

Scope and Sequence ELA I

Course Title	English I CP
Course Overview	Dr. Bishop, otherwise known as “the mother of multicultural children’s literature,” said it best: “Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange.” Later on she adds, “These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author.” In this way, ELA I functions as a course designed to reveal to students the glass-like nature of literature, where human experience can be transformed through artful storytelling. In doing so, this course requires a diverse line-up of literary texts so that ALL students can read stories that allow them to see themselves and their cultures, as well as the cultures of others, through the glass. By enlarging for them the moves writers make and examining the small and finely detailed descriptions they include to reach their audience (fiction/nonfiction), this course will also teach the students how to close read for meaning and how to write well, given an intended mode/purpose.
Course Essential Questions	To what extent does viewing a text as a window or a door allow us to explore the lived experiences of others? To what extent does examining the representation of the experiences and choices of a given person, as well as the knowledge and wisdom they gain from those experiences, shape our observations and understandings of related facts and events? What role does context play in storytelling: social, cultural, political and historical, etc?

	September - October	October-January
Unit Title and Core Text	CRAFTING A NARRATIVE 20 Days <u>Fresh Ink</u> by Lamar Giles “Superhuman” by Nicole Yoon “Tags” by Walter Dean Meyers “Why I Learned to Cook” by Sara Farizan	AN INTRODUCTION TO LITERARY ANALYSIS 40 Days Excerpts from <u>Speak</u> by Laurie Halse Anderson
#Days	20 days	40 days
Unit Purpose	To understand how narrative techniques work to build character, conflict and theme and to use this understanding to write text-based narratives.	To analyze the tools author’s use to craft their narratives and convey their themes.
Unit EQ or Big Idea	To what extent does viewing a text as a window or a door allow us to explore the lived experiences of others?	
Formative Assessments	- Text-based narrative: rewrite an excerpt by adding dialogue, blocking, and thoughtshot (2 days) - Text-based narrative: continue the story (Fresh-Ink) rough draft (3 days)	- Tree about Tree? Symbolism close observation & analysis in “Sanctuary” - What’s Bleeding Wound about Bleeding Wound? Symbolism analysis in “Cutting out Hearts” and “Our Lady of the Waiting Room, and “Miss” - Illuminate Formative Assessment: The Pedestrian Quiz (Cold Read)

Unit Summative Assessment	SUMMATIVE ASSESSMENT	DISTRICT ASSESSMENTS	SUMMATIVE ASSESSMENT
	Text-based narrative: Final, revised text-based narrative (Fresh Ink-continue the story) (2 days)	- Benchmark (Narrative) (2 days) - Writer's Workshop (2-3 days)	Socratic Seminar (Speak) (3-4 days)
Unit Priority Standards	W.9-10.3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. 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. 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.	W.9-10.2: 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. 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. 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 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.	
Key Resources	Unit of Study - Unit 1, ELA I, Grade 9	Unit of Study-Unit 2, ELA 1, Grade 9 ELA 1: Literary Techniques and Speak Instructional Planning Guide (includes daily lessons, days per lesson, lesson objectives, and connections to The Durfee Way Literary Techniques)	
TWR	Sentence Strategies: Fragments, Scrambled Sentences, 4 sentence types, <i>Because</i> , <i>But</i> , <i>So</i> , Beginning with Subordinating Conjunctions, Appositives, SPO		

	January-March	April-June
Unit Title and Core Text	THE IMPACT OF WORD CHOICE IN VERSE 40 Days Selections/Excerpts: "What Happened During the Ice Storm" by Jim Heyen	INTRODUCTION TO ARGUMENT 40 Days <u>Basketball (and Other Things)</u> by Shea Serrano

	• “Heart to Heart” by Rita Dove • “Tamara’s Opus” by Joshua Bennet • “Hamilton Mixtape” by Li Manual Miranda • Excerpts from Hamlet and Romeo and Juliet • “Sonnet 130” by William Shakespeaere • “The Fight” by John Montague		- “Who’s the Greatest Dunker in NBA History?” - “Am I Allowed to __ During Pick Up Basketball?” (Part 1) - “Am I Allowed to __ During Pick Up Basketball?” (Part 2)	
#Days	30 days		21 days	
Unit Purpose	In this unit, students focus on the meaning and impact of individual words and phrases as they explore the work of poets, performers, and dramatists. By focusing on those words that tend to shift tone and meaning, students’ strengthen their close reading skills.		To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Unit EQ or Big Idea	How does word choice impact tone and character? How can word choice and compelling language patterns stir the thoughts, emotions, and actions of readers?		How can language be used to enhance or undermine social or political power? What strategies does the writer or speaker use to reach (or persuade) his or her audience? What goal (or purpose) does the writer or speaker have in mind?	
Unit Summative Assessment	• Introduction & Body Paragraph: “Heart to Heart” • Mid-Unit Checkpoint in Illuminate • End-of-Unit Checkpoint in Illuminate • Introduction & MPO for “Sonnet 130”		FORMATIVE ASSESSMENTS GOAT Argument (Lap 2) (2 days)	DISTRICT ASSESSMENTS A3 Benchmark (Argument) (2 days) Writer’s Workshop (2-3 days)
Unit Priority Standards	SUMMATIVE ASSESSMENT “The Fight” Expository Essay (4-5 days)	DISTRICT ASSESSMENTS A2 Benchmark (Expository) (2 days) Expository Writer’s Workshop (2-3 days)	W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. RI.9-10.1: Cite 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 how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	
Key Resources	W.9-10.2 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. W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.		New York Times - Simone Biles Socratic Seminar Materials Teacher-Created Workshop with models	

	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 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.		
TWR	Unit of Study- Unit 3, ELA 1, Grade 9 ELA 1:Verse & the Impact of Word Choice Instructional Planning Guide (includes daily lessons, days per lesson, lesson objectives, and connections to The Durfee Way) Literary Techniques		
	Sentence Frames, <i>Because</i> , <i>But</i> , <i>So</i> , SPO, MPO		

	February - April			May - June		
Unit Title and Core Text	INTRODUCTION TO ARGUMENT 25 Days Basketball (and Other Things) by Shea Serrano - “Who’s the Greatest Dunker in NBA History?” - “Am I Allowed to __ During Pick Up Basketball?” (Part 1) - “Am I Allowed to __ During Pick Up Basketball?” (Part 2)			INTRODUCTION TO POETRY 5 Days n/a	USING THE STAGE TO TELL A STORY 30 Days	
#Days	21 days			5 days		
Unit Purpose	To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
Unit EQ or Big Idea	How can language be used to enhance or undermine social or political power? What strategies does the writer or speaker use to reach (or persuade) his or her audience? What goal (or purpose) does the writer or speaker have in mind?				Who defines “truth”? How does perspective shape or alter truth?	
Unit Summative Assessment	FORMATIVE ASSESSMENTS GOAT Argument (Lap 2) (2 days)	SUMMATIVE ASSESSMENT Breakdancing Socratic Seminar (5 days)	DISTRICT ASSESSMENTS A3 Benchmark (Argument) (2 days) Writer’s Workshop (2-3 days)	SUMMATIVE ASSESSMENT n/a	SUMMATIVE ASSESSMENT	DISTRICT ASSESSMENTS
Unit Priority Standards	W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.			SL.9-10.2 Integrate multiple sources of information presented in diverse formats and media. 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	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 a text. 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, vocabulary, substance, and style are appropriate to purpose, audience, and task.	
Key Resources	New York Times - Simone Biles Socratic Seminar Materials Teacher-Created Workshop with models			Shakespearean Sonnets - 18 - 73		

