

7/20/2017

This revised scope and sequence document reflects the feedback that we have received from high school ELA teachers over the past few years. Feedback has included:

- Pacing is a challenge; it takes a long time to get through so many novels. We have reduced the number of full length texts that students are expected to read in a given year.
- Some of the novels have been particularly problematic; we have tried to eliminate the texts that have received the most negative feedback.
- Teachers have felt that there was not enough explicit alignment to the Common Core ELA Regents Exam. The Core Proficiency Units that we have added provide repeated practice around the following core proficiencies that align to the CCLS Exam and address the critical skills outlined in the Common Core Standards:
 - Close Reading
 - Literary Analysis
 - Evidence-Based Claims
 - Building Evidence-Based Arguments
- The units do not provide enough guidance for teachers. The addition of the O'Dell units will provide many more supports for teachers as well as foundational tools for student use that can be used in other units as appropriate. With fewer number of units per grade, we hope to create a Class Notebook on Office 365 organized by grade level and unit so that teachers can share resources and ideas for teaching each unit.

Foundational Documents to Inform ELA Instruction in Grades 9-12:

- EQUIP Rubric
- Instructional Practice Guide Grades 6-12
- Secondary Lesson Types
 - Socratic Seminar
 - Close Read
 - Interactive Read Aloud
 - Mini-Lesson
- Habits of Discussion Guide
- NYS CCLS Writing Rubrics for Literary Analysis and Argument
- O'Dell Tools for Students

Revised Spring 2017

SCSD GRADES 9-12 COMMON CORE ELA SCOPE AND SEQUENCE

Grade 9	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Reading Closely and Writing to Analyze	Working with Evidence and Making Claims	Building and Communicating Knowledge through Research: The Inquiry and Writing Processes	Exploring and Developing Author's Craft
Required Text(s)	<ul style="list-style-type: none"> <i>The Odyssey</i> by Homer AND/OR <i>Of Mice and Men</i> by John Steinbeck 	<ul style="list-style-type: none"> <i>No Choirboy</i> by Susan Kulkin 	<ul style="list-style-type: none"> <i>Romeo and Juliet</i> by William Shakespeare 	<ul style="list-style-type: none"> <i>Fences</i> by August Wilson
Recommended Text(s)	<ul style="list-style-type: none"> <i>Brain Gain</i> Texts: O'Dell Reading Closely for Textual Details (Recommended to teach first in place of current Habits Unit) 	<ul style="list-style-type: none"> "The Short Happy Life of Francis Macomber" by Ernest Hemingway: O'Dell Making Evidence-Based Claims 	<ul style="list-style-type: none"> Articles on the teenage brain 	
Priority Standards	RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5 RI.9.1, RI.9.2, RI.9.4, RI.9.6, RI.9.9 W.9.2, W.9.4, W.9.9, W.9.10 SL.9.1a-d L.9.4, L.9.5, L.9.6	RI.9.1, RI.9.2, RI.9.3, RI.9.4, RI.9.5, RI.9.8 W.9.1, W.9.4, W.9.5, W.9.9, W.9.10 SL.9.1a-d L.9.1-L.9.6	RL.9.4, RL.9.5, RL.9.6, RL.9.7, RL.9.9 W.9.2, W.9.7, W.9.8, W.9.9, W.9.10 SL.9.1a-d, SL.9.2, SL.9.3, SL.9.5 L.9.1-L.9.6	RL.9.2, RL.9.4, RL.9.5 RI.9.2, RI.9.4, RI.9.5, RI.9.8 W.9.3 SL.9.1a-d, SL.9.3, SL.9.4, SL.9.6 L.9.1-L.9.6
Writing	Explanatory: Literary Analysis Skill-Building; writing in response to reading; citing textual details	<ul style="list-style-type: none"> Argument: making claims and supporting with evidence 	Informational: Research Paper (3 sources)	<ul style="list-style-type: none"> Narrative: Developing Character through Personal Essay or Fiction

*If devices for research present a problem in a building, Quarters 3 and 4 could be switched to accommodate the demands of the research unit.

SCSD GRADES 9-12 COMMON CORE ELA SCOPE AND SEQUENCE

Grade 10	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Reading Closely and Literary Analysis	Working with Evidence and Making Claims	Researching Multiple Perspectives to Build a Position	Developing and Supporting Arguments
Required Texts	<ul style="list-style-type: none"> <i>Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Bay 	<ul style="list-style-type: none"> <i>Julius Caesar</i> by Shakespeare 	<ul style="list-style-type: none"> <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot 	<ul style="list-style-type: none"> <i>Kite Runner</i> by Khaled Housseini
Recommended Texts	<ul style="list-style-type: none"> <i>Because I could not stop for Death</i> by Emily Dickinson and <i>Home Burial</i> by Robert Frost: O’Dell Making Evidence-Based Claims (Recommended to teach first in place of current Habits Unit) 	<ul style="list-style-type: none"> <i>Perspectives on Terrorism</i> texts: O’Dell Building Evidence-Based Arguments 		
Priority Standards	RL.10.1, RL.10.2, RL.10.4, RL.10.5 RI.10.2, RI.10.4, RI.10.5, RI.10.8 W.10.2, W.10.2, W.10.4, W.10.9b SL.10.1a-d, SL.10.4, SL.10.5, SL.10.6 L.10.1-L.10.6	RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.9 RI.10.1, RI.10.2, RI.10.3, RI.10.4, RI.10.6, RI.10.7, RI.10.8 W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9 SL.10.1a-d L.10.1-L.10.6	RI.10.1, RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.8 W.10.2, W.10.7, W.10.8, W.10.9 SL.10.1a-d L.10.1-L.10.6	RI.10.2, RI.10.3, RI.10.4, RI.10.5, RL.10.6, RL.10.7, RL.10.9 RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.7, RI.10.8, RI.10.9 W.10.1 SL.10.1a-d, SL.10.2, SL.10.3, SL.10.4, SL.10.6 L.10.1-L.10.6
Writing	<ul style="list-style-type: none"> Explanatory: Literary Analysis 	<ul style="list-style-type: none"> Argument 	<ul style="list-style-type: none"> Informational: Research 	<ul style="list-style-type: none"> Argument

*If devices for research present a problem in a building, Quarters 2 and 3 could be switched to accommodate the demands of the research unit.

SCSD GRADES 9-12 COMMON CORE ELA SCOPE AND SEQUENCE

Grade 11	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Reading Closely and Writing to Analyze: How Authors Develop Complex Characters and Ideas	Working with Evidence and Making Claims	Researching Multiple Perspectives to Build a Position	Advanced Literary Analysis and Building Evidence-Based Arguments
Required Texts	<ul style="list-style-type: none"> <i>The Crucible</i> by Arthur Miller 	<i>Criminal Punishment</i> texts: O'Dell Building Evidence-Based Arguments	<ul style="list-style-type: none"> <i>Native Son</i> by Richard Wright 	<ul style="list-style-type: none"> <i>The Color Purple</i> by Alice Walker
Recommended Texts	<ul style="list-style-type: none"> <i>The Red Convertible</i> by Louise Erdrich and <i>On the Rainy River</i> by Tim O'Brien: O'Dell Making Evidence-Based Claims (Recommended to teach first in place of current Habits Unit) 		<ul style="list-style-type: none"> <i>Harlem Stomp: A Cultural History of the Harlem Renaissance</i> by Laban Carrick Hill 	
Priority Standards	RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.5, RL.11.6 W.11.2, W.11.4, W.11.9, W.11.10 SL.11.1 L.11.1-L.11.6	RI.11.1, RI.11.2, RI.11.3, RI.11.4, RI.11.5, RI.11.6, RI.11.7, RI.11.8, RI.11.9 W. 11.1, W.11.4, W.11.5, W.11.9 SL.11.1-6 L.11.1-L.11.6	RL.11.4, RL.11.5, RL.11.6, RL.11.7, RL.11.9 RI.11.6, RI.11.7, RI.11.8 W.11.2, W.11.6, W.11.7, W.11.8 SL.11.1-3 L.11.1-L.11.6	RL.11.1, RL.11.2, RL.11.4, RL.11.5 RI.11.1, RI.11.2, RI.11.4, RI.11.5, RI.11.8 W.11.1, W.11.2, W.11.4, W.11.5, W.11.9, W.11.10 L.11.1-L.11.6
Writing	<ul style="list-style-type: none"> Explanatory: Literary Analysis 	<ul style="list-style-type: none"> Building Evidence-Based Arguments 	<ul style="list-style-type: none"> Informational: Research (4 sources) 	<ul style="list-style-type: none"> Literary Analysis Argument

SCSD GRADES 9-12 COMMON CORE ELA SCOPE AND SEQUENCE

Grade 12	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Reading Closely and Writing to Analyze: How Authors Develop Complex Characters and Ideas	Researching Multiple Perspectives to Build a Position (Theme: Social Justice)	Working with Evidence and Making Claims	Advanced Literary Analysis (Dystopian Societies)
Required Texts	<ul style="list-style-type: none"> • <i>Othello</i> OR • <i>Macbeth</i> OR • <i>Hamlet</i> 	<ul style="list-style-type: none"> • <i>White Teeth</i> by Zadie Smith 	<ul style="list-style-type: none"> • <i>Frankenstein</i> by Mary Shelley OR • <i>Things Fall Apart</i> by Chinua Achebe (would have to adjust the writing task to argument)	<ul style="list-style-type: none"> • <i>Brave New World</i> by Aldous Huxley OR • <i>1984</i> by George Orwell (if available)
Recommended Texts		<ul style="list-style-type: none"> • <i>Food</i> texts: O'Dell Researching to Deepen Understanding • <i>Fast Food Nation</i> by Eric Schlosser (if available; may want to explore for subsequent years) 		
Priority Standards	RL.12.1, RL.12.2, RL.12.3, RL.12.4, RL.12.5 W.12.2, W.12.3 SL.12.1-6 L.12.1-L.12.6	RL.12.4, RL.12.5, RL.12.6, RL.12.7 RI.12.1, RI.12.2, RI.12.4, RI.12.6, RI.12.7, RI.12.9 W.12.2, W.12.4-W.12.9 SL.12.1-6 L.12.1-L.12.6	RL.12.1-RL.12.5 RI.12.1-RI.12.5 W.12.1 SL.12.1-SL.12.3 L.12.1-L.12.6	RL.12.1-RL.12.7 RI.12.1-RI.12.8 W.12.2 SL.12.1-SL.12.6 L.12.1-L.12.6
Writing	<ul style="list-style-type: none"> • College Essay • Literary Analysis 	Informational: Research (4+ sources)	Argument	Explanatory: Literary Analysis

<p>Writing Task Descriptors</p>	<p><u>Literary Analysis</u> -Students will</p> <ul style="list-style-type: none"> • develop a theme based on a provided central idea • analyze how one literary element supports that claim 	<p><u>Argumentative Essay</u> Students will</p> <ul style="list-style-type: none"> • develop a claim and counterclaim • choose & properly cite supporting textual evidence • use original thought and analysis to support their claim • include a concluding statement resolving their claim 	<p><u>Research Paper</u> (3 sources) -Students will</p> <ul style="list-style-type: none"> • identify stated & implied key words & concepts for use in research • develop research questions and a thesis • take notes using one or more note-taking strategies, and reflect on the information found (e.g., graphic organizer, two column notes, noodle tools) • explain & practice the difference between citing & paraphrasing, & methods of choosing precise quotes 	<p><u>Argumentative Essay Cold Read: Literary Analysis</u> For each piece, students will:</p> <ul style="list-style-type: none"> • develop their written piece showing growth in the skills taught from the beginning of the year • peer edit, revise, and polish their final portfolio pieces
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