



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
To Kill a Mockingbird	Semester 1	<ul style="list-style-type: none"> - 1930s & The Great Depression - Racism in the Deep South/during the time of Jim Crow laws - The social hierarchy and class conflict - <i>To Kill a Mockingbird</i> novel 	<ul style="list-style-type: none"> - Judiciously - Misdemeanor - Capital felony - Evasion - Revelation - Begrudge - Intimidate - Endorsement - Lenient - Stealthy - Morbid - Nocturnal - Predilection - Perception - Raucous - Malevolent - Malicious - Reclusive - Detachment - Beholden 	<p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p>	<ul style="list-style-type: none"> - Reading comprehension - Inferencing - Identifying and drafting a claim - Using meaningful and relevant evidence to support a claim - Explanation and analysis of evidence - Literary term analysis - Exposure to differences amongst direct, paraphrased & blended quotes 	<ul style="list-style-type: none"> - Racism vs. Tolerance/Prejudice vs. Acceptance - Courage vs. Cowardice - Innocence/Naivete vs. Wisdom/Worldliness - Good vs. Evil - Ethics 	<ul style="list-style-type: none"> Reading comprehension quizzes & exams; Argumentative writing responses; Characterization collaborative project; Text analysis of Atticus's closing argument

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			<ul style="list-style-type: none">- Cantankerous- Populace	<p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.</p> <p>RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> <p>RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).</p> <p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.</p> <p>RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary</p>			

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>to express the appropriate complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a style and tone appropriate to the writing task.</p> <p>9-10W2: 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>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting,</p>			

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>graphics, and multimedia when useful to aid comprehension. 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented. 9-10W2f: Establish and maintain a style appropriate to the writing task.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. 9-10SL1b:</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>Work with peers to set norms for collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed. 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.</p>			
Revenge Unit	September	- "About Revenge" - essay by Francis Bacon	- mason - flambeaux	9-10R1: Cite strong and thorough textual evidence to support	- Reading comprehension	-Revenge vs. Forgiveness	-Argumentative essay

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<p>-“The Cask of Amontillado” by Edgar Allan Poe</p> <p>-Italian Carnevale customs</p>	<p>-Freemason</p> <p>-preclude</p> <p>-impunity</p> <p>-motley</p> <p>-catacombs</p> <p>-accost</p> <p>-roquelaire</p> <p>-trowel</p> <p>-crypt</p> <p>-catacombs</p> <p>-immolation</p> <p>-palazzo</p> <p>-reverse psychology</p> <p>-manipulative</p> <p>-vengeful</p> <p>-deceitful</p>	<p>analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p>	<p>-Inferencing</p> <p>-Identifying and drafting a claim</p> <p>-Using meaningful and relevant evidence to support a claim</p> <p>-Explanation and analysis of evidence</p> <p>-Literary term analysis (emphasis on allusion)</p> <p>-Development of claim, counterclaim and concession, refutation</p> <p>- Identification of differences amongst direct, paraphrased & blended quotes</p>	<p>-Code of morals and ethics</p>	<p>-Reading comprehension exam</p> <p>-Socratic Seminar</p>

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
The Odyssey	Quarter 2	Supplementary reading on the "Hero's Journey" <i>The Odyssey</i>	-dissemble -incredulity -guile -hubris -tactics -travail -maelstrom -avowal -hew -rogue -victuals -prodigious -louts	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. 9-10R4: Determine the meaning	- Reading comprehension -Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis	-Qualities of an epic hero -"Hero's Journey" framework	-Close Reading Exam -Argumentative Essay

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.</p> <p>RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> <p>RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).</p> <p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.</p> <p>RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a style and tone appropriate to the writing task.</p> <p>9-10W2: 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>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>useful to aid comprehension. 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented. 9-10W2f: Establish and maintain a style appropriate to the writing task.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. 9-10SL1b: Work with peers to set norms for</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed. 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.			
Fahrenheit 451	Quarter 3	<ul style="list-style-type: none"> - <i>Fahrenheit 451</i> novel - “Dover Beach” poem - “Harrison Bergeron” short story - “The Veldt” short story 	Callous Foreboding Insouciant Reassurance Superficiality Conformity Conformist	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. 9-10R2: Determine one or more themes or central ideas in a text	<ul style="list-style-type: none"> - Reading comprehension -Inferencing -Identifying and drafting a claim 	Destruction vs. Rebirth Ignorance/Naivete vs. Knowledge/Wisdom	Reading comprehension quizzes & exams; Argumentative writing responses Narrative writing tasks: - alternate ending to short

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			Heartless Uncertainty Suppress Dissatisfaction Ethical Submission Abscond Pervasive Finality Indifferent Unsettling Foreboding Ecstatic Martyr Heretic/heresy Censorship Vibrant Incompetent Contempt Elusive	<p>and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.</p> <p>RH4: Determine the meaning of words and phrases as they are</p>	<p>-Using meaningful and relevant evidence to support a claim</p> <p>-Explanation and analysis of evidence</p> <p>-Literary term analysis (emphasis on tone, characterization, symbolism, & conflict)</p> <p>- Understanding & Application of direct, paraphrased & blended quotes in writing</p>	<p>Conformity vs. Rebellion/Nonconformity</p> <p>Independence vs. Dependence (on technology and people)</p> <p>Order vs. Chaos</p> <p>Happiness vs. Dissatisfaction</p>	<p>stories & epilogue to <i>Fahrenheit</i>;</p> <p>Text analyses: - fire motif passage; - Faber's speech; & -one other significant passage from class discussion</p> <p>Blackout Poem Project</p>

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			sieve rationalize ventilator suffuse dentifrice garment arsonist devour gimmick praetor insidious linguist contemptible trifle disperse Absurd (absurdity) Fugitive Rebellion	used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s). 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			Composure Illiterate Futility Nurturing Censorship Legacy Baying Ignorant Self-destructive Whirled Bare (bore) Criticize Pathos Demeanor Optimism Latrine Nurturing Desolation	9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a			

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			<p>Nonsensical Submission Conformists Relentless Barrage Descendants Endurance</p>	<p>style and tone appropriate to the writing task. 9-10W2: 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. 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2e:</p>			

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>Provide a concluding statement or section that explains the significance of the information presented. 9-10W2f: Establish and maintain a style appropriate to the writing task.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. 9-10SL1b: Work with peers to set norms for collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed. 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. 9-10SL1d: Respond thoughtfully</p>			

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

English 9R, English Language Arts



We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters</p>			
Romeo and Juliet	Quarter 4	<i>Romeo and Juliet</i>	<ul style="list-style-type: none"> -profaners -pernicious. -augmenting 	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make	- Reading comprehension	-Character Profiles—relationships	<ul style="list-style-type: none"> -Close Reading Exams -DBQ-style Argumentative Essay

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
			-portentous -transgression -posterity -languish -heretics -esteem -obscured -boisterous -alderman -benefice -purged -loathed	<p>logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific</p>	-Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis	<p>between the characters and how characters balance one another</p> <p>-Decisions, Actions and Consequences—How do world conditions affect our decisions? Can decisions be reversed? How can potential consequences guide decision making? How do personal decisions impact more than yourself? Are decisions based on common good or personal gain?</p>	

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.</p> <p>RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> <p>RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).</p> <p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p> <p>RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing</p>		<p>-The Power of Love—Family vs. Romance! Why or how does love change us?</p> <p>-Personal Responsibility—in the roles of Friar Lawrence and the nurse and of course, Romeo and Juliet</p> <p>-The resonance of <i>Romeo and Juliet</i>.</p>	

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>an experiment, etc.</p> <p>RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions,</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a style and tone appropriate to the writing task.</p> <p>9-10W2: 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>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>complexity of a topic. 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented. 9-10W2f: Establish and maintain a style appropriate to the writing task.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. 9-10SL1b: Work with peers to set norms for collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed. 9-10SL1c: Pose</p>			

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

English 9R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.			
		-	-		-		
		-	-		-		
		-	-		-		

Educating Each Student Today for Endless Possibilities Tomorrow