

Scope and Sequence 2020-2021  
Grade 9  
English 1 (1001310) English Honors 1 (1001320)

	Quarter One August 10 – October 9	Quarter Two October 13 – December 18	Quarter Three January 5 – March 12	Quarter Four March 22 – May 28
<b>ASSESSMENTS</b>	<b>UA 1 CBT</b> (9/2-9/9) <b>RI 1.1, 2.4, 2.6, 3.9</b> <b>UA 2</b> (9/30-10/9) <b>RI 1.3, 2.4, 2.6</b> <b>L 1.2, 1.2</b>	October 14 PSAT 8/9 <b>UA 3</b> (10/21-28) <b>RI 1.1, 1.2, 1.3, 2.4, L 1.1, 1.2</b> <b>UA 4</b> (11/4-11/10) <b>RI 1.3, 2.4, 2.5</b> <b>UA 5 CBT</b> (11/30-12/9) <b>RI 1.1, 2.6, 3.9</b>	<b>UA 6</b> (1/13-1/20) <b>RI 2.4, 2.5, 3.7</b> <b>L 1.1, 1.2</b> <b>UA 7</b> (2/3-2/10) <b>RI 2.4, 2.5, 3.7, 3.8</b> <b>UA 8</b> (2/24-3/3) <b>RI 1.1, 1.2, 2.4</b>	<b>UA 9 CBT</b> (4/14-4/21) <b>RI 1.1, 1.2, 2.4</b> FSA Writing early April FSA Reading May
<b>THEME</b>	<b>Struggle for Freedom</b> <i>Exploring the universal desire for freedom (Collection 2)</i>	<b>Sweet Sorrow</b> <i>Exploring the nature of love and the conflicts surrounding it (Collection 4)</i>	<b>Finding Common Ground</b> <i>Exploring the individual and society (Collections 1 and 3)</i>	<b>The Face of Adversity</b> <i>(Various Collections) and Reteach Selections</i>
<b>ELA English I</b>	<b>Rubric Analysis/Exemplars</b> <b>Pre-Writing Strategies</b> <b>Sentence Strategies/Single Paragraphs</b> <b>Purpose and Focus/Thesis Statements</b> <b>Incorporating Evidence</b>	<b>Continue Previous and Add:</b> <b>Organization and Elaboration</b> <b>Sentence Combining/Expansion</b> <b>Single Paragraph Outlines</b> <b>Revision Topic/Concluding Sentences</b>	<b>Continue Previous and Add:</b> <b>Paragraph Revising and Editing</b> <b>Summarizing</b> <b>Multi-paragraph Outline</b> <b>Intentional Review</b>	<b>Continue Previous and Add:</b> <b>Intentional Review</b>
SLPS Writing Plan 2.0 Resources available on Canvas	<b>Diagnostic (8/10- 8/18)</b> <b>Argumentative - Electoral College</b> <b>Prompt 1 (October)</b> <b>Informative – Marine Plastics</b>	<b>Prompt 2 (November)</b> <b>Argumentative</b> <b>Exotic Animals</b>	<b>Prompt 3 (January)</b> <b>Informative Service Animals</b> <b>Prompt 4 (March)</b> <a href="#">Should Musicians Change Their Tune?</a>	<b>Intentional Review</b> <b>Portfolio/ Research</b>
<b>READING FOCUS</b> <b>Eight Reading Strategies</b>  <b>Recursive Standards</b> <b>1.1, 2.4, 4.10</b> CR = Close Reader CL = CommonLit.com NE = Newsela.com Resources are available in Canvas = Video	<b>UNIT 1 CBT</b> <b>RI 1.2, 1.3, 2.5, 2.6, 3.7, 3.8, 3.9</b> <i>I Have a Dream (47)</i> <i>March on Washington (55) Excerpts</i> <i>The Story of Us (71)</i> <i>Reading Lolita in Tehran (81)</i> <i>Persepolis 2 (84)</i> <b>UNIT 2</b> <b>RL 1.2, 1.3, 2.5, 2.6; L 1.1, 1.2</b> <i>The Censors (89)</i> <i>The Prisoner Who Wore Glasses (CR)</i> <b>RI 1.2, 1.3, 2.5, 2.6,</b> <i>College Board Scholarships (NE) and/or SAT Prep for Free (NE)</i>	<b>UNIT 3</b> <b>RI 1.2, 1.3, 2.5, 2.6, 3.8; L 1.1, 1.2</b> <i>Love's Vocabulary (163)</i> <i>Shakespearean Drama (177)</i> <i>Television as Literature (3.8) (CL)</i> <b>UNIT 4</b> <b>RL 1.3, 2.4, 2.5, 3.7, 3.9</b> <i>Romeo and Juliet (CR/Key Scenes)</i> <i>Pyramus and Thisbe (283)</i> <b>UNIT 5 CBT</b> <b>RL 1.3, 2.4, 2.5, 2.6, 3.7, 3.9</b> <i>Duty (289)</i> <i>My Shakespeare (173))</i>	<b>UNIT 6</b> <b>RL 1.2, 1.3, 2.5, 3.7; L 1.1, 1.2</b> <i>Five Weeks in a Balloon (CL)</i> <i>Views of the Wall (33)</i> <i>Vietnam Wall (Poem) (34)</i> <i>Grasshopper and Cricket (133) or Clay We Are Created (CR)</i> <b>UNIT 7</b> <b>RI 2.4, 2.5, 2.6, 3.7, 3.8</b> <i>Gettysburg Address (27)</i> <i>Oklahoma Bombing Speech (CR)</i> <b>UNIT 8</b> <b>RI 1.1, 1.2, 2.4</b> <i>Quilt of a Country (3)</i>	<b>UNIT 9 CBT</b> <b>RL 1.1, 1.2, 2.4, 2.6, 3.7</b> <i>The Cyclops (CR)</i> <i>Odysseus: Curse of the Sea</i> <i>The Sirens (2.6) (CL)</i> <i>The Hero's Journey (RI 1.3, 2.5, 2.6, 3.8) (CL)</i> <b>UNIT 10</b> <b>Reteach Selections</b> <i>Night (307) RI 2.6</i> <i>An Ordinary Man (CR) RI 2.6</i> <i>Is Survival Selfish? (317) RI 3.8</i> <i>Truth at All Costs (CR) RI 3.8</i> <b>UNIT 11</b> Research Project
<b>Language/Editing FOCUS</b> <b>In addition to lower grade skills</b>	<a href="#">Grammar Tips</a> <a href="#">Subject /verb agreement</a> <a href="#">Fragments/run-ons/variety</a> Punctuation <a href="#">Frequently confused words</a> <a href="#">Parallel structure</a>	<a href="#">Phrase Clause use</a> <a href="#">Pronoun/antecedent agreement</a> <a href="#">Correct verb tense</a> <a href="#">Ellipsis, colons, commas</a> <a href="#">Frequently confused words</a>	<a href="#">Phrase Clause use</a> <a href="#">Semicolons</a> <a href="#">Sentence variety</a> <a href="#">Verb shifts</a> <a href="#">Frequently confused words</a>	Intentional review based on previous results