DARUL ARQAM ACADEMY NORTH

Scope and Sequence
9th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
1ST WEEK	**Welcome** **Collect Class Supplies** **Classroom Expectations** **Curriculum Overview** **Unit 1 (30 days): The Call to Adventure**	Preparation and Review Overview of Class Expectations and Organization Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
2nd WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
3rd WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
		Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
4th WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
5TH WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
6th WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

1st Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
7th WEEK	**Unit 1 (30 days): The Call to Adventure**	Essential Question: What will you learn on your journey? Genre Focus: Informational Novel: *The Hobbit* by J.R.R. Tolkien Grammar: Colons, commas with compound sentences, misuse of commas Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Poetic Devices 9.7(B)*; Making and Confirming Predictions 9.4(C); Elements of Informational Text 9.7(D)(i)*; Making Inferences 9.4(F)*; Theme 9.6(A)*; Author's Purpose and Text Structure 9.8(B)*; Language, Style, and Audience 9.8(D); Word Meaning 9.2(A)*; Text Structure and Organizational Design 9.7(D)(ii)*; Compare and Contrast 9.5(B); Colons 9.9(D)(v)*; Commas with Compound Sentences 9.9(D)(v)*; Misuse of Commas 9.9(D)(i)*; Developing Ideas 9.9(A)*; Thesis Statement 9.10(B)*; Organizing Informational Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Introductions and Conclusions 9.9(B)(ii)*; Cohesion 9.9(B)(i)*; Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E)*
8th WEEK	**Unit 2 (30 days): The Art of Disguise**	Essential Question: How do we perform for different audiences? Genre Focus: Drama Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*
9th WEEK	**Unit 2 (30 days): The Art of Disguise**	Essential Question: How do we perform for different audiences? Genre Focus: Drama Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log; PSAT vocabulary; and general novel vocabulary	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
1st WEEK	**Unit 2 (30 days): The Art of Disguise**	Essential Question: How do we perform for different audiences? Genre Focus: Drama Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general novel vocabulary	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*
2nd WEEK	**Unit 2 (30 days): The Art of Disguise**	Essential Question: How do we perform for different audiences? Genre Focus: Drama Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general novel vocabulary	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*
3rd WEEK	**Unit 2 (30 days): The Art of Disguise**	Essential Question: How do we perform for different audiences? Genre Focus: Drama Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general novel vocabulary	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*
	Unit 2 (30 days): The Art of Disguise	Essential Question: How do we perform for different audiences? Genre Focus: Drama	Summarizing 9.5(D)*; Text Structure and Organizational Design 9.7(D)(ii)*; Generating Questions 9.5(B), 9.11(A); Identifying Audience and Purpose 9.7(E)(iii); Word Meaning 9.2(A)*; Paraphrasing 9.5(D)*; Dramatic

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
4TH WEEK		Novel: Romeo and Juliet Grammar: Semicolons, sentence fragments, run-on sentences Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general novel vocabulary	Conventions and Elements 9.7(C)*; Multimodal and Digital Texts 9.7(F)*; Visualizing 9.4(D); Diction and Syntax 9.8(F)*; Plot 9.6(C)*; Semicolons 9.9(D)(v)*; Sentence Fragments 9.9(D)(i)*; Run-on Sentences 9.9(D)(i)*; Planning Research 9.11(A), 9.11(C); Evaluating Sources 9.11(G)(i), 9.11(G)(ii)*; Research and Notetaking 9.11(D), 9.11(E), 9.11(F); Organizing Informational Writing 9.9(B)(i)*; Sources and Citations 9.7(D)(ii), 9.11(H)*; Critiquing Research 9.11(B), 9.11(C), 9.11(D); Informational Writing Process: Draft 9.9(B)*; Informational Writing Process: Revise 9.9(C)*; Informational Writing Process: Edit and Publish 9.9(D), 9.9(E), 9.11(I)*
5th WEEK	**Unit 3 (20 days): Divided We Fall**	Essential Question: Why do we feel the need to belong? Genre Focus: Fiction Readings: Marigolds, The Necklace, Braving the Wilderness, Why I Lied to Everyone in High School About Knowing Karate, St. Lucy's Home for Girls Raised by Wolves Grammar: Sentence types, consistent verb tenses, basic spelling rules Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general reading vocabulary	Interacting with Sources 9.5(E); Context Clues 9.2(B)*; Monitoring Comprehension 9.4(I); Text Dependent Responses 9.5(C)*; Text Evidence 9.5(C)*; Character 9.6(B)*; Literary Devices 9.8(E)*; Theme 9.6(A)*; Setting 9.6(D)*; Compare and Contrast 9.5(B); Commentary 9.5(C)*; Diction and Syntax 9.8(F); Interpreting Text 9.5(G); Arguments and Claims 9.7(E)*; Rhetoric 9.7(E)*; Making Connections 9.4(E)*; Making Predictions 9.4(C); Sentence Types 9.9(D)(i)*; Consistent Verb Tenses 9.9(D)(ii)*; Basic Spelling Rules 9.9(D)(vi)*; Text Dependent Responses 9.5(C); Short Constructed Response 9.5(F); Peer Review 9.1(D); Personal Response 9.5(A); Developing Ideas 9.9(A), 9.9(B)(ii)*; Narrative Sequencing 9.10(A)*; Narrative Techniques 9.10(A)*; Descriptive Details 9.10(A); Narrative Writing Process: Plan 9.9(A), 9.10(A); Narrative Writing Process: Draft 9.9(B); Narrative Writing Process: Revise 9.9(C); Narrative Writing Process: Edit and Publish 9.9(D), 9.9(E)
6th WEEK	**Unit 3 (20 days): Divided We Fall**	Essential Question: Why do we feel the need to belong? Genre Focus: Fiction Readings: Marigolds, The Necklace, Braving the Wilderness, Why I Lied to Everyone in High School About Knowing Karate, St. Lucy's Home for Girls Raised by Wolves Grammar: Sentence types, consistent verb tenses, basic spelling rules Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general reading vocabulary	Interacting with Sources 9.5(E); Context Clues 9.2(B)*; Monitoring Comprehension 9.4(I); Text Dependent Responses 9.5(C)*; Text Evidence 9.5(C)*; Character 9.6(B)*; Literary Devices 9.8(E)*; Theme 9.6(A)*; Setting 9.6(D)*; Compare and Contrast 9.5(B); Commentary 9.5(C)*; Diction and Syntax 9.8(F); Interpreting Text 9.5(G); Arguments and Claims 9.7(E)*; Rhetoric 9.7(E)*; Making Connections 9.4(E)*; Making Predictions 9.4(C); Sentence Types 9.9(D)(i)*; Consistent Verb Tenses 9.9(D)(ii)*; Basic Spelling Rules 9.9(D)(vi)*; Text Dependent Responses 9.5(C); Short Constructed Response 9.5(F); Peer Review 9.1(D); Personal Response 9.5(A); Developing Ideas 9.9(A), 9.9(B)(ii)*; Narrative Sequencing 9.10(A)*; Narrative Techniques 9.10(A)*; Descriptive Details 9.10(A); Narrative Writing Process: Plan 9.9(A), 9.10(A); Narrative Writing Process: Draft 9.9(B); Narrative Writing Process: Revise 9.9(C); Narrative Writing Process: Edit and Publish 9.9(D), 9.9(E)

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

2nd Quarter			
Resources: StudySync; additional resources			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKs)**
7th WEEK	**Unit 3 (20 days): Divided We Fall**	Essential Question: Why do we feel the need to belong? Genre Focus: Fiction Readings: Marigolds, The Necklace, Braving the Wilderness, Why I Lied to Everyone in High School About Knowing Karate, St. Lucy's Home for Girls Raised by Wolves Grammar: Sentence types, consistent verb tenses, basic spelling rules Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general reading vocabulary	Interacting with Sources 9.5(E); Context Clues 9.2(B)*; Monitoring Comprehension 9.4(I); Text Dependent Responses 9.5(C)*; Text Evidence 9.5(C)*; Character 9.6(B)*; Literary Devices 9.8(E)*; Theme 9.6(A)*; Setting 9.6(D)*; Compare and Contrast 9.5(B); Commentary 9.5(C)*; Diction and Syntax 9.8(F); Interpreting Text 9.5(G); Arguments and Claims 9.7(E)*; Rhetoric 9.7(E)*; Making Connections 9.4(E)*; Making Predictions 9.4(C); Sentence Types 9.9(D)(i)*; Consistent Verb Tenses 9.9(D)(ii)*; Basic Spelling Rules 9.9(D)(vi)*; Text Dependent Responses 9.5(C); Short Constructed Response 9.5(F); Peer Review 9.1(D); Personal Response 9.5(A); Developing Ideas 9.9(A), 9.9(B)(ii)*; Narrative Sequencing 9.10(A)*; Narrative Techniques 9.10(A)*; Descriptive Details 9.10(A); Narrative Writing Process: Plan 9.9(A), 9.10(A); Narrative Writing Process: Draft 9.9(B); Narrative Writing Process: Revise 9.9(C); Narrative Writing Process: Edit and Publish 9.9(D), 9.9(E)
8th WEEK	**Unit 3 (20 days): Divided We Fall**	Essential Question: Why do we feel the need to belong? Genre Focus: Fiction Readings: Marigolds, The Necklace, Braving the Wilderness, Why I Lied to Everyone in High School About Knowing Karate, St. Lucy's Home for Girls Raised by Wolves Grammar: Sentence types, consistent verb tenses, basic spelling rules Vocabulary: Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi; PSAT vocabulary; and general reading vocabulary	Interacting with Sources 9.5(E); Context Clues 9.2(B)*; Monitoring Comprehension 9.4(I); Text Dependent Responses 9.5(C)*; Text Evidence 9.5(C)*; Character 9.6(B)*; Literary Devices 9.8(E)*; Theme 9.6(A)*; Setting 9.6(D)*; Compare and Contrast 9.5(B); Commentary 9.5(C)*; Diction and Syntax 9.8(F); Interpreting Text 9.5(G); Arguments and Claims 9.7(E)*; Rhetoric 9.7(E)*; Making Connections 9.4(E)*; Making Predictions 9.4(C); Sentence Types 9.9(D)(i)*; Consistent Verb Tenses 9.9(D)(ii)*; Basic Spelling Rules 9.9(D)(vi)*; Text Dependent Responses 9.5(C); Short Constructed Response 9.5(F); Peer Review 9.1(D); Personal Response 9.5(A); Developing Ideas 9.9(A), 9.9(B)(ii)*; Narrative Sequencing 9.10(A)*; Narrative Techniques 9.10(A)*; Descriptive Details 9.10(A); Narrative Writing Process: Plan 9.9(A), 9.10(A); Narrative Writing Process: Draft 9.9(B); Narrative Writing Process: Revise 9.9(C); Narrative Writing Process: Edit and Publish 9.9(D), 9.9(E)
9th WEEK	**Midterm Exams/ Review**	All skills, essential questions, and foci from units 1-3; focus on STAAR readiness.	

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
1st WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*; Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
2nd WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*; Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
3rd WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*; Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
4th WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*;

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
		Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
5th WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*; Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
6th WEEK	**Unit 4 (30 days): The Dance of Romance**	Essential Question: When is love worth the fall? Genre Focus: Poetry Novel: *Great Expectations* by Charles Dickens Grammar: Commas with nonessential elements, commas with appositives and appositive phrases, dashes Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Making Inferences 9.4(F)*; Plot 9.6(C)*; Theme 9.6(A)*; Figurative Language 9.2(B), 9.7(B)*; Interpreting Text 9.5(G)*; Author's Purpose and Message 9.8(A)*; Language, Style, and Audience 9.8(D)*; Visualizing 9.4(D); Poetic Devices 9.7(B)*; Diction and Syntax 9.8(F)*; Poetic Structure 9.7(B)*; Commas with Nonessential Elements 9.9(D)(v)*; Commas with Appositives and Appositive Phrases 9.9(D)(v)*; Dashes 9.9(D)(v)*; Compare and Contrast 9.5(B)*; Supporting Details 9.9(B)(ii)*; Thesis Statement 9.10(B), 9.10(C)*; Organizing Literary Analysis Writing 9.9(B)(i); Introductions and Conclusions 9.9(B)(i)*; Body Paragraphs 9.9(B)(i)*; Commentary 9.5(C), 9.9(B)(ii)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
7th WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

3rd Quarter			
Resources: StudySync; additional resources			
Week		Learning Objectives	Reporting Categories (TEKs)
		Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)
8th WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)
9th WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice Vocabulary: Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul; PSAT vocabulary; and general novel vocabulary	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
1st WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice Vocabulary: Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega; PSAT vocabulary; and general novel vocabulary	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)
2nd WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice Vocabulary: Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega; PSAT vocabulary; and general novel vocabulary	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)
3rd WEEK	**Unit 5 (30 days): Human Potential**	Essential Question: How can you help others achieve their goals? Genre focus: Multigenre text Novel: To Kill a Mockingbird Grammar: Pronoun-antecedent agreement, agreement with indefinite pronoun antecedents, active and passive voice	Paraphrasing 9.5(D)*; Identifying Audience and Purpose 9.7(E)(iii)*; Establishing a Purpose for Reading 9.4(A); Author's Purpose and Text Structure 9.8(B)*; Making and Confirming Predictions 9.4(C); Theme 9.6(A)*; Evaluating Details 9.4(G)*; Author's Purpose and Message 9.8(A)*; Summarizing 9.5(D)*; Multimodal and Digital Texts 9.7(F)*; Making Connections 9.4(E)*; Poetic Structure 9.7(B)*; Pronouns-Antecedent Agreement 9.9(D)(iii)*; Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)*; Active and Passive Voice 9.9(D)(ii)*; Organizing Correspondence Writing 9.9(B)(i), 9.10(D)*; Correspondence Writing Process: Edit and Publish 9.9(D), 9.9(E)*; Generating Questions 10.4(B)

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
		Vocabulary: Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega; PSAT vocabulary; and general novel vocabulary	
4TH WEEK	**Unit 6 (20 days): Declaring Your Genius**	Essential Question: How do you define intelligence? Genre focus: Argumentative Readings: The Singularity is Near, The Most Dangerous Game, The Secret to Raising Smart Kids, The Odyssey (A Graphic Novel) Grammar: Parallel structure, capitalization of proper nouns, capitalization of sentences Vocabulary: Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/; PSAT vocabulary; and general novel vocabulary	Evaluating Details 9.4(G)*; Identifying Audience and Purpose 9.7(E)(iii); Argumentative Text Structure 9.7(E)(i)*; Establishing a Purpose for Reading 9.4(A); Context Clues 9.2(B)*; Author's Purpose and Message 9.8(A)*; Plot 9.6(C)*; Character 9.6(B)*; Evidence and Counter Arguments 9.7(E)(ii)*; Print and Graphic Features 9.8(C); Logical Fallacies 9.8(G); Synthesizing 9.4(H)*; Parallel Structure 9.9(C)*; Capitalization of Proper Nouns 9.9(D)(iv)*; Capitalization of Sentences 9.9(D)(iv)*; Personal Response 9.5(A); Developing Ideas 9.9(B)(ii)*; Considering Audience and Purpose 9.5(H)*; Organizing Argumentative Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Persuasive Techniques 9.10(C)*; Transitions 9.9(B)(i)*; Argumentative Writing Process: Plan 9.9(A)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
5th WEEK	**Unit 6 (20 days): Declaring Your Genius**	Essential Question: How do you define intelligence? Genre focus: Argumentative Readings: The Singularity is Near, The Most Dangerous Game, The Secret to Raising Smart Kids, The Odyssey (A Graphic Novel) Grammar: Parallel structure, capitalization of proper nouns, capitalization of sentences Vocabulary: Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/; PSAT vocabulary; and general novel vocabulary	Evaluating Details 9.4(G)*; Identifying Audience and Purpose 9.7(E)(iii); Argumentative Text Structure 9.7(E)(i)*; Establishing a Purpose for Reading 9.4(A); Context Clues 9.2(B)*; Author's Purpose and Message 9.8(A)*; Plot 9.6(C)*; Character 9.6(B)*; Evidence and Counter Arguments 9.7(E)(ii)*; Print and Graphic Features 9.8(C); Logical Fallacies 9.8(G); Synthesizing 9.4(H)*; Parallel Structure 9.9(C)*; Capitalization of Proper Nouns 9.9(D)(iv)*; Capitalization of Sentences 9.9(D)(iv)*; Personal Response 9.5(A); Developing Ideas 9.9(B)(ii)*; Considering Audience and Purpose 9.5(H)*; Organizing Argumentative Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Persuasive Techniques 9.10(C)*; Transitions 9.9(B)(i)*; Argumentative Writing Process: Plan 9.9(A)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
6th WEEK	**Unit 6 (20 days): Declaring Your Genius**	Essential Question: How do you define intelligence? Genre focus: Argumentative Readings: The Singularity is Near, The Most Dangerous Game, The Secret to Raising Smart Kids, The Odyssey (A Graphic Novel) Grammar: Parallel structure, capitalization of proper nouns, capitalization of sentences	Evaluating Details 9.4(G)*; Identifying Audience and Purpose 9.7(E)(iii); Argumentative Text Structure 9.7(E)(i)*; Establishing a Purpose for Reading 9.4(A); Context Clues 9.2(B)*; Author's Purpose and Message 9.8(A)*; Plot 9.6(C)*; Character 9.6(B)*; Evidence and Counter Arguments 9.7(E)(ii)*; Print and Graphic Features 9.8(C); Logical Fallacies 9.8(G); Synthesizing 9.4(H)*; Parallel Structure 9.9(C)*; Capitalization of Proper Nouns 9.9(D)(iv)*; Capitalization of Sentences 9.9(D)(iv)*; Personal Response 9.5(A); Developing Ideas 9.9(B)(ii)*; Considering Audience and Purpose 9.5(H)*; Organizing Argumentative Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Persuasive Techniques

DARUL ARQAM ACADEMY NORTH

Scope and Sequence

9th Grade English

4th Quarter			
Resources: StudySync; additional resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKs)
		Vocabulary: Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/; PSAT vocabulary; and general novel vocabulary	9.10(C)*; Transitions 9.9(B)(i)*; Argumentative Writing Process: Plan 9.9(A)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
7th WEEK	**Unit 6 (20 days): Declaring Your Genius**	Essential Question: How do you define intelligence? Genre focus: Argumentative Readings: The Singularity is Near, The Most Dangerous Game, The Secret to Raising Smart Kids, The Odyssey (A Graphic Novel) Grammar: Parallel structure, capitalization of proper nouns, capitalization of sentences Vocabulary: Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/; PSAT vocabulary; and general novel vocabulary	Evaluating Details 9.4(G)*; Identifying Audience and Purpose 9.7(E)(iii); Argumentative Text Structure 9.7(E)(i)*; Establishing a Purpose for Reading 9.4(A); Context Clues 9.2(B)*; Author's Purpose and Message 9.8(A)*; Plot 9.6(C)*; Character 9.6(B)*; Evidence and Counter Arguments 9.7(E)(ii)*; Print and Graphic Features 9.8(C); Logical Fallacies 9.8(G); Synthesizing 9.4(H)*; Parallel Structure 9.9(C)*; Capitalization of Proper Nouns 9.9(D)(iv)*; Capitalization of Sentences 9.9(D)(iv)*; Personal Response 9.5(A); Developing Ideas 9.9(B)(ii)*; Considering Audience and Purpose 9.5(H)*; Organizing Argumentative Writing 9.9(B)(i)*; Supporting Details 9.9(B)(ii)*; Persuasive Techniques 9.10(C)*; Transitions 9.9(B)(i)*; Argumentative Writing Process: Plan 9.9(A)*; Argumentative Writing Process: Draft 9.9(B)*; Argumentative Writing Process: Revise 9.9(C)*; Argumentative Writing Process: Edit and Publish 9.9(D)*, 9.9(E)*
8th WEEK	**Review for Finals**	All skills, essential questions, and foci from units 4-6; focus on STAAR readiness.	
9th WEEK	**Testing Week/review**		