The EUHSD English 9 curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:
1) Course Description
2) Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
3) Instructional Materials References
4) Scope and Sequence Map with Essential Standards outlined by Unit

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for English Language Arts: http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
The EUHSD English Language Arts 9 curriculum is written to provide students with the requisite skills necessary to meet the California State Standards grades 9/10 and the learning outcomes expressed in the College and Career Readiness statements. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

(Honors) – The EUHSD Honors English classes are designed to teach the core skills outlined with the ELA 9 curriculum document as well as provide extension learning opportunities. Students in the honors program will be required to be well-organized, attend to a variety of projects and/or writing tasks that seek to extend their learning. They may be asked to complete additional outside and/or in class writing tasks and will need a strong foundation in reading and writing. Consideration for honors placement includes a variety of data such as middle school teacher recommendation, class grades, standardized test scores or other assessment data. The honors curriculum extensions are outlined within this document.

### Course Requirements

<table>
<thead>
<tr>
<th>Course Length: One Year</th>
<th>Grade Level: 9</th>
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<tbody>
<tr>
<td>UC/CSU Requirement: This course meets UC “b” English criteria.</td>
<td>Graduation Requirement: English Language Arts</td>
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<tr>
<td><strong>Course Numbers (Semester A):</strong></td>
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<td>(P) 2802</td>
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<td>Required Prerequisite(s): None</td>
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<td>Board Approval Date (Curriculum): November 15, 2016</td>
<td>Board Approval Date (Materials): November 15, 2016</td>
</tr>
<tr>
<td>Core Instructional Material(s): A detailed list of core novel selections and informational texts are outlined within the Scope and Sequence section of this document.</td>
<td>Supplemental Instructional Material(s): A list of supplemental instructional materials is outlined within each unit of study and will be updated annually.</td>
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<td>Technology Resource(s):</td>
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<td>- Computers such as Chromebooks (in class only 1-1 implementation)</td>
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<tr>
<td>Assessment(s):</td>
<td>A detailed list of common unit by unit assessments are outlined within the Scope and Sequence section of this document.</td>
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</table>
The Scope and Sequence Guide is a California standards based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California State Standards for English Language Arts. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. EUHSD teachers will meet annually with Educational Services staff to review common resources located in unit plans. Resources will be updated annually and/or as needed based on student data.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range.** (Reading Informational Text Standard 10)
- **Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.** (Writing Standard 10)
- **“To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.”** (Standards for ELA Anchor Standards for Speaking/Listening)
Unit Description: In Unit 1, students develop and/or review a common district wide set of literacy routines/skills in order to strengthen their ability to access and identify a variety of text types as outlined within the standards. Text types addressed within the state standards include; Informational, Argumentative, and Narrative text. Students will utilize the literacy routines in order to read, write, and discuss text with a purpose. Common strategies include prompt deconstruction, text preview, annotating the text, and note making. Students will read a core list of informational texts that focus on the skills of citing strong evidence in support of their analysis of the text and objective summary; determine the central idea of the text; utilize common vocabulary strategies in order to make meaning of words and phrases; use context clues to make meaning of the author’s use of language; and will complete a variety of informational writing tasks that aim to examine and convey complex ideas, concepts and information clearly and accurately. They will focus specifically on the introduction of a topic, organizing complex ideas, and use of text features to further aid in comprehension. All students will keep a literacy notebook designed to be utilized as a reference throughout Unit 1.

Unit 1 Target Standards:

- **Reading Informational 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Reading Informational 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.
- **Reading Informational 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).
- **Language 4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- **Writing 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.

Meeting the needs of EL students:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter11.pdf)

Learning Objectives:

**Students will be able to…**

- Use textual evidence that is convincing and complete to support their ideas. (R11)
- Make reference to the text in both the written and verbal form. (R11)
- Make inference from text to include both inferred and literal meaning. (R11)
- Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (R11)
- Determine a central idea of a text. (R12)
- Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (R12)
- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (R12)
- Determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (R14)
- Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (R14)
- Use context clues. (L4a)

Unit Resources:

*Site teacher teams will select up to four common informational texts from a common list of works outlined within the grade level unit plans:*

- [You Can Grow Your Intelligence](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf) by Health and Science News You Can Use
- [The “Mindset” Mindset: What We Miss by Focusing on Kids’ Attitudes](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf) by Alfie Kohn
- [Five Habits of Great Students: Lessons from top-ranked STEM schools](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf) by Valerie Strauss
- [Survey Shows Students with School Spirit are Top Achievers](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf) by National Federation of State High School Associations
- [Teens More Stressed-Out Than Adults](http://www.cde.ca.gov/sp/el/er/documents/eldstndspub14.pdf) by JoNel Alecchia
- **Writing 2a**: Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **Writing 5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **Key Unit Assignments**:
  - Students will set up Literacy Notebook (Repeatable for each unit). Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

- **Key Unit Assessments**:
  - Literacy Notebook Text Based Question Responses
  - Formative assessment covering target standards during designated assessment window
  - On Demand Constructed Response Writing Task
  - On Demand Multi-Document Performance Task Essay

- **Why It’s Good to Be a High School Loser** by Adele Melander-Dayton
- **Why Developing Soft Skills during High School Matters** by Tisha Green Rinker
- **Why Your Fear of Looking Stupid Is Making You Look Stupid** by Megan Gibson

**Multimedia Texts**:

*Site teacher teams will select one or more multimedia from a common list of works outlined within the grade level unit plans:*

- *Will Smith Mindset* Interview YouTube Video
- *Successful Students Do the Following Things* Infographic
- *The Power of Belief* Ted Talk
- *Five Ways to Listen Better* Ted Talk by Julian Treasure
- *The Value of Extra-Curricular Activities* Infographic
- *Top 10 Skills for the Successful 21st Century Worker* Infographic
Notebooks entries in Unit 1 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: read, make notes, and annotate argument and informative texts; determine main idea; determine the meaning of unknown words using context clues; cite strong and thorough textual evidence; interpret the meaning of words in texts and their effect on tone; write a thesis statement; and organize an essay
- multiple entries in which students reflect on their thinking and learning

- Students will respond to a text based question from one of their selected readings (provided by the teacher) in order to assess student mastery of citing evidence and identifying the main idea from an informational text. Students will be expected to generate an original thesis statement. Prompt: One of the main ideas in ______________ text is __________. Cite evidence from the text to support how you know this to be true. Explain your choice.

- Students will respond to a common on demand writing task. Students will read and/or examine two different texts and write an essay in which they explain how one’s mindset can either help or hinder their success. The student will be expected to utilize textual evidence from both sources to support their findings.

- Throughout the unit, students will read and respond to a variety of informational texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence in support of the central idea of a text.

**Honors Extension:**

- In Writing Task 1, students will write a full essay in place of the TBQ and continue through the writing process to address (W5) – Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- In Writing Task 2, students will provide additional texts in order demonstrate synthesis skills during the On Demand essay task.

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.*
## Unit Description:
In Unit 2, students are taught the elements of narrative text and the way in which authors structure narratives in order to illustrate a story’s theme(s). This unit transitions students from reading informational text for main ideas and key details to reading and analyzing literature. Students will read various works of fiction to determine theme through characters, plot and setting and then develop the skills of citing evidence to support the theme through analysis. Common strategies include: prompt deconstruction, text preview, annotating the text, and note making based on text type and text features. Through the reading and analysis of literature, students will build the skills of citing textual evidence, determining theme, analyzing characters, analyzing text structure, and use context clues to make meaning of the author’s use of language. Students will also respond to a variety of text based questions to examine and convey complex idea, while specifically examining how to develop a topic with well-chosen, relevant and sufficient facts. All students will keep a literacy notebook designed to be utilized a reference throughout Unit 2.

### Unit 2 Target Standards:
- **Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Reading Literature 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.
- **Reading Literature 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.
- **Reading Literature 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).
- **Reading Literature 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.

### Meeting the needs of EL students:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards:
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

### Learning Objectives:
- **Students will be able to:**
  - Use textual evidence that is convincing and complete to support their ideas. (RL1)
  - Make reference to the text in both the written and verbal form. (RL1)
  - Make inference from text to include both inferred and literal meaning. (RL1)
  - Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RL1)
  - Examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. (RL2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
  - Recognize complex characters and understand their role in a text. (RL3)
  - Identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to the plot or theme development. (RL3)

### Unit Resources:
- Site teacher teams will select three or more short stories from a common list of works outlined within the grade level unit plans:
  - *The Daughter of Invention* by Julia Alvarez
  - *The Scarlet Ibis* by James Hurst
  - *The Utterly Perfect Murder* by Ray Bradbury
  - *Chrysanthemums* by John Steinbeck
  - *The Necklace* by Guy de Maupassant
  - *The Possibility of Evil* by Shirley Jackson
  - *Cask of Amontillado* by Edgar Allen Poe
  - *Most Dangerous Game* by Richard Connell
| Language 4: Determine 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. |
| Language 4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| Writing 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. |
| Writing 2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection and research. |
| Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3) |
| Analyze and illustrate how an author crafts the structure of a text to produce a particular effect. (RL5) |
| Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (L4) |
| Use context clues. (L4a) |
| Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2) |
| Effectively select, organize, and analyze their content. |
| Develop a topic with well-chosen evidence. (W2b) |
| Use relevant and sufficient facts, details and quotes. (W2b) |

**Key Unit Assignments:**

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 2 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- tracking of plot/characters from short stories and novel
- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative text; how to determine theme; review of how to determine the meaning of

**Key Unit Assessments:**

- Literacy Notebook Text Based Question Responses
- Formative assessment covering target standards during designated assessment window
- Process Essay
- On Demand Performance Task Essay

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
unknown words using context clues; and how to provide relevant/sufficient evidence and elaborating on it in writing

- Students will write a process essay, an essay that goes through the drafting and revision process, to respond to this prompt: Write an essay in which you identify a theme in a short story you have read in this unit. Explain how the author develops this theme through plot, setting and/or characters. Use textual evidence as support.
- Students will respond to a common on demand writing task to demonstrate their ability to read independently, identify theme and provide evidence to demonstrate the theme. Students will read a common grade level short story and then write an essay in which they identify a possible theme and explain how the author develops this theme through plot, setting and/or characters. The student will be expected to utilize textual evidence from both sources to support their findings.
- Throughout the unit, students will read and respond to a variety of short stories and possibly a novella using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence in support of the central idea of a text.

**Honors Extension:**

- In order to extend the learning, Honors students will focus on (RL4): determine figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (diction). This additional focus standard will build upon and enhance the learning around the other focus standards for this unit (RL2, RL3, & RL5). Students will delve into more complex literary analysis (W9).
- In order to extend the learning, Honors students will read all 4 short stories in Part 1 of the unit, deepening their analysis of craft and structure and author’s purpose in text.
- In order to extend the learning, site teacher teams will select from the following options:
  - A text set of 4 short stories from the unit plan and read the core literary selection – *Of Mice and Men*
  - Read *Cry the Beloved Country* in place of *Of Mice and Men*
  - Read *Cry the Beloved Country* along with the novella *Of Mice and Men* as an additional literary selection that students read independently throughout the course of the unit
### English 9 Scope and Sequence

#### Unit 3

**Length:** 12 Weeks

**Unit Description:** Unit 3 merges the reading skills, both informational and literature, developed in previous units. Students will deepen their understanding of a longer narrative work through research. Students will evaluate source credibility and integrate information from multiple sources as they contextualize the literature and its historical and present day connections. Students will read select commonly agreed upon grade level texts. They will focus on the reading skills of determining theme or central idea and analyze complex characters. While reading the literature, students will also read and analyze informational text to better understand the way the novel/play reflects the time period in which it was set and/or published. Students will begin to develop the research skills of gathering relevant information from multiple authoritative sources and practice synthesizing evidence through text based questions and writing to the prompt. Students will also develop independent research skills as they explore how the literature’s characters, plot or theme connects to modern day issues.

**Unit 3 Target Standards:**

- **Reading Informational 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.
- **Reading Literature 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.
- **Reading Literature 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.
- **Reading Literature 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).
- **Reading Literature 5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

**Meeting the needs of EL students:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

**Learning Objectives:**

- Students will be able to...
  - Determine a central idea of a text. (RI2)
  - Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (RI2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
  - Examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. (RL2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
  - Recognize complex characters and understand their role in a text. (RL3)
  - Identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to the plot or theme development. (RL3)
  - Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3)

**Unit Resources:**

- Site teacher teams will choose one of the following core texts:
  - *To Kill a Mockingbird* by Harper Lee
  - *Black Boy* by Richard Wright
  - *A Raisin in the Sun* by Lorraine Hansberry
manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- **Writing 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.
- **Writing 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.
- **Writing 8**: 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 including footnotes and endnotes.
- **Writing 9**: Draw evidence from literary or informational texts to support analysis, reflection and research.

**Key Unit Assignments:**

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 3 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- tracking of plot/characters/setting for core text
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary

**Key Unit Assessments:**

- Literacy Notebook Text Based Question Responses
- Formative assessment covering target standards during designated assessment window
- On Demand Essay
- End of Unit Process Essay

*Teachers will come together in Teacher teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
o notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to analyze characters in a narrative text, how to determine theme of narrative text and main idea in informational text; how to synthesize multiple sources, and how to determine relevant and authoritative sources to use as evidence in writing

o multiple entries in which students reflect on their thinking and learning

Students will respond to a common on demand writing prompt to demonstrate how authors use characters to reveal or maintain a theme. Students are asked to write to this prompt: Authors use characters in order to convey theme. Select one (1) character from [the text] and explain, using textual evidence, how [the author] uses the character to illustrate theme.

Throughout the unit students will read literature, research and gather evidence to address the end-of-unit writing prompt, which is a process essay. The prompt asks students to connect the fiction of this unit to the time period of its setting or publication, as well as make modern day connections. Prompt: Write an essay in which you explain how [the text] reflects, influences, or challenges the historical time period in which it was set and/or published and why it remains relevant today.

Throughout the unit, students will read and respond to the novel (or play) and informational texts using a key set of literacy strategies or routines. The students will read texts independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence.

**Honors Extension**

In order to extend the learning, Honors students will focus on (RL4) determining figurative and connotative meanings; analyzing the cumulative impact of specific word choices on meaning and tone (diction). This additional focus standard will build upon and enhance the learning around the other focus standards for this unit (RL2, RL3, & RL5). Students will delve into more complex literary analysis (W9). Teachers will add depth to the target standards by selecting one of these additional options:

- To Kill a Mockingbird by Harper Lee
- Black Boy by Richard Wright
- Students read To Kill a Mockingbird or Black Boy and A Raisin in the Sun as an additional literary piece that is read independently (or as a project based learning opportunity) over the course of the unit
**English 9 Scope and Sequence**  
**Unit 4**  
**Length:** 6 weeks

**Unit Description:** Unit 4 challenges students to analyze literature through the lens of comparisons, specifically examining key scenes in two different artistic mediums, and also looking at how authors transform source material from previous authors. Students will read and view specific scenes from William Shakespeare’s *Romeo and Juliet* while connecting the themes of Shakespeare to later works of literature, drama or film. Students will read and evaluate nonfiction texts to better understand the structure and purpose of argument writing. Throughout this unit, students will gather evidence to argue for or against Shakespeare being a part of high school English curriculum. The skills of introducing precise claims, addressing alternate or opposing claims, and writing an effective conclusion section are a focus for the end-of-unit writing task.

**Unit Standards:**

- **Reading Literature 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).
- **Reading Literature 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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- **Reading Literature 9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **Reading Informational 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.
- **Language 5a:** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **Writing 1:** Write arguments to support claims in an analysis of substantive topics or texts, using

**Meeting the needs of EL students:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspubl14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspubl14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

**Learning Objectives:**

- **Students will be able to...**
  - Determine the figurative and connotative meanings of words. (RL4)
  - Consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. (RL4).
  - Compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. (RL7)
  - Evaluate various artistic mediums and integrate the understandings taken from each. (RL7)
  - Understand how an author uses source material in crafting a text, such as in allusions. (RL9)
  - Discover or determine the source the author has alluded to and how original material was changed and/or used by the author. (RL9)
  - Evaluate whether the reasoning an author uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof. (RI8)
  - Identify and interpret figures of speech. (L5a)

**Unit Resources:**

*Site teacher teams will identify specific works and articles from those listed below:

- **Core Text:** Scenes from William Shakespeare’s *Romeo and Juliet*

- **Optional Texts:** Teacher teams may also include excerpts from other Shakespeare plays, like *A Midsummer Night’s Dream* or Shakespeare sonnets.

Possible informational texts for argument essay:

- **Teaching the Greeks and Critical Thinking**

- **Do We Even Need to Say This? Yes, Shakespeare Belongs On the Curriculum**
  [http://www.americantheatre.org/2015/06/15/do-we-even-need-to-say-this-yes-](http://www.americantheatre.org/2015/06/15/do-we-even-need-to-say-this-yes-)

- **Meeting the needs of EL students:**
  - Utilize the student information system to acquire the language levels of EUHSD English Learners.
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- **Writing 1:** Write arguments to support claims in an analysis of substantive topics or texts, using
<table>
<thead>
<tr>
<th>Writing 1a:</th>
<th>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 1e:</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>

- **Write arguments to support claims using valid reasoning and relevant and sufficient evidence.** *(W1)*
  - Introduce a precise claim. *(W1a)*
  - Provide a concluding statement. *(W1e)*

- **Why It Is Ridiculous Not to Teach...**

- **Video:** You Can’t Escape Shakespeare

- **Video:** While We Still Teach Shakespeare Poetry Slam Video
  - [Link](https://youtu.be/dM7yH6I6fA)

- **Words Repurposed by Shakespeare**
  - [Link](http://www.cjr.org/language_corner/gossip_and_other_words_repurposed_by_shakespeare.php)

- **Teacher: Why I Don’t Want to Assign Shakespeare Anymore**

- **Teacher: Get Shakespeare out of the classroom**
  - [Link](http://hotair.com/archives/2015/06/17/teacher-get-
### Key Unit Assignments:

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.  

Notebooks entries in Unit 4 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

  - note-making/annotation of texts based on text type and writing tasks
  - responses to text based questions
  - regular responses to writing tasks
  - record of new language/academic vocabulary
  - notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to determine theme and/or main idea; tracking theme, plot, characters and setting; review of how to determine the meaning of unknown words using context clues; comparing multiple mediums and evaluating an argument
  - multiple entries in which students reflect on their thinking and learning

- Students will respond to a common on demand prompt to explore the skill of evaluating an author’s claim. Teacher teams will select the specific text to be used with this writing assessment. **Prompt:** Read and evaluate the author’s argument in “__________”. What is the author’s claim? To what extent is the evidence relevant and sufficient?

### Key Unit Assessments:

- Literacy Notebook Text Based Question Responses
- Formative assessment covering target standards during designated assessment window
- On Demand Essay
- End of Unit Process Project

*Teachers will come together in Teacher teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.*
• Students will construct a well-developed argument in an end-of-unit project. In a well-researched presentation, students will argue whether or not the works of William Shakespeare should be a required part of high school English curriculum. Students will be expected to develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations.

• Throughout the unit, students will read and respond to the texts using a key set of literacy strategies or routines. The students will read texts independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence.

**Honors Extension**

• In order to extend the learning, Honors students will read the entire literary text *Romeo and Juliet* and explore the nuances of the text in regard to (RL4). Students will also read a text set of poetry that might include modern poems relating to the themes of the play or read a series of Shakespearean sonnet(s). In addition, teachers will add depth to the target (RL7) (analyzing the representation of a subject or a key scene in two different mediums, including what is emphasized or absent in each treatment) by selecting passages of *The Odyssey* (for example Sirens or Cyclops scenes) and juxtapose them to different artistic mediums (poems, songs, film, or informational texts).