

Overview of Year

East High School Ninth Grade English Language Arts Curriculum

Your curriculum overview may have more than 6 units. Please adjust the template accordingly.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
The Nature of Friendship	Not “Disabled.” Understanding the Differently Able		What’s Love Got to Do With It? Performing Romeo & Juliet		Do Miles Matter? The Complex Web of Global Consumption		Taking Action: Social Justice Issues		

Unit 1	Understandings	Essential Questions
RL and RI 9-10.1 RL and RI 9-10.2 RL.9-10.3 RL.9-10.4 SL.9-10.1 W.9-10.9	<ul style="list-style-type: none"> Seemingly simple concepts, like friendship, are challenging to define. Internal and external conflicts impact our friendships and the people that we call friends. Reading, writing, speaking and listening are ways of thinking. 	<ul style="list-style-type: none"> What is “true friendship?” How does our world today challenge or support true friendship? How do reading, listening, speaking, and writing help me clarify my own beliefs about friendship?
Performance Task: The performance task for this unit is a multiple-paragraph blog post in which develop, articulate, and support claims about the impact of the modern world on the “trueness” of friendships. The blog will be evaluated using Criteria from the Evidence-Based Writing Rubric from the Grade 9 Curriculum available on EngageNY.		

Unit 2	Understandings	Essential Questions
RI.9-10.1a RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 W.9- 10.2.a-f W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 SL.9-10.1 L.9- 10.4.a,c,d L.9-10.6		
Performance Task: The performance task for this unit is two-fold: an informational research paper and a corresponding multimedia presentation. This performance assessment will require students to write, submit, then revise and edit a 2-3 page research paper based on teacher feedback. Then they begin to plan the multimedia presentation. The will reassess sources for usable multimedia (e.g.,		

video, pictures, graphs) to support understanding of topics; search for other multimedia to support; and/or create their own multimedia publication components (e.g., graphs, pictures, voiceover recordings). Students synthesize all of these multimedia components into a final multimedia presentation. The final product should not simply reproduce their research paper visually; it should update and enhance their analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research.

This assessment will be scored using the rubric from Module 3 of the curriculum available on EngageNY.

Unit 3	Understandings	Essential Questions
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 SL.9-10.4		
Performance Task: Small teams of students will select or audition to “own” specific scenes of Romeo & Juliet. Following a deep analysis of their specific scenes, students will rehearse and then perform their scenes for an audience outside of the classroom.		

Unit 4	Understandings	Essential Questions
CCRA.R.9 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 W.9- 10.1.a-e W.9-10.5 L.9-10.1.ab L.9-10.5		
<p>Performance Task: In this five-lesson performance assessment, students analyze five previously unread argument texts: “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement”; “Why Buy Locally Grown?”; “Buying Local: Do Food Miles Matter?”; “What Food Says About Class in America” and “Why Eat Local?” Students draw evidence from these texts to form an argument in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.</p> <p>Students will write a multi-paragraph essay utilizing formal language that examines and conveys complex ideas and clearly incorporates their evidence-based claims as well as appropriately cited sources. The final draft should demonstrate thoughtful analysis of how the evidence gathered supports the central claim, as well as the organizational structure of the entire argument.</p>		

This performance assessment will be scored using the rubric from Module 4 of the curriculum available on EngageNY.

Unit 5	Understandings	Essential Questions
CCSS Standards W.9-10.4 W.9-10.1.a-e. W.9-10.6. L.6.3b. L.7.3a. L.9-10.1.b L.9-10.2.a-c L.9-10.3 SL.9-10.1.1	<ul style="list-style-type: none">• Scholars will understand that literacy is a powerful tool to effect change.• Scholars will understand their voice is important and valuable in their school and community.• Scholars will understand that texts are constructed and can thus be deconstructed and reconstructed.	<ul style="list-style-type: none">• How can I use literacy to change complicated issues?• How is my voice important to my school and my community?• How do authors construct text to accomplish their purposes?• What are the literacy practices authors use to construct texts?• What are the literacy practices I can use to deconstruct and reconstruct texts?
Performance Task: <ul style="list-style-type: none">• Scholars will identify a social justice problem in their lives and develop an action project that will seek to change that problem.• Scholars will analyze texts to determine how they were constructed and how they can be deconstructed/reconstructed.• Scholars will produce a text for an authentic audience that addresses the social justice problem they have identified. Texts can be written (e.g. op-ed for newspaper), video, web-based or other multimodal productions scholars design themselves.• Criteria for this performance task is TBD.		

Commented [1]: May be changed based on the the questions that come before.