

GRADE 9: SCOPE & SEQUENCE ~ College Board, *SpringBoard* 2017-2018

SpringBoard UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
Unit 1 <i>Coming of Age</i>	This opening unit introduces “coming of age” as the thematic focus of the year by asking students to explore fictional characters and real individuals who encounter self-defining incidents. As students interact with multiple texts, they refine their understanding of voice, review and deepen their understanding of narrative and argumentative elements, and experience key learning strategies they will apply throughout the year. Students will establish themselves as mature writers by creating an interview narrative and an argumentative essay that analyze the coming of age theme as it connects to the college experience.	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10	RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9	W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5	SL.9-10.1 SL.9-10.4 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> Understanding and applying the relationship between diction, syntax, and imagery in the creation of an author’s voice Recognizing the connection between the audience of a writing piece and the rhetorical appeals and advertising techniques used to persuade that audience. Identifying and owning self-selected reading strategies to access a variety of texts. Writing for a variety of purposes Creating and sustaining arguments based on readings, research, and/or personal experience
ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 9, Unit 1 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 9, Unit 1				Essential Questions: <ul style="list-style-type: none"> What does it mean to “come of age”? How are rhetorical appeals used to influence an audience? 			
Unit 2 <i>Defining Style</i>	Students study the qualities of a great story through a close examination of the unique style of some very notable authors and directors. Students also examine the ways in which authors of short stories use story elements to build complex ideas and make connections to how directors use cinematic techniques for effect—all to heighten the reader’s and viewer’s interest. By analyzing literature from various genres, students come to understand the effects of unique stylistic choices made by authors and directors and apply that understanding to writing a narration of a real or imagined event or experience and to writing a style analysis essay.	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.10	W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6	SL.9-10.1 SL.9-10.2 SL.9-10.4 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> Analyzing literary works through close reading to understand multiple meanings Reading to become aware of how stylistic effects are achieved by a writer Connecting writing skills to interpretive skills in reading Writing and rewriting in ongoing efforts to achieve stylistic maturity Producing analytical compositions that introduce a complex central idea and develop it with appropriate evidence, cogent explanations, and clear transitions

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 9, Unit 2 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 9, Unit 2				Essential Questions: <ul style="list-style-type: none"> What makes a good story? What are the elements of a style analysis? 		
Unit 3 <i>Coming of Age in Changing Times</i>	Novels are a product and reflection of the life and times of their authors, even though they often present experiences that transcend those defining influences. In this unit, students engage in a study of a literary work of exceptional craft and thought, Harper Lee’s classic novel, <i>To Kill a Mockingbird</i> . They read informational texts, conduct research, and communicate information in a presentation to their peers in order to understand and communicate how a novel’s social, cultural, historical, and geographical context enhances the experience of the text. Students write an essay drawing evidence from the text to support literary analysis. Thematically, the study of the novel engages students in an examination of the diverse meanings of coming of age.	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10	W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6	<ul style="list-style-type: none"> Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing Analyzing literature using the language of literary analysis Applying effective strategies and techniques in writing Demonstrating understanding of the conventions of citing primary and secondary sources Producing analytical compositions that introduce a complex central idea and develop it with appropriate evidence, cogent explanations, and clear transitions
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 9, Unit 3 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 9, Unit 3				Essential Questions: <ul style="list-style-type: none"> What impact does context have on a novel and on the reactions of readers to it? How does a key scene from a novel contribute to the work as a whole? 		
Unit 4 <i>Exploring Poetic Voices</i>	In this unit, students study classic and contemporary poetry that offers diverse perspectives on the coming-of-age theme. By reading strategically, writing creative and explanatory responses, collaborating in diverse groups, and performing oral interpretation, students deepen their understanding of the function and effect of poetic techniques in writing. Students learn to appreciate language as a matter of craft by researching a poet, emulating style, and developing a signature style in their own poetry. By studying	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.4	W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.4	L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing. Analyzing how graphics and visual images relate to and support written texts Interpreting samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
	language intensely and writing in their unique voices, students will contribute to the literary community.						<ul style="list-style-type: none"> Using wide-ranging vocabulary with denotative accuracy and connotative resourcefulness Moving effectively through the stages of the writing process
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 9, Unit 4 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 9, Unit 4				Essential Questions: <ul style="list-style-type: none"> What is poetry? What can a writer learn from studying an author’s craft and style? 		
Unit 5 <i>Coming of Age on Stage</i>	It is fitting that students end the year with one of the most widely read coming-of-age texts, Shakespeare’s <i>Romeo and Juliet</i> . Opportunities to hear and speak Shakespeare’s language, view filmed interpretations, and collaboratively interpret scenes of Shakespeare and his play will enable students to gain a deeper understanding of and appreciation for Shakespeare’s works. Analyzing the text to prepare for performing a scene will enhance students’ ability to read a challenging text. They will also read related informational texts, research diverse viewpoints about the play, and write an argument for or against the tragedy’s merit as a relevant, timeless drama worthy of study.	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10	W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing. Engaging in critical analysis of imaginative literature to consider a work’s structure, style, and themes Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation Creating and sustaining arguments based on readings, research, and/or personal experience Moving effectively through the stages of the writing process
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 9, Unit 5 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 9, Unit 5				Essential Questions: <ul style="list-style-type: none"> How do actors and directors use theatrical elements to create a dramatic interpretation? Why do we study Shakespeare? 		

GRADE 9: ELA Assessment Overview 2017-18

Name of Assessment	Time Frame	Assessed Standards
District Interim #1	October 2 nd -13 th	Standards: RL.1, RL.2, RL.3, RL.4, RL.5 L1, L2, L4, L5, W9
District Interim #2	January 22 nd - February 2 nd	Standards: RI.1, RI.2, RI.4, RI.6, RI.9 L1, L2, L4, W9
SBAC Testing Window	April 16 th – June 1 st	ALL

Additional Assessment Opportunities

Unit 1: Coming of Age	<p>Narrative Writing Prompts: Activities 1.8, 1.11</p> <p>Expository Writing Prompt: Activities 1.5, 1.7, 1.9, 1.14, 1.15</p> <p>Argumentative Writing Prompts: Activities 1.6, 1.14, 1.15, 1.16, 1.17, 1.18</p> <p>Citing Textual Evidence: Activities 1.2, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17, 1.18</p> <p>Interview Process: Activities 1.6, 1.12</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> Writing and Presenting an Interview Narrative Writing an Argumentative Essay
Unit 2: Defining Style	<p>Narrative Writing Prompts: Activities 2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p>Expository Writing Prompts: Activities 2.11, 2.12, 2.13, 2.14, 2.18, 2.19, 2.21</p> <p>Citing Textual Evidence: Activities 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.16, 2.18, 2.19, 2.21, 2.22</p> <p>Narrative Plot Diagram and Analysis Charts: Activities 2.2, 2.6, 2.9, 2.10</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> Writing a Short Story Writing a Style Analysis Essay
Unit 3: Coming of Age in Changing Times	<p>Expository Writing Prompts: Activities 3.2, 3.4, 3.6, 3.11, 3.13, 3.16, 3.17, 3.19, 3.22, 3.23</p> <p>Citing Textual Evidence: Activities 3.5, 3.6, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.19, 3.20, 3.22, 3.23</p> <p>Character Analysis Poster: Activity 3.21</p> <p>Research Note Cards: Activity 3.7</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> Historical Investigation and Presentation Writing a Literary Analysis Essay
Unit 4: Exploring Poetic Voices	<p>Poetry Writing Prompts: Activities 4.2, 4.3, 4.5, 4.8, 4.9, 4.11, 4.12</p> <p>Citing Textual Evidence: Activities 4.4, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> Creating a Poetry Anthology Analyzing and Presenting Poet
Unit 5: Coming of Age on Stage	<p>Narrative Writing Prompts: Activities 1.8, 1.11</p> <p>Expository Writing Prompt: Activities 1.5, 1.7, 1.9, 1.14, 1.15</p> <p>Argumentative Writing Prompts: Activities 1.6, 1.14, 1.15, 1.16, 1.17, 1.18</p> <p>Citing Textual Evidence: Activities 1.2, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17, 1.18</p> <p>Interview Process: Activities 1.6, 1.12</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> Writing and Presenting an Interview Narrative Writing an Argumentative Essay