

English 9 Scope & Sequence

Module	Days	Unit	MD CCR Standards	Essential/Guiding Questions
Module 1: Heroes and Archetypes Primary Common Assessments: Diagnostic Reading and Language Assessment Diagnostic Writing and Language Assessment Performance-Based Assessment: Literary Analysis Performance-Based Assessment: Narrative Writing	7 - 10	Modeled Reading and Writing: an Introduction to Close Reading, Analytical Writing, and ACSICE Primary Texts: “Making a Fist”, Naomi Shihab Nye “La Belle Sans Merci: a Ballad”, John Keats	CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS 9-10 RL 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. CCSS 9-10 RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS 9-10 W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS 9-10 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	How does text structure vary depending on text type (informational or literary)? How do authors accomplish their purposes through structural and language choices? How do text types reveal author's purpose? How does manipulation of structure and language help to accomplish your purpose for writing?
	5-10	Introduction to the Hero's Journey and	CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	What is an archetype, and how is it connected to psychology,

		<p>Archetypes</p> <p>Primary Texts:</p> <p>Various children's stories.</p> <p>Various nonfiction articles on archetypes, including both Joseph Campbell's and Carl Jung's explanation/a analysis of archetypes.</p> <p>Various poems illustrating the use of archetype, including "The Tyger", William Blake, and "The Kraken", Alfred, Lord Tennyson</p> <p>Independent Readings</p>	<p>drawn from the text.</p> <p>CCSS 9-10 RL 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.</p> <p>CCSS 9-10 RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS 9-10 W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 9-10 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>literature, and pop culture?</p> <p>How are archetypes revealed in a variety of print & non-print texts?</p> <p>How is hero defined in literary, personal, and historical contexts?</p> <p>How does text structure vary depending on text type (informational or literary)?</p>
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		(student selected)		
	15-25	<p>Close analytical reading of extended text.</p> <p>Primary Texts:</p> <p>Extended Text (one of the following):</p> <p><i>Things Fall Apart</i> - Chinua Achebe</p> <p><i>Beowulf</i> - trans. Seamus Heaney</p> <p><i>Odyssey</i> - Homer</p> <p><i>Siddhartha</i> - Hermann Hesse</p> <p><i>The Alchemist</i> - Paulo Coelho</p> <p><i>The Namesake</i> - Jhumpa Lahiri</p> <p><i>Taming of</i></p>	<p>CCSS 9-10 RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RL 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.</p> <p>CCSS 9-10 RL 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.</p> <p>CCSS 9-10 RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS 9-10 RL 5: Analyze how an author'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.</p> <p>CCSS 9-10 RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United</p>	<p>What is an archetype?</p> <p>How are archetypes revealed in a variety of print & non-print texts?</p> <p>How is hero defined in literary, personal, and historical contexts?</p> <p>How does text structure vary depending on text type (informational or literary)?</p> <p>How do authors accomplish their purposes through structural and language choices?</p> <p>How do text types reveal author's purpose?</p> <p>How does manipulation of structure and language help to accomplish your purpose for writing?</p> <p>How does the cultural perspective affect the writing of and interpretation of a text?</p>

	<p><i>the Shrew</i> - William Shakespeare <i>City of the Beasts</i> - Isabel Allende <i>Bless Me, Ultima</i> - Rudolfo Anaya <i>Looking for Alaska</i> - John Green <i>Old Man and the Sea</i> - Ernest Hemingway <i>Ties That Bind, Ties That Break</i> - Lensey Namioka <i>Piecing Me Together</i> - Renee Watson</p> <p>Various poems paired with each extended text.</p> <p><i>Declaration of</i></p>	<p>States, drawing on a wide reading of world literature.</p> <p>CCSS 9-10 SL 1: 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.</p> <p>CCSS 9-10 L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS 9-10 RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS 9-10 RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>CCSS 9-10 W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 9-10 W 3: Write narratives to develop</p>	
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		<i>Independence of the United States of America</i> - Thomas Jefferson, et al.	real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS 9-10 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Module 2: Media Literacy Primary Common Assessments: College and Career-Ready Speaking and Listening Assessment: Visual Argument College and Career-Ready Research Assessment: Researched Synthesis Essay Performance-Based	5-10	Introduction to Media Literacy, Cinematic Elements, and Persuasive Techniques Primary Text: "If You Have a 'Buy Button' in Your Brain, What Pushes It?" - Sandra Blakeslee	CCSS 9-10 RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CCSS 9-10 RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	What is bias? How do consumers make conscious vs. unconscious choices? What influences these choices? How do authors present their implicit and explicit assumptions and beliefs? And to what effect? What is the author's purpose? How does the author use language/media devices to accomplish it?
	20-35	Extended Text (one of the following): <i>Behind the Screens: Hollywood Goes Hypercomme</i>	CCSS 9-10 RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CCSS 9-10 RI 5: Analyze in detail how an author's ideas or claims are developed and	What is bias? How do consumers make conscious vs. unconscious choices? What influences conscious and unconscious choices? How do authors present their

<p>Assessment: Research Simulation</p> <p>Final Exam: Reading and Language Assessment</p> <p>Final Exam: Writing and Language Assessment</p>		<p><i>rcial</i> <i>Chasing Ice</i> <i>Do You Trust</i> <i>This</i> <i>Computer?</i> <i>Food Inc.</i> <i>The Future of</i> <i>Food</i> <i>Gasland</i> <i>Happy</i> <i>Vanishing of</i> <i>the Bees</i> <i>Who Killed</i> <i>the Electric</i> <i>Car?</i></p> <p>Various paired poems.</p> <p>Various short readings, both fiction and nonfiction.</p>	<p>refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS 9-10 RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS 9-10 RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS 9-10 RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS 9-10 SL 2. 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>CCSS 9-10 SL 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS 9-10 SL 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS 9-10 SL 5. Make strategic use of digital</p>	<p>implicit and explicit assumptions and beliefs? And to what effect?</p> <p>What is the author's purpose? How does the author use language/media devices to accomplish it?</p> <p>How do media conventions translate into written and spoken academic discourse?</p> <p>What are the similarities between non-print and print texts? How can a writer accomplish the same persuasive effect in print as the non-print media does?</p>
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			<p>media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, CCSS 9-10 L 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. reasoning, and evidence and to add interest.</p> <p>CCSS 9-10 W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS 9-10 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS 9-10 W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</p>	
	through entire module	Independent Readings (student selected)	<p>CCSS 9-10 RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS 9-10 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>	<p>What is the author's purpose? How does the author use language to accomplish it?</p>

			frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
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