



THE SCHOOL DISTRICT OF PHILADELPHIA

Quarter 1, English 1

StudySync Thematic Unit 3: Declaring Your Genius

[Additional Instructional Resources](#)

 **24-25 Grade 9 Standards Tracker**

[Blank Quarter 1 Calendar](#)

August					
Term 1 8/26/24 to 11/7/24	Monday	Tuesday	Wednesday	Thursday	Friday
				1	2
	5	6	7	8	9
	19	20	21	22	23
Week 1	26 First Day of School	27 SyncStart Lessons	28 SyncStart Lessons	29 SyncStart Lessons	30 SyncStart Lessons



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September					
Term 1 8/26/24 to 11/7/24	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	2 Labor Day- no school	3 Instructional Day 1	4 Instructional Day 2	5 Instructional Day 3	6 Instructional Day 4
Week 3	9 Instructional Day 5	10 Instructional Day 6	11 Instructional Day 7	12 Instructional Day 8	13 Instructional Day 9
Week 4	16 Instructional Day 10	17 Instructional Day 11	18 Instructional Day 12	19 Instructional Day 13	20 Instructional Day 14
Week 5	25 Instructional Day 15	26 Instructional Day 16	27 Instructional Day 17	28 Instructional Day 18	27 Reteach Review Half Day PD



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Week 6	30 Instructional Day 19				
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October					
Term 1 8/26/24 to 11/7/24	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7		1 Instructional Day 20	2 Instructional Day 21	3 Rosh Hashanah - No school	4 Instructional Day 22
Week 8	7 Instructional Day 23	8 Instructional Day 24	9 Instructional Day 25	10 Instructional Day 26	11 Instructional Day 27
Week 9	14 Indigenous Peoples Learning Day	15 Instructional Day 28	16 Instructional Day 29	17 Instructional Day 30	18 Instructional Day 31
Week 10	21 Instructional Day 32	22 Instructional Day 33	23 Instructional Day 34	24 Instructional Day 35	25 Full Day PD- Schools Closed



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Week 11	28 Instructional Day 36	29 Instructional Day 37	30 Instructional Day 38	31 Instructional Day 39	
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November					
Term 1 8/26/24 to 11/7/24	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9					1 Instructional Day 40
Week 10	4 Instructional Day 41	5 Election Day- No School	6 Instructional Day 42	7 Review and Reteach	8 TERM 2 BEGINS
	11	12	13	14	15 Report Card Conferences - No School
	18	19	20	21	22



	25	26	27	28	29
			Half Day	Thanksgiving - No School	Thanksgiving - No School

Priority Lessons are Highlighted in Green Declaring Your Genius Unit Instructional Path				
Days	Readings	Lesson	Objectives	Materials
1–2 <i>Reading and Writing Companion, (online only)</i>	The Big Idea: How do you define intelligence?	Day 1: Blast: Declaring your genius	After exploring background information and research links about a topic, students will respond to a question with a 140-character response.	
		Day 1: Skill: Content Vocabulary - Terms about Intelligence	After learning the meanings of five content vocabulary words, students will recognize and use them in a collaborative conversation with a peer and independently craft responses incorporating their newfound vocabulary and content knowledge.	
		Day 2: Skill: Recognizing Genre	After learning about the genre of argumentative texts, students will be able to identify and describe	



3–8 <i>Reading and Writing Companion, 298-318</i>	PAIRED READINGS Señora X No More from The Lost Letters of Frederick Douglass An Indian Father's Plea		characteristics of letters, argumentative essays, theories, research articles, and speeches.	CRQ: The Lost Letters of Frederick Douglass
		Day 2: Skill: Academic Vocabulary	After learning the meanings of ten academic vocabulary words, students will be able to recognize and use them in a variety of contexts.	
		Day 3: Independent Read: Senorita X No More	After reading “Señora X No More” students will write a short response that demonstrates their understanding of how figurative language helps reveal the intensity of the speaker’s struggle.	
		Day 4: Independent Reading: from the Lost Letters of Frederick Douglass	After reading “from The Lost Letters of Frederick Douglass,” students will write a short response that demonstrates their understanding of the author’s purpose and point of view, conducts background research, and analyzes the use of language to support this claim.	
		Day 5: First Read: An Indian Father's Plea Student Assignment	After an initial reading and discussion of the letter, students will be able to evaluate details and read to determine key ideas.	
		Day 6: Skill: Author's Purpose and Point of View	After rereading and discussing a model of close reading, students will be able to analyze the author’s point of view and purpose in writing this open letter.	
		Day 6:	After rereading and discussing a	



		Skill: Reasons and Evidence	model of close reading, students will be able to analyze the author's use of reasoning and evidence to support the claims presented in the argumentative letter.	
		Day 7: Skill: Informational Text Structure Create/Preview Assignment	After rereading and discussing a model of close reading, students will be able to analyze the text structure of "An Indian Father's Plea" and how the author's claim is developed and refined by particular sentences and portions of the text.	
		Day 8: Close Reading: An Indian Father's Plea	After engaging in a close reading and discussion of "An Indian Father's Plea," students will be able to explain in a short written response how the author uses structural elements, including appeals and a convincing conclusion, to support claims about the cultural differences that Native American children must face in U.S. schools.	
9–12 <i>Reading and Writing Companion, pages 319-328</i>	Georgia O'Keeffe	Day 9: First Read: Georgia O'Keeffe	After an initial reading and discussion of the essay, students will be able to determine the text's main idea and details.	
		Day 10: Skill: Context Clues	After rereading and discussing a model of close reading, students will be able to use context clues to determine the meaning of unknown words in "Georgia O'Keeffe."	
		Day 11:	After rereading and discussing a	



		Skill: Author's Purpose and Point of View	model of close reading, students will be able to identify and analyze the author's purpose and point of view in "Georgia O'Keeffe."	
		Day 12: Close Read: Georgia O'Keeffe	After engaging in a close reading and discussion of "Georgia O'Keeffe," students will be able to write a short written response that identifies the message the writer seeks to convey and explains how the evidence the writer provides supports this message	
		Day 12: Blast: The Roots of intelligence		
13 <i>Reading and Writing Companion, pages 329-331</i>	The Singularity is Near	Day 13: Independent Read: The Singularity is Near	After reading the excerpt from <i>The Singularity Is Near</i> , students will demonstrate their understanding of the positive and negative effects of "the Singularity" in a group discussion.	
14–16 <i>Reading and Writing Companion, pages 332-358</i>	The Most Dangerous Game	Day 14: First Read: The Most Dangerous Game	After an initial reading and discussion of the short story, students will be able to identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story's plot.	CRQ: The Most Dangerous Game *Also found in StudySync Lesson
		Day 15: Skill: Story Structure	After rereading and discussing a model of close reading, students will be able to analyze how an author's choices concerning how to order events within a text (e.g., parallel	



			plots) create such effects as mystery, tension, or surprise.	
		Day 15: Skill: Character	After rereading and discussing a model of close reading, students will be able to analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text.	
		Day 16: Close Read: The Most Dangerous Game	After engaging in a close reading and discussion of “The Most Dangerous Game,” students will be able to write a short response that explains how a theme of the story is developed through interactions between a character foil and the protagonist.	
17–21 <i>Reading and Writing Companion, pages 359-376</i>	PAIRED READINGS Outliers: The Story of Success The Origin of Intelligence	Day 17: Independent Read: Outliers: The Story of Success	After reading the excerpt from <i>Outliers: The Story of Success</i> , students will write a short response that demonstrates their understanding of and reaction to the text’s central argument.	
		Day 18: First Read: The Origin of Intelligence	After an initial reading and discussion of the essays, students will be able to identify key ideas and cite details that support those key ideas.	
		Day 19: Skill: Summarizing	After rereading and discussing a model of close reading, students will be able to note how the theme or central idea is developed over the course of the text, how it is shaped and refined by specific details, and then provide an objective summary.	



		Day 20: Skill: Arguments and Claims	After rereading and discussing a model of close reading, students will be able to analyze the characteristics and structural elements of argumentative texts in “The Origin of Intelligence,” including counter arguments and specific claims.	
		Day 20: Skill: Logical Fallacies	After rereading and discussing a model of close reading, students will be able to identify and analyze the effects of logical fallacies in the arguments in “The Origin of Intelligence.”	
		Day 21: Close Read: The Origin of Intelligence	After engaging in a close reading and discussion of “The Origin of Intelligence,” students will be able to write an argumentative essay about which text they find more convincing—Intelligence: It’s All in the Genes (Point) or Your Childhood IQ Does Not Limit You (Counterpoint).	
22 <i>Reading and Writing Companion, pages 376-384</i>	The Secret to Raising Smart Kids	Day 22: Independent Read: The Secret to Raising Smart Kids	After reading “The Secret to Raising Smart Kids,” students will write a short response that demonstrates their understanding of the author’s use of various types of evidence to support an argument.	CRQ: The Secret to Raising Smart Kids *Also found in StudySync Lesson
		Day 22: Blast: Master Class	After exploring background information and research links about a topic, students will respond to a question with a 140-character response.	



23–25 <i>Reading and Writing Companion, pages 385-408</i>	PAIRED READINGS The Odyssey (A Graphic Novel) The Odyssey (Book XII – Butler translation)	Day 23: Independent Read: The Odyssey (A Graphic Novel)	After reading <i>The Odyssey (A Graphic Novel)</i> , students will write a short argument about whether graphic novels are suitable mediums for presenting classic literature.	
		Day 24: First Read: The Odyssey (Book XII – Butler translation)	After an initial reading and discussion of the translated excerpt from Homer's the <i>Odyssey</i> , students will be able to identify and describe character traits and setting details, as well as articulate the conflict that is integral to the plot.	
		Day 24: Skill: Character	After rereading and discussing a model of close reading, students will be able to analyze and explain how Homer develops complex characters using a series of literary devices.	
		Day 25: Skill: Media	After rereading and discussing a model of close reading, students will be able to analyze the similarities and differences between two treatments of <i>The Odyssey</i> .	
		Day 25: Close Read: The Odyssey (Book XII – Butler translation)	After engaging in a close reading and discussion of the <i>Odyssey</i> , students will be able to write a short argumentative response that synthesizes information from two texts in order to support an argument about a character.	
26 <i>Reading and Writing Companion, pages 409-418</i>	Convocation Remarks at Harvard University	Day 26: Independent Read: Convocation Remarks at Harvard University	After reading “Convocation Remarks at Harvard University,” students will write a short response that demonstrates their understanding of author’s purpose, audience, and	



			message, and the use of text structure to achieve these purposes	
27 <i>Reading and Writing Companion, (online only)</i>	Vocabulary Review Self-Selected Reading	Day 27: Skill: Vocabulary Review	After reviewing the meanings of content knowledge and academic vocabulary words, students will be able to recognize and use them in a variety of contexts.	
		Day 27: Blast: Self-Selected	After exploring background information about texts in the library, students will self-select a text, establish a purpose for reading, and read independently for a sustained period of time.	
		Day 27: Write: Self-Selected Response	After self-selecting a text, students will demonstrate their understanding of the piece by writing a personal response.	
28 <i>Reading and Writing Companion, (online only)</i>	Timed Writing	Day 28: Write: Timed Writing	After reviewing a checklist on timed writing, students will plan and write a response in a timed writing situation.	
Use the Extended Writing Project and Grammar tab to complete the remainder of content for Quarter 1.				
29 <i>Reading and Writing Companion, pages 409-418</i>	Argumentative Writing Process: Plan	Day 29: Argumentative Writing Process: Plan	After learning about genre characteristics and craft, students will analyze a sample Student Model and plan a meaningful argumentative essay in response to a prompt.	
30-34	Argumentative Writing Process: Draft	Day 30:	After reading and discussing a model of student writing, students will	



<i>Reading and Writing Companion, pages 426-437</i>		Skill: Thesis Statement	develop their drafts by composing a clear thesis statement for their argumentative essay.	
		Day 31: Skill: Organizing Argumentative Writing	After reading and discussing a model of student writing, students will develop their drafts by organizing their argumentative essay effectively.	
		Day 32: Skill: Reasons and Relevant Evidence	After reading and discussing a model of student writing, students will plan an essay with reasons and relevant evidence.	
		Days 33 and 34: Argumentative Writing Process: Draft	After reading an excerpt of a Student Model draft and reviewing a writing checklist, students will draft a meaningful argumentative essay in response to a prompt.	
35-38 <i>Reading and Writing Companion, pages 438-447</i>	Argumentative Writing Process: Revise	Day 35: Skill: Introductions	After reading and discussing a model of student writing, students will develop their drafts by improving their introductions.	
		Day 36: Skill: Transitions	After reading and discussing a model of student writing, students will develop their drafts by improving their transitions.	
		Day 37: Skill: Conclusions	After reading and discussing a model of student writing, students will develop their drafts by improving their conclusions.	
		Day 38: Argumentative Writing Process: Revise	After reviewing an example of a revised Student Model, students will use a revision guide to revise their argumentative essay for clarity,	



			development, organization, style, diction, and sentence effectiveness.	
39-42 <i>Reading and Writing Companion, pages 448-460</i>	Argumentative Writing Process: Edit and Publish	Day 39: Skill: Style	After reading and discussing a model of student writing, students will develop their drafts by improving their style by using formal language and an objective tone.	Feedback Process for Wri...
		Day 40: Grammar Skill: Parallel Structure	After learning about parallel structure and seeing how it is used in text examples, students will practice using parallel structure correctly.	
		Day 40: Grammar Skill: Noun Clauses	After learning about basic spelling rules and seeing how they are used in text examples, students will practice using basic spelling rules correctly.	
		Day 40: Grammar Skill: Semicolons	After learning about semicolons and seeing how they are used in text examples, students will practice using semicolons correctly.	
		Day 40: Grammar Skill: Basic Spelling Rules II	After learning about basic spelling rules and seeing how they are used in text examples, students will practice using basic spelling rules correctly.	
		Day 41 and 42: Argumentative Writing Process: Edit and Publish	After seeing an example of editing in the Student Model and reviewing an editing checklist, students will edit and publish the final draft of their argumentative essay.	



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