the attributes or characteristics of love that are represented in each text. Synthesize your ideas by writing an analytical essay."</p>	<p><b>End-of-Unit Task</b></p> <p>Performance Task (pp. 301-303)</p>	

# UNIT SIX

## 9th Grade ELA Curriculum & Assessment Calendar



**Focus CCLS Standards of Unit 6**

**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.

**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.

### MAY/JUNE

Learning Objectives	Weeks 1 & 2	Assessment
<p>Students will be able to analyze the ideas and events presented and review how to determine a central idea.</p> <p>Students will be able to analyze how characters develop over the course of a text and interact with others</p>	<p><b>Inform students:</b> By the end of this unit, students will use technology to conduct and electronically publish short research. (W.9-10.9, W.9-10.7).</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Travel Writing from <i>The Cruellest Journey 600 Miles to Timbuktu</i> by Kira Salek (pp. 421-428)</p> <p>Introduce the story by referring to Travel Narrative genre overview on p. 429 in the student book</p> <p>Reading Skill: Teach into analysis of ideas/ events with lines 1-11, 17-25, 72-79, 100-114, 128-138, 152-175, 197-212, and 257-261 on pp. 421-428</p> <p>Strategies for Annotation call out box on p. 429</p> <p>Review the skill "Central Idea" with lines 36-39, 68-71, 119-125, and 266-270</p> <p><b>Required Text: Short Story "And of Clay Are We Created" by Isabel Allendale (Close Reader Text pp. 122C122j)</b></p> <p>Focus on lines 31-54, 86-129, 208-268, and 311-326 to teach into Character Interactions</p>	<p>Respond to Questions #1 and 6 on p. 430          OR          Discuss Questions #1-14 in Close Reader &amp; Short Response on p. 122j</p>
Learning Objectives	Weeks 3 & 4	Writing Task
<p>Students will be able to analyze character motivations. Students will also be able to analyze the connection between characters and theme, using textual evidence.</p>	<p><i>Teacher-choice of text.</i> Recommended Pacing: Short Story "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri (pp. 103-111 stop at line 187)</p> <p>Reading Skill: Character Analysis requires teaching into lines 1-14, 31-44, 100-116, 149-151, 176-183, and 236-244 on pp. 103-110 &amp; "When Students Struggle" call out box on p. 106</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Continue Short Story "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri (pp. 111-118)</p> <p>Reading Skill: Character Analysis requires teaching into lines 336-343, 357-371, 391-403, 451-476, 514-517, and 527-538 on pp. 111-118</p> <p>Strategies for Annotation on pp. 111 and 114 &amp; Analyze Character &amp; Theme chart on p. 119</p>	<p>Respond to the collaborative discussion on p. 118</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
<p>Students will use technology to publish research projects</p>	<p><b>Students work on unit task: Research Project using technology to publish work (W.9-10.6)</b></p> <p>"Have students research the real story of Omayra Sanchez regarding her death and the public outcry that followed. Have students research a different aspect of the story or report on it from a different point of view. Students should publish work electronically in a creative format. After students have completed their research, they can do a point by point analysis, using technology, comparing the fictional and historical versions of the catastrophe in Colombia."</p>	<p>"To Challenge Students" call out box on p. 122j</p>
<b>Regents Week</b>		

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