



Flushing High School 9th Grade ELA Advanced Literacies Curriculum Map

9th Grade Focus: Coming of Age

In this year-long 9th grade English Language Arts course students will explore what it means to be an adult and what moments mark the transition between childhood and adulthood. Through the reading of a variety of short stories, novels, informational text and poems that illuminate both the joy and the pain of that transition, students will meet characters who experience realizations about the world around them as they struggle toward independence. Students will discuss the role of the journey to adulthood and consider the unique challenges teens face as they come of age in today's society. At the end of this year students will use the unit texts to help them explain their perspective on what it means to come of age through a personal narrative. This introductory high school English Language Arts course will lay the foundation for skills that students will need as they embark on their high school and post secondary school lives with a dedicated focus on students ability to strengthening their analytical reading writing and discussion skills.

Periodic Assessment Plan

Curriculum Map Options

General Ed/ ICT/ Transitioning, Expanding and Companding ELLS
Entering and Emerging ELLS

General Ed/ ICT/ Transitioning, Expanding and Companding ELLS

Fall Term

Unit 0: Life Ready 101 @ Flushing High School (September–October)

Essential Question:

Reading:

- Cite strong and thorough textual evidence to support an analysis of what a text explicitly and implicitly says and make logical inferences (R1)
- Objectively summarize a text (R2)
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)

Writing:

- Write informative/explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W2)

Speaking/ Listening:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)
- Express ideas clearly and persuasively, and build on those of others (SL1)

Spring Term




Unit 3: Making Decisions about the Future (December–February)

Essential Question: *What decisions do we face about the future as we transition from childhood to adulthood?*

Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)

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<p><u>Culminating Assessments:</u></p> <p>Anchor Text:</p> <p>Unit Plan: Unit Plan Unit 0: Life Ready 101 @FHS</p> <p>Unit 1: Coming of Age in the Now (End of September–October)</p> <p><u>Essential Question:</u> <i>What experiences lead us from childhood into adulthood? Are taking risks a necessary part of growing up?</i></p> <p><u>Focus Skills:</u></p> <p>Reading:</p> <ul style="list-style-type: none">• Cite strong and thorough textual evidence to support an analysis of what a text explicitly and implicitly says and make logical inferences (R1)• Objectively summarize a text (R2)• Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)• Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)• In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3) <p>Writing:</p> <ul style="list-style-type: none">• Write informative/explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W2) <p>Speaking/ Listening:</p> <ul style="list-style-type: none">• Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)• Express ideas clearly and persuasively, and build on those of others (SL1) <p><u>Culminating Assessments:</u></p> <ul style="list-style-type: none">• Multiple Choice and Text Analysis (Reading and Writing)• Socratic Seminar/Round table Discussion– Are taking risks a necessary part of growing up? (Speaking and Listening) <p>Unit Plan:</p> <ul style="list-style-type: none">• Unit 1: Coming of Age in the Now Unit Plan (9th Grade) <p>Anchor Text:</p> <ul style="list-style-type: none">• "Safety of Numbers" by Lucy Tan• "Growing Up: Key Moments" by Jessica McBirney• "Eraser Tattoo" by Jason Reynolds <p>Informational Text:</p> <p>Add from Media Exploration</p> <p>Curriculum Source: CommonLit 360</p>	<ul style="list-style-type: none">◦ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)◦ Make new connections in light of the evidence and reasoning presented (SL1d) <ul style="list-style-type: none">• Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)• Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)• Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)• <p><u>Culminating Assessments:</u></p> <ul style="list-style-type: none">• Argument Essay – Should all students attend college?• Flash Debate – Should all students attend college?• Career Exploration Research Presentations <p><u>Unit Plan:</u></p> <ul style="list-style-type: none">• Unit 3- Making Decisions Through Argument (9TH Grade) <p><u>Anchor Text:</u></p> <ul style="list-style-type: none">• Text 1 Digital•  Text 1 Why College Isn't for Everyone.pdf•  Text 2 The Not everyone should go to colleges argument is wrong.pdf• Text 2 Digital•  Text 3 Even with Debt College Still Pays Off.pdf• Text 3 Digital <p><u>Curriculum Source:</u> College Board's Spring Curriculum 9Tth grade Unit 3</p>
<p>Unit 2: Finding Your Voice Narratives (November– December)</p> <p><u>Essential Question:</u> <i>How do the people and events we experience as children</i></p>	<p>Unit 4: Challenging Truths and Taking a Stand (February-March)</p>

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shape the adults we become?

Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)
 - Make new connections in light of the evidence and reasoning presented (SL1d)
- Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- 9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate

Culminating Assessment:

- Multiple Choice and Text Analysis (Reading /Writing)
- Personal Narrative (Poem, Play or Narrative) and Coming of Age Narrative Slam Presentation (Speaking/Listening)

Unit Plan:

-  Unit 2– Finding your Voice Narratives (9th Grade)

Anchor Text:

- The Poet X by Liz Acevedo

Essential Question: How can challenging ideas in order to take a stand help us develop into adults?


Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)
 - Make new connections in light of the evidence and reasoning presented (SL1d)
- Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)

Culminating Assessments:

- Multiple Choice and Text Analysis (Reading /Writing)
- Social Issues Presentation** (Speaking and Listening)

Unit Plan:

-  Unit 4– Challenging Truths and Taking a Stand (9th Grade)
- Unit 4- ENTERING ELLS- Speak

Anchor Text:

- The Hate U Give by Angie Thomas
- This Book is Anti Racist
- Speak by Laurie Halse Anderson (ENTERING ELLS optional)

Curriculum Source: New Visions ([Society and Its Structures](#))

Unit 5: Love, Conflict and Coming of Age
(April- June)

Essential Question: *What role does conflict play as we move from childhood into adulthood?*


Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)
 - Make new connections in light of the evidence and reasoning presented (SL1d)
- Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)

Culminating Assessments:

- Multiple Choice Text Analysis (Reading and Writing)
- Character Roundtable (Speaking and Listening)

Unit Plan:

-  Unit 5- Love, Conflict and Coming of Age (9th Grade) – Romeo and Juliet
- Unit 5- Love Conflict and Coming of Age (9th Grade)- The Taming of the Shrew

Anchor Text:

- Romeo and Juliet
- West Side Story
- The Taming of the Shrew (Option but no unit plan yet)

Curriculum Source: [Challenging Truths and Coming of Age](#) & EngageNY Romeo and Juliet [The Taming of the Shrew](#)

Entering and Emerging ELLS	
Fall Term	Spring Term
Unit 1: Coming of Age in the Now (End of September –Start of November)	3: Making Decisions about the Future (January- Start of March) Essential Question: <i>What decisions do we face about the future as we transition</i>

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Essential Question: *What experiences lead us from childhood into adulthood? Are taking risks a necessary part of growing up?*

Focus Skills:

- Reading:**
- Cite strong and thorough textual evidence to support an analysis of what a text explicitly and implicitly says and make logical inferences (R1)
 - Objectively summarize a text (R2)
 - Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
 - In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Writing:**
- Write informative/explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W2)



Speaking/ Listening:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)
- Express ideas clearly and persuasively, and build on those of others (SL1)

Culminating Assessments:

- Multiple Choice and Text Analysis (Reading and Writing)
- Socratic Seminar/Round table Discussion– Are taking risks a necessary part of growing up? (Speaking and Listening)

Unit Plan:

-  **Unit 1: Coming of Age in the Now Unit Plan (9th Grade)**
-  Unit 1 (ELL Entering) 9th Grade Unit Plan-The House On Mango Street

Anchor Text:

- "Safety of Numbers" by Lucy Tan
- "Growing Up: Key Moments" by Jessica McBirney
- "JFK inspired us then and Now"
- "American History"
- "Eraser Tattoo" by Jason Reynolds

Informational Text:

Add from Media Exploration

ENL Option: The House on Mango Street

Curriculum Source: [CommonLit 360](#)

Unit 2: Finding Your Voice Narratives
(November– Start of January)

Essential Question: *How do the people and events we experience as children shape the adults we become?*

Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

from childhood to adulthood?

Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)
 - Make new connections in light of the evidence and reasoning presented (SL1d)
- Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. **(UnitR8)**
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)
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Culminating Assessments:

- Argument Essay – Should all students attend college?
- Flash Debate – Should all students attend college?
- Career Exploration Research Presentations

Unit Plan:

-  **Unit 3- Making Decisions Through Argument (9TH Grade)**

Anchor Text:

- [Text 1 Digital](#)
-  **Text 1 Why College Isn't for Everyone.pdf**
-  **Text 2 The Not everyone should go to colleges argument is wrong.pdf**
- [Text 2 Digital](#)
-  **Text 3 Even with Debt College Still Pays Off.pdf**
- [Text 3 Digital](#)

Curriculum Source: College Board's Spring Curriculum 9Tth grade Unit 3

Unit 4: Love, Conflict and Coming of Age
(Mid March- June)

Essential Question: *What role does conflict play as we move from childhood into adulthood?*

Focus Skills:

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- (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
 - Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
 - Actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions (SL1c)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding (SL1d)
 - Make new connections in light of the evidence and reasoning presented (SL1d)
 - Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)
 - Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
 - 9–10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate

Culminating Assessment:

- Multiple Choice and Text Analysis (Reading /Writing)
- Personal Narrative (Poem, Play or Narrative) and Coming of Age Narrative Slam Presentation (Speaking/Listening)

Unit Plan:

- [Unit 2– Finding your Voice Narratives \(9th Grade\)](#)

Anchor Text:

- The Poet X by Liz Acevedo

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
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- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)

Culminating Assessments:

- Multiple Choice Text Analysis (Reading and Writing)
- Character Roundtable (Speaking and Listening)

Unit Plan:

- [Unit 5– Love, Conflict and Coming of Age \(9th Grade\) – Romeo and Juliet](#)
- [Unit 5– Love Conflict and Coming of Age \(9th Grade\)– The Taming of the Shrew](#)
- [Unit 5– Entering ELL– American Born Chinese](#)

Anchor Text:

- Romeo and Juliet
- West Side Story
- The Taming of the Shrew (Option but no unit plan yet)

Curriculum Source: [Challenging Truths and Coming of Age & EngageNY Romeo and Juliet](#)
[The Taming of the Shrew](#)

Reach Unit

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Challenging Truths and Taking a Stand

Essential Question: *How can challenging ideas in order to take a stand help us develop into adults?*

Focus Skills:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme (R3)
- Express ideas clearly and persuasively, and build on those of others (SL1)
 - Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas (SL1a)
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 - Make new connections in light of the evidence and reasoning presented (SL1d)
- Delineate and evaluate an argument and specific claims in text by examining whether the supporting evidence is relevant and sufficient. (R8)
- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (R7)

Culminating Assessments:

- Multiple Choice and Text Analysis (Reading /Writing)
- **Social Issues Presentation** (Speaking and Listening)

Unit Plan:

- Unit 4- ENTERING ELLS- Speak

Anchor Text:

- This Book is Anti Racist
- Speak by Laurie Halse Anderson

Curriculum Source: New Visions ([Society and Its Structures](#))

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