



High School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 9

TEACHING WINDOW A	OVERVIEW
	<p>Unit 2 Overview: In this unit, students will investigate what it takes to survive, considering the physical and emotional costs of survival. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What does it take to survive?</p> <p>Unit 4 Overview: In this unit, students will learn about tragic romances, considering the concepts of fate and personal choices. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: Do we determine our own destinies?</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Determined by teacher	Common assessments will be given at regular intervals throughout the course to measure mastery of the focus standards.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
<p>Teaching Window A: Units 2 and/or 4</p> <p>Unit 2: Survival</p> <p>Unit 4: Star-Crossed Romances</p>	25 days	<p>Unit 2 Home Connection Letter</p> <p>Unit 2 Home Connection Letter (Spanish)</p> <p>Unit 4 Home Connection Letter</p> <p>Unit 4 Home Connection Letter (Spanish)</p> <p>CommonLit for Parents & Guardians</p>	<p>Standards Key: RL=Reading Literature RI=Reading Informational Text L=Language SL=Speaking & Listening W=Writing</p> <p>Focus Standards RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas</p>



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or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

L.9-10.5a Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

Secondary Standards
(standards listed at end of document)

- RL.9-10.7
- RL.9-10.9
- RL.9-10.10
- RI.9-10.10
- W.9-10.4
- W.9-10.5
- W.9-10.6
- SL.9-10.1
- SL.9-10.2
- SL.9-10.3
- SL.9-10.4
- SL.9-10.5
- L.9-10.1
- L.9-10.2
- L.9-10.3
- L.9-10.5b



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			<p>L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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TEACHING WINDOW B	OVERVIEW	
	<p>Unit 1 Overview: In this unit, students will investigate what it means to be American. They will consider how tradition and experience affect this question of identity. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What does it mean to be “American”?</p> <p>Unit 3 Overview: In this unit, students will learn about the Civil Rights Movement, considering the importance of the written and spoken word during that period of American history. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: How can words inspire change?</p>	
ASSESSMENTS		
ASSESSMENT WINDOW	ASSESSMENT NAME	
Determined by teacher	Common assessments will be given at regular intervals throughout the course to measure mastery of the focus standards.	

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Teaching Window B: Units 1 and/or 3	25 days	Unit 1 Home Connection Letter	<p>Focus Standards</p> <p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says</p>



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<p>Unit 1: American Voices</p> <p>Unit 3: The Literature of Civil Rights</p>		<p>Unit 1 Home Connection Letter (Spanish)</p> <p>Unit 3 Home Connection Letter</p> <p>Unit 3 Home Connection Letter (Spanish)</p> <p>CommonLit for Parents & Guardians</p>	<p>explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze 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>RI.9-10.6 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>RI.9-10.8 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>L.9-10.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>Secondary Standards (standards listed at end of document)</p> <p>RL.9-10.7 RL.9-10.9 RL.9-10.10 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1</p>
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			<p>SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5b L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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TEACHING WINDOW C	OVERVIEW
	<p>Unit 5 Overview: In this unit, students will learn about life-altering journeys, considering what journeys, both external and internal, can teach us about ourselves. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: What can we learn from a journey?</p> <p>Unit 6 Overview: In this unit, students will learn about doomsday scenarios, considering why we enjoy speculating about the end of the world. Students will read a variety of texts and listen to and view media as they discuss the Essential Question for the unit: Why do we try to imagine the future?</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Determined by teacher	Common assessments will be given at regular intervals throughout the course to measure mastery of the focus standards.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
<p>Teaching Window C: Units 5 and/or 6</p> <p>Unit 5: Journey of Transformation</p> <p>Unit 6: World's End</p>	25 days	<p>Unit 5 Home Connection Letter</p> <p>Unit 5 Home Connection Letter (Spanish)</p> <p>Unit 6 Home Connection Letter</p> <p>Unit 6 Home Connection Letter (Spanish)</p> <p>CommonLit for Parents & Guardians</p>	<p>Focus Standards</p> <p>RL.9-10.2 Determine a theme 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>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature from outside</p>



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			<p>the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>Secondary Standards (standards listed at end of document)</p> <p>RL.9-10.7 RL.9-10.9 RL.9-10.10 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5b L.9-10.6</p> <p>Each teaching window ends with a culminating writing assignment teaching one of three writing standards (W.9-10.1, W.9-10.2 or W.9-10.3). All three writing standards must be taught during the duration of the course but the teacher will decide which standard is taught for each teaching window.</p>
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Secondary Standards

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.9-10.9 Analyze how an author adopts or adapts source material in a specific work

RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.

RI.9-10.10 By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text

RI.9-10.10 By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text

SL.9-10.1 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. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. **c.** Propel 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. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

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.



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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, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.

L.9-10.3 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. **a.** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. **b.** Use parallel structure.

L.9-10.5b Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.9-10.2 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.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.5 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



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when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.