

**HS Scope and Sequence**

**Course Overview: 9th Grade ELA**

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| **Teacher: Thoele** **Year: 2020-2021** |
| **Course Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Defining and analyzing heroes at first seems simple but it can be far more complex than expected. Students will analyze heroes from different cultures and time periods and determine what makes them heroic or if in today’s standards they would seem heroic at all.
* As students, understanding the structure of a story as a whole helps develop the intended themes and lessons. Students will have the ability to analyze thoroughly and in diverse ways to understand the themes the author was trying to portray
 | **Course Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* 1. How and what defines a hero? Does a hero have to be perfect or can he or she have flaws?
2. Are all individuals capable of positive change and growth?
3. Why is it important to read and analyzing heroic stories from various cultural contexts and settings?
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| **Course Mission Statement/North Star:*** Write a well-structured, fluid 3-4 page essay that sustains a clear argument about the author’s purpose in a novel or play. Students should be able to write introductions that seamlessly lead into their thesis statements, begin each paragraph with claims that include transitions, set up evidence appropriately, analyze specific word choice and the big picture, and conclude with a paragraph that offers reflection and analysis, not just re-statement.
* Write and present student narrative writing to the class using either 1st person or 3rd person perspective. Students should be able to mimic the writing styles of the authors being studied to write original pieces.
* Write a well-structured 4,000 character (about 2-pages) narrative from either the 1st-person or 3-person perspective, as appropriate. Students should be able to develop a fitting narrative voice, use showing details to create vivid descriptions of setting and characters, and incorporate dialogue. If necessary, students should be able to anchor their narratives in (and include) the most important details from an outside text.
* Participate in seminars that are both teacher-facilitated and student-facilitated. Students should be able to form opinions, respond to ideas of their classmates, and unpack specific language in a text and specific choices authors make.
* Use all of the grammatical structures we study in their own writing, whether it is argumentative or narrative.
* Give a 2-3 minute oral presentation that makes an argument and supports it with anecdotes and textual evidence. Students should be comfortable projecting their voices, making eye contact, and speaking in front of an audience.
* Give a 2-3 minute oral presentation on a personal story. Students should be comfortable projecting their voices, making eye contact, and speaking in front of an audience while entertaining them.
* Participate in seminars that are both teacher-facilitated and student-facilitated. Students should be able to form opinions, respond to ideas of their classmates, and unpack specific language in a text and specific choices authors make.
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| **What are your grade level SEL Skills?**Developing self-awareness and self-management* Analyze how thoughts and emotions affect decision making and responsible behavior
* Generate ways to develop more positive attitudes
* Set priorities on building on strengths and identify areas of improvement
* ANalyze how positive adult role models and support systems contribute to school and life success
* Identify strategies to make use of resources and overcome obstacles to achieve goals
* Apply strategies to overcome obstacles to goal achievement

Using social-awareness and interpersonal skills to establish and maintain positive relationships * Analyze similarities and differences between one’s own and others’ perspectives
* Use conversation skills to understand others’ feelings and perspectives
* Analyze the origins and negative effects of stereotyping and prejudice
* Demonstrate respect for individuals from different social and cultural groups
* Evaluate the effects of requests support from and providing support to others
* Evaluate one’s contribution in groups as a member and leader
* Analyze how listening and talking accurately help in resolving conflicts
* Analyze how conflict-resolution skills contribute to work within a group

Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts* Demonstrate personal responsibility in making ethical decisions
* Evaluate how social norms and expectations of authority influence personal decisions and actions
* Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions
* Apply decision-making skills to establish responsible social and work relationships
* Plan, implement and evaluate one’s participation in activities and organization that improve school climate
* Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community
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| **Final Assessment:*** The final assessment will ask students to:
	+ Ahead of time, prepare a study guide they are allowed to use during the exam where they write down 2-3 key quotes from each of the texts read this year, knowing that they will be writing about the heroism on their final
	+ Read and annotate a previously unseen text
	+ Discuss it in a seminar format
	+ Produce an essay involving the evidence from the new text and two of the course readings, answering a question (or choosing from a menu) that goes back to the course essential questions about the nature of heroism, perfection/imperfection, or growth/development of a hero
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**Pacing Guide – Purpose: Purposefully plan & pace toward course north star/mission**

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| **Unit #** | **Content** | **Major Writing Assignment** | **Major Deeper Learning Project** | **Approx. Length** | **Notes** |
| 1 | Summer Reading Debrief | PROCESS WRITING: Revise summer reading analytical writing to create strong final draft | First seminar | 2 weeks | * Areas of focus:
	+ Setting norms, values, and expectations for a community of learners
	+ Building towards first seminar
	+ Revising summer reading analytical writing to create a strong final draft and create a culture of drafting / feedback / revising work
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| 2 | *A Raisin in the Sun*: Heroism and Success | ANALYTICAL ESSAY: Theme Essay | Scene performance / director’s notebook | 6 weeks |  |
| 3 | *Night:* Heroism in Inhumane Contexts | RESEARCH PAPER: Student-chosen themes related to the Holocaust | Presentation of research | 5 weeks |  |
| 4 | *Native Son:* How Society Makes and Tears Down a Hero | NARRATIVE WRITING: Memoir about how your relationship to American society has changed | Stereotype debate | 7 weeks |  |
| 5 | *The Catcher in the Rye:* The Antihero | ANALYTICAL ESSAY: Theme + Symbol Essay | Antiheroes multimedia presentation | 6 weeks |  |
| 6 | *Othello:* The Fall of the Hero | ARGUMENTATIVE ESSAY: What caused Othello’s fall from heroism? | Othello scene performance / director’s notebook | 6 weeks |  |
|  |  |  |  | TOTAL: 32 weeks planned content + 3 weeks for finals / wrap up + 3 weeks for flexibility |  |

Unit Overview

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| **Unit 1 / Summer Reading Debrief** | **Duration: 2 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Being a part of a community of learners means agreeing on what norms and values will set us up for success, and sticking to them
* Good writing always requires revising
* To do well in an academic discussion, we must prepare, use evidence, and listen to others
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How does someone get onto their “next track”?
* What steps and strategies in the revision process can strengthen a piece of writing?
* What do I have to do to be a part of a great academic discussion
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
* WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	+ W5: 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.
* SPEAKING/LISTENING:
	+ SL1: . Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Engage in the first seminar of the year, building on each others’ ideas and using evidence effectively to discuss
* Revise their analytical writing, giving and listening to feedback, to create an excellent final draft
* Discuss norms and expectations as a class to start creating a community of learners
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| **Unit 2 / *A Raisin in the Sun:* Heroism and Success** | **Duration: 6 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Dreams can both drive people to greatness and cause conflict when our dreams are in conflict with others’
* Families are complex and often changing
* There are different definitions of heroism, and people must use their own moral compass to determine how the be the hero of their story (as Walter does in the climax of the play)
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * The Value of Dreams – How important are dreams? How can you control and achieve your dreams? Is dreaming dangerous?
* Dignity and Pride – How can your desire for dignity and pride influence the decisions in your life? Is there a time to put your dignity and pride to the side?
* Family – Is there anything more important than family? How much are you willing to sacrifice for your family? To what lengths are you willing to support your family?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
	+ RL2: 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 a text
	+ RL3: 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.
* WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* SPEAKING/LISTENING:
	+ SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Trace themes of family, heroism, and success as they develop over the course of the play
* Analyze how the different characters’ dreams create conflict and how their views evolve over the course of the play
* Write an analytical essay focusing on a key theme in the play
* Present scenes of the play, including explaining acting/creative choices that show close engagement with the text
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| **Unit 3 / *Night:* Heroism in Inhumane Contexts** | **Duration: 5 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Heroism looks different, and is often more difficult, in moments where people are desparate or being treated inhumanely
* The Holocaust was a uniquely tragic event in history that is worth studying and remembering to push the world away from such atrocities
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How is it possible for one to lose his or her humanity? How is it possible to maintain one’s humanity in the midst of extreme inhumanity?
* How important is faith for survival in desperate situations? Should one maintain faith after experiencing atrocity?
* Should one care more about his or herself than others in desperate situations? At what risk is it worth it to help another person? Does Elie blame himself for the moments when he puts himself before his father?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	+ RL2: 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.
	+ RL3: 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.
	+ RL5: Analyze how an author&#39;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.
	+ RL6: 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.
* WRITING:
	+ W2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
	+ W7: Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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.
	+ W8: When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
* SPEAKING/LISTENING:
	+ SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* SWBAT add to and complicate their prior definition of a hero by engaging with this text
* SWBAT conduct research and write a research paper on a choice topic related to the Holocaust
* SWBAT present the findings from their research paper in a short multimedia presentation in front of peers
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| **Unit 4 / *Native Son:* How Society Makes and Tears Down a Hero** | **Duration: 7 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Society, environment, upbringing have a huge effect on how someone experiences the world, and the choices they make
* Texts can have a complex critical response, which multiple readers and scholars having different views on the merits and themes of the work
* The way someone thinks about their society changes at key moments throughout their life
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * Are white characters able to see black characters accurately? Are black characters able to see white characters accurately? Why is each race blind to the other? What problems does this blindness cause?
* How does the racism that surrounds Bigger affect the way he thinks and feels about life?
* Does Bigger’s society allow him the freedom to make good choices? Can a person’s environment make that person who he/she is?
* Is there a hero in this story? If so, who? Can Bigger be a hero? If so, how?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL3: 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.
	+ RL6: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
	+ RL7: Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
* WRITING:
	+ W2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* SPEAKING/LISTENING:
	+ SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	+ SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Debate about whether this novel negatively reinforces stereotypes, or challenges/complicates them in an empathetic way
* Write a narrative memoir piece describing a moment where their consciousness or feelings about their society changed
* Analyze themes of heroism, nature/nurture, crime, and racism play out throughout the texts (in on-demand writing, seminars, and classwork)
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| **Unit 5 / *The Catcher in the Rye:* The Antihero** | **Duration: 6 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** As students read The Catcher in the Rye, they will determine how reliable of a narrator is Holden Caulfield is. They will have to get to know the character in a different way because they will have to sift through his lies and insecurities. In what ways is he biased and immature and in what ways is he perceptive and intelligent? Why does Holden struggle to come-of-age and transition into adulthood? What does Holden teach us about loneliness, intimacy, and individuality?
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * What is an antihero? How is the antihero different from a hero?
* Why does Holden isolate himself from others and the society around him? When does his loneliness protect him and when does it hurt him? How do we know that he still seeks companionship? When does Holden seem afraid of intimacy?
* Where do we see Holden praise the innocence of childhood? Where do we see Holden criticize the phoniness of adulthood? When does Holden seem stuck in childhood, unable or afraid to transition into adulthood? When does Holden himself act “phony”?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text
	+ RL3: 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.
	+ RL6: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
* WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* SPEAKING/LISTENING:
	+ SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Write an analytical essay examining a theme and symbol in the novel
* Create a presentation analyzing an antihero found in another work of art
* Engage in seminars, on-demand writing, and classwork to understand Holden’s behavior, choices, and internal monologue
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| **Unit 6 / *Othello:* The Fall of the Hero** | **Duration: 6 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Othello begs us to ask essential questions about human nature: Why do we fear the unknown? How strong is our ability to remain faithful? Is it better to be trusting or calculating? Are we driven by pride, greed, and lust? Do our outward appearances match our inner natures?
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * What can cause the downfall of a hero?
* In addition to Othello, which other characters are jealous and suspicious? Which characters are able to avoid jealousy and suspicion? What effects do jealousy and suspicion have on the various characters?
* Which characters are racist toward Othello? How does Othello’s race, and the attitudes of others toward his race, impact his decisions and actions?
* In what characters is there a divide between their outer appearance and their inner nature? Which characters’ outer appearances truly match their inner selves?
* Which characters serve as opposites to each other? Who has the opposite traits of Desdemona? Of Iago? Of Othello?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL2: 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 a text.
	+ RL3: 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
	+ RL4: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
* WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* SPEAKING/LISTENING:
	+ SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Write an essay analyzing what caused Othello’s downfall, and the broader findings of what can cause a hero’s fall
* Present acted scenes or directorial visions that show a creative interpretation of the text, grounded in analysis of key lines and ideas
* Engage in seminars, on-demand writing, and classwork to do close readings of Shakespearean language and analyze his use of figurative language
* Compare and contrast Othello to other heroes studied throughout the year, in order to synthesize, form connections, and start to pull together larger conclusions from the literature studied
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