

# Language Arts Scope and Sequence

## GRADE LEVEL OR COURSE

<b>Unit Title: Journeys and Discoveries</b>	
<i>Timeframe (September-mid-October)</i>	
<b>Weeks</b>	6-8
<b>Reading and Writing Standards</b>	
<p>RI.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.</p> <p>RI.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).</p>	
<b>Unit Overview</b>	
Students will read and respond to selections from Homer’s <i>Odyssey</i> , while focusing on the metaphorical “journey” they have embarked upon as freshmen in high school.	
<b>Unit Title: Hopes and Dreams</b>	
<i>Timeframe (Mid-October-End of November)</i>	
<b>Weeks</b>	6-7
<b>Reading and Writing Standards</b>	
<p>W.9.5 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. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9.3 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.</p> <p>W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<b>Unit Overview</b>	
Interests, experiences, and character traits are unique for each individual and play a key role in his or her hopes and dreams. Students will explore these topics while reading <i>Of Mice and Men</i> .	
<b>Unit Title: Individual and Society</b>	
<i>Timeframe (December-End of January)</i>	
<b>Weeks</b>	6-8
<b>Reading and Writing Standards</b>	
<p>RI.9.1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.9.4 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).</p> <p>RI.9.2.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.</p> <p>W.9.2 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.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	

W9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Unit Overview

The culture and time period affect the outlook and opinion of the author; society motivates the individual to embrace or reject the cultural norm of the time period. By reading *A Raisin in the Sun* and supplemental non-fiction texts, students will evaluate this symbiotic relationship as developed and displayed by authors.

### Unit Title: Man's Inhumanity to Man

*Timeframe (March-April)*

<b>Weeks</b>	6-8 weeks
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### Reading and Writing Standards

RL.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.

RI.9 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.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.

RL.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).

RL.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.

RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10 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 discipline-specific tasks, purposes, and audiences.

### Unit Overview

Students will read the memoir *Night* and discuss the relationship between freedom and responsibility.

### Unit Title: Love and Loss

*Timeframe (May-June)*

<b>Weeks</b>	6-8
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### Reading and Writing Standards

RL9-10.4 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).

RL.9-10.3 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.

RL.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.

RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

W.9-10.2 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.

W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Unit Overview**

Students will understand who Shakespeare was, the history and culture of Elizabethan society and the structure and content of *Romeo and Juliet*.

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<b>Unit Title</b> <i>Timeframe (September-mid-October)</i>	
<b>Weeks</b>	
<b>Reading and Writing Standards</b>	
<b>Unit Overview</b>	

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