

# YEAR AT A GLANCE - Regents and Honors English 9

(updated Dec 2022)

NYS Standards: <http://www.corestandards.org/ELA-Literacy/>

Using performance tasks as a guide, we may see how freshmen move from developing to proficient across writing, speaking, and reading assessments. Please note that the core texts may not be taught in the order they appear here.

Unit 1 Quarter 1 <b>Exploring            the novel            and the            science            fiction genre</b>	<b>Enduring Understanding</b>  English 9 & 9 Honors Students will understand the following concepts	<b>Essential Questions</b>	<b>Performance Tasks</b> <i>(e.g., Persuasive Essay,            DBQ, Nutritional Analysis,            etc.)</i>	<b>Resources/            Tools</b>
<p><u>Core Text:</u>  <i>Fahrenheit 451</i> by Ray Bradbury            OR  <i>The Hunger Games</i> by Suzanne Collins</p>	<p>Humanity should preserve and value the culture of reading.</p> <p>All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.</p> <p>Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluating texts; showing evidence of responsible interpretations of texts and examining texts critically.</p> <p>References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.</p>	<p>How may we connect common themes across texts?</p> <p>How does an author’s style influence the reader?</p> <p>Is it important to preserve a culture of reading?</p> <p>When does the government have the right to restrict the freedoms of people?</p> <p>Is technology more harmful or beneficial to society?</p>	<p><u>Executive Function:</u>            Interacting with Schoology/IC, managing school work.</p> <p><u>Written Assessments:</u>            Reading Quizzes, including multiple choice, fill-in-the-blank, matching, and short essay responses.            Vocabulary Quizzes.            Business Letter.            Vocabulary sentences/workbook completion</p> <p><u>Speaking Assessments:</u>            Oral presentations:            Introduction</p> <p>Reader Notebook (Journals and Class notes)</p>	<p><u>Core Text:</u>  <i>Fahrenheit 451</i> by Ray Bradbury OR <i>The Hunger Games</i> by Suzanne Collins</p> <p><u>Expanding the Unit:</u>            Books Choice – American Library Association List of Challenged Texts</p> <p>“Dover Beach” by Matthew Arnold (Poem)</p> <p>“Is Harry Potter Evil?” by Judy Blume (Article)</p> <p>“You Have Insulted Me” by Kurt Vonnegut (Letter)</p> <p>“Harrison Bergeron” Kurt Vonnegut (Short Story)</p> <p><i>Fahrenheit 451</i> (Film)</p> <p>"If--" Rudyard Kipling</p> <p>"All That is Gold Does Not Glitter" John Ronald Reuel</p>

			<p><u>Summative Assessment:</u> short essay responses, essay, and/or practice multiple choice, matching, quote analysis</p> <p>Regents task: <b>Introduction</b> of Text Analysis Response skills and <b>begin Argumentative</b> Essay skills</p> <p>Research Project -- Censorship Research Project <b>Citation and Research Introduction</b> 9 Honors- Author Background Paper (Classic Book Project)</p>	<p>Tolkien</p> <p>"Do Not Go Gentle into That Good Night" Dylan Thomas</p> <p>Graphic organizers, planners, and writing tools</p>
<p>Unit 2 Quarter 1/2 Mastering literary devices and literary analysis</p>	<p><b>Enduring Understanding</b></p> <p>English 9 &amp; 9 Honors Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text:</u> <i>Of Mice and Men</i> by John Steinbeck</p>	<p>Reading a wide range of texts builds an understanding of the texts, of oneself, and of different cultures and time periods.</p> <p>The use of a variety of comprehension strategies greatly enhances understanding of text.</p> <p>Authors make intentional choices that are designed to produce a desired effect on the reader (Hess)</p> <p>Using dialect helps the reader</p>	<p>How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)?</p> <p>When a person's individual choices are in direct conflict with his/her society, what are the consequences?</p> <p>What is morality and what are the factors that have an impact on the development</p>	<p><u>Executive Function:</u> Organization and Planning Time management</p> <p><u>Written Assessments:</u> Reading quizzes, possibly including multiple choice, fill-in-the-blank, matching, and short essay responses <b>Introduction to Close Reading Assessments</b> Vocabulary Quizzes.</p>	<p><u>Core Text:</u> <i>Of Mice and Men</i> by John Steinbeck</p> <p><u>Expanding the Unit:</u> Vocabulary development</p> <p>Graphic organizers, planners, and writing tools</p>

	<p>understand the character and the time period. Reading builds an understanding of the human experience. (Hess)</p> <p>Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts</p>	<p>of our morality?</p> <p>In what ways does the American Dream mean different things for different Americans?</p>	<p><u>Speaking Assessments:</u> Oral Presentations, Socratic Seminar/Fishbowl Discussions</p> <p>Reader Notebook Annotating text</p> <p><u>Summative Assessment:</u> short essay responses, essay, and/or practice multiple choice, matching, quote analysis. Other written assessments. WebQuest (MLA).</p> <p>Vocabulary sentences /workbook completion</p> <p>Text Analysis Response and Argumentative Essay skills. <b>Students will be confident in format and expectations Using 1 or more sources in a writing piece.</b></p>	
<p><u>Unit 3</u> Drama and Performance Quarter 2/3</p>	<p><b>Enduring Understanding</b></p> <p>English 9 &amp; 9 Honors Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text:</u> <i>Romeo and Juliet</i> by William Shakespeare</p>	<p>Love is strong and powerful, taking complete hold of the individuals in its grip.</p> <p>One cannot escape the inevitability of fate.</p> <p>At times, young people have more passion than wisdom,</p>	<p>What is the relationship between love and trust or between love and loyalty?</p> <p>What are the boundaries of love and sacrifice, and where does one draw the line between them?</p>	<p><u>Executive Function:</u> Organization, planning, and communication Time management</p> <p><u>Written Assessments:</u> Quizzes, essays, group</p>	<p><u>Core Text:</u> <i>Romeo and Juliet</i> by William Shakespeare</p>

	<p>while older people forget the power of love. References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.</p> <p>“Interpretations of text involve linking information across parts of a text and determining the importance of the information presented.”(Hess)</p> <p>Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.</p>	<p>Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?</p>	<p>projects, oral presentations; application and understanding of MLA form. Vocabulary Quizzes. <b>Close Reading Assessments should demonstrate growth in reading and analysis.</b></p> <p>Reader Notebook (Journals and Class notes)</p> <p><u>Summative Assessment:</u> short essay responses, essay, and/or practice multiple choice, matching, quote analysis. Independent Reading Project <b>Students will demonstrate independent analysis in speaking and writing</b></p> <p>Research/Creative Project: Writing with sources. <b>Length 1-3 pages</b> <b>Identify relevant evidence and connect ideas among texts (introduction to synthesis) using 2 or more sources. Students move from developing to proficient.</b></p>	<p><u>Expanding the Unit:</u> Vocabulary development</p> <p>Graphic organizers, planners, and writing tools <b>Students begin to move from simple graphic organizers to following writing formats/outlines.</b></p>
<p><u>Unit 4</u> Modern Drama and the Human Condition Quarter 3/4</p>	<p><b>Enduring Understanding</b> English 9 &amp; 9 Honors Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p><b>Resources/ Tools</b></p>

<p><u>Core Text:</u> <i>Our Town</i> by Thornton Wilder OR <i>House on Mango Street</i> by Sandra Cisneros OR <i>Discovering Wes Moore</i> by Wes Moore</p>	<p>Generational Discord American Dream, American Journey</p> <p>We may analyze literature by “applying ideas and making connections between text and self, text and other texts, and texts and the real world.”(Hess)</p> <p>“Interpretations of text involve linking information across parts of a text ”(Hess)</p> <p>“The use of a variety of comprehension strategies greatly enhances understanding of text.” (Hess)</p>	<p>How do we cope with hardship or success?</p> <p>How do we become adults?</p> <p>What is the meaning of life and does that shape our beliefs regarding death?</p> <p>How are people transformed through their relationships with others?</p> <p>What is community and what are the individual’s responsibility to the community as well as the community’s responsibility to the individual?</p>	<p><u>Executive Function:</u> Planning and executing long term assignments. Time management</p> <p><u>Written Assessments:</u> Written quizzes, essays, group projects <b>full length literary analysis essay</b></p> <p>Regents task: Argumentative writing <b>Writing with 2-3 sources.</b></p> <p>Figurative language Application and Identification</p> <p>Vocabulary / Grammar Study and Application</p> <p>Reader Notebook</p> <p><u>Summative Assessment:</u> short essay responses, essay, and/or practice multiple choice, matching, quote analysis.</p> <p>Text Analysis Response and Argumentative Essay skills</p>	<p><u>Core Text:</u> <i>Our Town</i> by Thornton Wilder OR <i>House on Mango Street</i> by Sandra Cisneros OR <i>Discovering Wes Moore</i> by Wes Moore</p> <ul style="list-style-type: none"> <li>● “A Speck in the Sea” by Paul Tough</li> <li>● Film: <i>Lost at Sea</i>, Louis Gasnier</li> </ul> <p>Supplemental Textbook Material: Grammar as Rhetoric and Style: Modifiers</p> <p>Graphic organizers, planners, and writing tools</p> <p><u>Expanding the Unit:</u></p> <ul style="list-style-type: none"> <li>· <i>Our Town</i> (Film)</li> <li>· Related Readings from text (Essays)</li> <li>· "Simile" N. Scott Momaday</li> <li>· "Those Winter</li> </ul>
<p><u>Unit 5</u> Classical Literature/Hero's Journey Quarter 3/4</p>	<p><b>Enduring Understanding</b></p> <p>English 9 &amp; 9 Honors Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> (e.g., <i>Persuasive Essay</i>, <i>DBQ</i>, <i>Nutritional Analysis</i>, etc.)</p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text:</u> <i>The Odyssey</i> –</p>	<p>Hubris, or excessive pride and arrogance, can lead to a person's</p>	<p>What is an epic poem, and how does it differ from other</p>	<p><u>Executive Function:</u> Planning and executing long</p>	<p><u>Core Text:</u> <i>The Odyssey</i> – Homer</p>

<p>Homer OR <i>Oedipus the King</i> by Socrates AND <i>Mythology</i>- Edith Hamilton</p>	<p>downfall.  Temptation can bring down even the strongest of heroes.  Reading classical texts builds an understanding of the human condition.  The journey is a story structure that is universal.</p>	<p>kinds of poetry or storytelling?  Why is it important for people and cultures to construct narratives about their experience?  What is a hero?  To what extent do belief systems shape and reflect culture and society?  How do our values and beliefs shape who we are as individuals and influence our behavior?" (NYLearns.org)</p>	<p>term assignments. Time management  <u>Written Assessments:</u> Literary Essay on a Theme Related to the Essential Questions/ Quarter Focus  Vocabulary/Grammar Study and Application  Quizzes, essays, projects, group projects, oral presentations  Reader Notebook Annotating text  <u>Summative Assessment:</u> short essay responses, essay, and/or practice multiple choice, matching, quote analysis. Creative Writing - Original Myth Paper Narrative, poetry writing  Text Analysis Response and Argumentative Essay skills <b>Developing to Proficient</b></p>	<p>OR <i>Oedipus the King</i> by Socrates AND <i>Mythology</i>- Edith Hamilton  Graphic organizers, planners, and writing tools  <u>Expanding the Unit:</u> . <i>Epic of Gilgamesh</i> by Anonymous, N. K. Sandars (Translator) . <i>Siddhartha</i> by Hermann Hesse . <i>Fairy Tales</i></p>
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