

9th Grade English Scope and Sequence

Module 9.1 (Semester 1)	Module 9.2 (Semester 2)
<p>Skills:</p> <ul style="list-style-type: none"> ● Reading closely and writing to analyze ● Working with evidence and making claims: How do authors structure texts and develop ideas ● Determine central idea of a text and analyze in detail its development over the course of the text ● Determine theme and analyze its development over the course of a text. ● 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 ● Identify a central idea shared by one literary text and one informational text. ● Use specific details to explain how this central idea develops over the course of each text, and compare how the authors’ choices about text structure contribute to the development of this idea. <p>The Writing Revolution: see attached</p>	<p>Skills:</p> <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze by citing strong and thorough textual evidence to support analysis of what the text says. ● Understanding and Evaluating Argument: Analyzing Text to Write Arguments <p>The Writing Revolution: see attached</p>
<p>Unit 1 Duration: September-October Texts: At least 1 poem and 2 short works of literature</p> <ul style="list-style-type: none"> ● At least 1 Greek mythology or 1 other mythology (from another country) and 1 modern short story that are thematically linked ● At least 1 poem that is thematically linked 	<p>Unit 1 Duration: January-March Texts: At least 1 short story and at least 1 poem</p> <p>Performance Task: At least two text-analysis essays</p> <p>Unit 2</p>

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Performance Task: Identifying central idea through a Bloomball Project (literary element and central ideas) or other related project.

Unit 2

Duration: October - December

Text: 1 Play

- 1 Greek or 1 Shakespeare or 1 Modern

Performance Task: Students will create a Characterization Poster based on a character in a play.

Unit 3

Duration: December - January

Texts: 1 novel and selected informational texts based on the theme of “coming of age”

- A “coming of age” story

Performance Task: students will create 3-5 quick outline paragraphs that reinforce all of the content students learned throughout the semester.

Duration: March-May

Texts: At least 3 theme-based articles (informational texts)

Performance Task: Two Argumentative Essays

Unit 3:

Duration: May - June

Texts: Independent reading novel and short story

Performance Task:

Students will create a multimedia presentation (ie. PowerPoint, Google Slides) that calls for them to synthesize all of the major skills learned and reinforced throughout the year, such as:

- literary elements / devices
- determining central idea
- creating a text-analysis
- Seven Habits of a Good Reader