

English 9: Year at a Glance
North High School
Jennifer Midtling


	READING	WRITING (assessments)	SKILLS/CONTENT	ON-GOING PRIORITY STANDARDS
UNIT 1	Short Stories	One-Pager Personal Short Story Perfect Paragraphs	Literary Elements Notice & Note Signposts Citing Evidence Perfect Paragraphs	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R7 Evaluate arguments and specific claims from complex informational texts. R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.
UNIT 2	<i>Of Mice & Men</i> by John Steinbeck	Perfect Paragraph 5 Paragraph Essay	Note Taking Format 5 Paragraph Essay	
UNIT 3	<i>(Verse Novel)</i> <i>-Long Way Down</i> by Jason Reynolds <i>-Make Lemonade</i> by Virginia Wolfe	Perfect Paragraphs Chapter Analysis	Figurative Language Poetry	
UNIT 4	<i>Romeo & Juliet</i> by William Shakespeare	Perfect Paragraphs 5 Paragraph Essay		
UNIT 5	<i>Bronx Masquerade</i> by Nikki Grimes	Perfect Paragraphs Character Analysis	Narrative Poetry	
UNIT 6	Non-Fiction Research	Teen-Issues Essay	Research Skills	

UNIT BREAKDOWN

Unit 1 - ELA Foundations (short stories) (~8 weeks)		
Week 1	9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity 9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).	Literary Elements Pretest Literary Elements Chart Setting/Conflict "The Fresh Prince of Bel-Air" theme song

	9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).	
Week 2	9.1.4.1-4: R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. 9.3.1.1-2: LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant	Themes in Pixar Shorts Theme Song Project
Week 3	9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.	Notice & Note Signpost Chart Notice & Note Signposts in Pixar Shorts
Week 4	9.1.2.3 Locate, select, and read texts by two authors on the same topic or theme. 9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias. 9.1.4.3 Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts. 9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks). 9.3.1.1 a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science. 9.3.1.2 Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.	Notice & Note Signpost Study Guide Shared-Inquiry Discussion
Week 5	9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. 9.2.3.2 Vary word usage and sentence structure for effect, considering audience and context. 9.2.6.2 Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text. 9.2.6.1 Write to create, applying basic and advanced literary techniques as observed in mentor texts to various tasks and purposes, in various literary forms.	Personal Fiction
Week 6	9.2.4.1-2: W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	Claim/Topic Sentences/Citing Evidence

	<p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text</p> <p>9.3.1.1 a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science.</p> <p>9.3.1.2 Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.</p>	Shared-Inquiry Discussion
Week 7	<p>9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.</p> <p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.2.4.1 Write to argue, basing argument, and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.</p> <p>9.2.4.2 Write to persuade, considering and addressing other perspectives, building on skills from previous years.</p> <p>9.2.5.2 Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)</p>	<p>Notes/Perfect Paragraph 1 (The Giving Tree)</p> <p>Notes/Perfect Paragraph 2 (Lamb to the Slaughter)</p> <p>Notes/Perfect Paragraph 3 (The Man in the Well)</p>
Week 8	<p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable</p>	<p>Short Story One-Pager</p> <p>Perfect Paragraph Template</p>

Unit 2 - “Of Mice & Men” (~7 weeks)		
Week 1	<p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity</p>	<p>Of Mice & Men Anticipatory Guide</p> <p>Character Slides</p> <p> [BLANK] Midtling___OM&M Lit Guide...</p>





	<p>9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).</p> <p>9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.</p>	
Week 2-4	<p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity</p> <p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.2.5.2 Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)</p> <p>9.3.1.1 a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science.</p> <p>9.3.1.2 Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.</p>	<p>OM&M Perfect Paragraph 1</p> <p>OM&M Perfect Paragraph 2</p> <p>OM&M Signpost Quiz</p> <p>OM&M Shared-Inquiry Discussion</p>
Week 5	<p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance</p>	<p>5 Paragraph Essay Guided Notes</p>
Week 6-7	<p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.1.2 Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)</p> <p>9.2.4.1 Write to argue, basing argument, and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.</p>	<p>OM&M Essay Brainstorm</p> <p>OM&M Writing Process Guide</p>





Unit 3 - Verse Novel “Long Way Down” or “Make Lemonade” (~6 weeks)

Week 1	<p>9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)</p>	<p> Figurative Language Pre-Test Figurative Language Chart Figurative Language ID Practice Figurative Language Stations </p>	
Week 2	<p>9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.</p> <p>9.1.5.3 Critically analyze the use, meaning, and aesthetics of illustrations, graphics, and other audiovisual elements and explain their relation to the text.</p> <p>9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)</p>	<p> Figurative Language in Songs Figurative Language Song Project </p>	
Week 3-6	<p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity</p> <p>9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).</p> <p>9.1.4.2 Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.</p> <p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)</p> <p>9.2.5.2 Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)</p> <p>9.3.1.1 a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science.</p> <p>9.3.1.2 Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and</p>	<p> Long Way Down Pre-Reading Long Way Down Literature Guide LWD Perfect Paragraph 1 LWD Perfect Paragraph 2 </p> <p>Shared-Inquiry Discussion</p>	<p> Make Lemonade Pre-Reading ML Part 1 Literature Guide ML Part 2 Literature Guide ML Part 3 Literature Guide ML Part 4 Literature Guide </p> <p>Shared Inquiry Discussion</p>

	clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.		
Week 7	<p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable</p> <p>9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	LWD Chapter Analysis	ML One-Pager One-Pager Brainstorm

Week 1	9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)	Romeo & Juliet Pre-Reading Family Crest and Family Crest Symbols Character Map/Casting Prologue/Parts of Script
Week 2-5	<p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity</p> <p>9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).</p> <p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.1.4.3 Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.</p> <p>9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)</p>	R&J Literature Guide ACT II Prologue R&J Perfect Paragraph 1 R&J Perfect Paragraph 2
Week 6-7	<p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.1.2 Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)</p> <p>9.2.4.1 Write to argue, basing argument, and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.</p> <p>9.2.5.2 Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)</p>	Romeo & Juliet Essay Guide

Week 1	<p>9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry</p> <p>9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.</p> <p>9.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.</p> <p>9.2.8.1 Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>About the Author Harlem Renaissance Intro Harlem Renaissance Project & Project Slides</p>
Week 2-5	<p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity</p> <p>9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).</p> <p>9.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.</p> <p>9.1.4.3 Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.</p> <p>9.1.8.1 Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)</p> <p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.5.2 Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)</p>	<p>Bronx Masquerade Literature Guide</p> <ul style="list-style-type: none">  BM: PERFECT PARAGRAPH #1  News @ Five & Media Exploration  BM: PERFECT PARAGRAPH #2  BM: PERFECT PARAGRAPH #3 <p>"North Masquerade" BM Final Project North Masquerade Template</p>

<p>Week 1-3</p>	<p>9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry</p> <p>9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.</p> <p>9.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.</p> <p>9.2.8.1 Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.</p> <p>9.2.1.2 Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)</p> <p>9.2.7.1 Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.</p> <p>9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p> Research (Guided Notes)</p> <p> RESEARCH NOTES</p> <p> Guided Research Activity</p> <p> Teen Issues Research Project_Pri...</p>
------------------------	--	--