

# LEGACY LEARNING CENTER

## ENGLISH I — GRADE 9

### CURRICULUM, SYLLABUS & WEEKLY LESSON PLANS | 2025–2026

Standards: 2023 Indiana Academic Standards for ELA — Grade 9 (Grades 9-10 Band) — 6 Domains

Domains: Reading Literature (RL) | Reading Nonfiction (RN) | Reading Vocabulary (RV) | Writing (W) | Speaking & Listening (SL) | Media Literacy (ML)

Source: IDOE Indiana Academic Standards ELA Grades 9-10 (in.gov/doi/files/Grade-9-10-ELA-Standards-Dec-2020.pdf) + 2023 Prioritization (SBOE June 7, 2023)

Core Program: McGraw-Hill StudySync 9-12 (IDOE HQCM Approved 2025) | Supplemental: CommonLit | No Red Ink | Quill.org | Actively Learn | Newsela

6 Units | 30 Weekly Lesson Plans (full year) | Texts + Labs + Writing + Socratic Seminars + Research + SAT Prep + Tracking Tools

*Legacy Learning Center | 2025–2026 | Indiana 2023 IAS Compliant*

Unit	Title	Essential Standards	Weeks	Anchor Texts
Unit 1	Identity & Self — Who Am I?	9-10.RL.2.1(E)   9-10.RN.2.1(E)   9-10.W.3.1(E)	4 wks (Aug–Sep)	The Outsiders + Memoir excerpts + Poetry anthology
Unit 2	Power & Conflict	9-10.RL.2.2(E)   9-10.RL.3.1(E)   9-10.W.3.1(E)	5 wks (Sep–Oct)	Animal Farm + Lord of the Flies excerpts + Nonfiction paired texts
Unit 3	Injustice & Change	9-10.RN.4.1(E)   9-10.RN.3.3(E)   9-10.W.3.2(E)	5 wks (Nov–Jan)	To Kill a Mockingbird + Civil rights speeches + Historical documents
Unit 4	Courage & Sacrifice	9-10.RL.2.3(E)   9-10.W.3.3(E)   9-10.SL.2.1(E)	4 wks (Jan–Feb)	The Kite Runner excerpts + Short stories + Narrative writing workshop
Unit 5	Technology & Humanity	9-10.RN.2.2(E)   9-10.RN.4.1(E)   9-10.W.5(E)	5 wks (Feb–Apr)	Nonfiction articles + Frankenstein excerpts + Research project + Media literacy
Unit 6	Classic Literature — Shakespeare	9-10.RL.4.2(E)   9-10.RL.3.2(E)   9-10.SL.4.1(E)	5 wks (Apr–May)	Romeo and Juliet + Contemporary adaptations + Capstone

# Section 1: English I — Course Syllabus

## Course Information

Element	Details
<b>Course Title</b>	English I — Grade 9   Legacy Learning Center   2025–2026
<b>Indiana Course Code</b>	English Language Arts I — Core 40 required (IDOE Course Titles & Descriptions 2025–2026)
<b>Prerequisites</b>	Grade 8 ELA completion
<b>Credit</b>	1.0 credit — Core 40 required   Academic Honors Diploma English requirement
<b>Standards Source</b>	Indiana Academic Standards for English/Language Arts Grades 9-10 — IDOE (in.gov/doe/files/Grade-9-10-ELA-Standards-Dec-2020.pdf) + 2023 Prioritization (SBOE June 7, 2023)
<b>Six Domains</b>	(1) Reading: Literature (RL)   (2) Reading: Nonfiction (RN)   (3) Reading: Vocabulary (RV)   (4) Writing (W)   (5) Speaking & Listening (SL)   (6) Media Literacy (ML)
<b>2023 Prioritization</b>	IDOE designated Essential (E) standards for Grade 9 — these are the highest-priority standards for mastery. All standards must be taught. Essential standards receive the most instructional time and assessment emphasis.
<b>Core Program</b>	McGraw-Hill StudySync 9-12 (2021) — IDOE HQCM Approved 2025 — 2,000+ classic and contemporary texts — thematic units — digital + print
<b>Supplemental Programs</b>	CommonLit (free)   Actively Learn   Newsela   No Red Ink (grammar)   Quill.org (writing)   Khan Academy SAT prep   Purdue OWL (research/MLA)
<b>Anchor Texts — Full Year</b>	The Outsiders (S.E. Hinton)   Animal Farm (George Orwell)   To Kill a Mockingbird (Harper Lee)   The Kite Runner (Khaled Hosseini) [excerpts]   Frankenstein (Mary Shelley) [excerpts]   Romeo and Juliet (Shakespeare)   + Short stories, poetry, speeches, essays
<b>Writing — Three Types</b>	Argumentative Essay (citing textual evidence, claim + counterclaim, rhetorical strategies)   Informative/Explanatory Essay (research-based)   Narrative Essay (personal and fictional) — all three taught every semester
<b>Socratic Seminar</b>	Socratic Seminar once per unit (every 4–5 weeks) — students prepare evidence, initiate discussion, respond to peers, challenge ideas, summarize agreements/disagreements (9-10.SL.2.1–2.5)
<b>Grammar &amp; Conventions</b>	Grammar mini-lessons embedded in writing instruction — subjunctive/conditional mood; parallelism; semicolons; modifiers — NOT isolated drill worksheets
<b>Research</b>	Research project in Unit 5 — formulate inquiry question, gather from multiple authoritative sources, MLA citations, synthesize information, present findings
<b>SAT Prep</b>	Embedded SAT-style reading and writing questions throughout the year — College Board tools + Khan Academy SAT — no separate test-prep period; integrated into ELA instruction
<b>Grading</b>	Essays & Writing Projects (40%)   Reading Comprehension & Analysis (30%)   Vocabulary & Grammar (10%)   Participation & Discussion (10%)   Portfolio & Capstone (10%)
<b>Total Duration</b>	30 weeks — 6 units — full school year (August–May)   30 detailed weekly lesson plans

## All Indiana Grade 9 ELA Standards — Complete List (Source: IDOE)

Source: Indiana Academic Standards for English/Language Arts Grades 9-10 (IDOE — in.gov/doe/files/Grade-9-10-ELA-Standards-Dec-2020.pdf) + 2023 Prioritization adopted SBOE June 7, 2023. Green rows = Essential (E) standards — highest priority for mastery. All standards must be taught.

Standard Code	Indiana Grade 9 ELA Standard — Full Text (Source: IDOE 2020 IAS / 2023 Prioritization)	(E) Essential	Domain
9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	(E)	RL
9-10.RL.2.2	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	(E)	RL
9-10.RL.2.3	Analyze how dynamic 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.	(E)	RL
9-10.RL.2.4	Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. [Grade of Mastery: 2 — students build upon prior learning]	—	RL
9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	(E)	RL
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).	(E)	RL
9-10.RL.4.1	Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.	(E)	RL
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.	(E)	RL
9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	(E)	RN
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	(E)	RN
9-10.RN.2.3	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	(E)	RN
9-10.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. [Grade of Mastery: 5]	—	RN
9-10.RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	(E)	RN
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	(E)	RN
9-10.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	(E)	RN
9-10.RN.4.2	Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.	(E)	RN
9-10.RN.4.3	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	(E)	RN
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	(E)	RV
9-10.RV.2.2	Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words. [Grade of Mastery: 7]	—	RV

9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	(E)	RV
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	(E)	RV
9-10.RV.2.5	Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	—	RV
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	(E)	RV
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	(E)	RV
9-10.RV.3.3	Interpret figures of speech in context and analyze their role in the text.	(E)	RV
9-10.W.3.1	Write arguments in a variety of forms that: (a) Introduce claim(s), distinguish from alternate or opposing claims, create organization establishing relationships among claims/counterclaims/reasons/evidence; (b) Use rhetorical strategies to enhance effectiveness; (c) Develop claim(s) and counterclaims fairly; (d) Use effective transitions; (e) Establish and maintain consistent style and tone; (f) Provide concluding statement that follows from and supports the argument.	(E)	W
9-10.W.3.2	Write informative compositions on a variety of topics that: (a) Introduce a topic; organize complex ideas to make important connections; (b) Develop topic using credible sources with relevant facts, definitions, concrete details, quotations; (c) Use appropriate transitions; (d) Choose language and vocabulary that express ideas precisely and concisely; (e) Establish and maintain appropriate style; (f) Provide concluding statement or section.	(E)	W
9-10.W.3.3	Write narrative compositions in a variety of forms that: (a) Engage and orient the reader by setting out a problem or situation, establishing point(s) of view, introducing narrator and/or characters; (b) Create a smooth progression of experiences or events; (c) Use narrative techniques such as dialogue, pacing, description, reflection, multiple plotlines; (d) Use a variety of techniques to sequence events; (e) Use precise words, telling details, and sensory language; (f) Provide an ending that follows from and reflects on what is experienced or resolved.	(E)	W
9-10.W.4	Apply the writing process to all formal writing: (a) Plan and develop; draft; revise using appropriate reference materials; rewrite; edit to produce and strengthen writing that is clear and coherent; (b) Use technology to generate, produce, publish, and update individual or shared writing products; (c) Utilize a standard style guide framework (MLA/APA) for in-text documentation, formatting, and works cited.	(E)	W
9-10.W.5	Conduct short as well as more sustained research: (a) Formulate an inquiry question; (b) Gather relevant information from multiple authoritative sources; (c) Assess the usefulness of each source; (d) Synthesize and integrate information; (e) Avoid plagiarism and follow a standard citation format (MLA/APA); (f) Present information, choosing from a variety of formats.	(E)	W
9-10.W.6.1	Demonstrate command of English grammar and usage focusing on: (a) Pronouns — subject, object, possessive, reflexive; pronoun-antecedent agreement; correct vague pronouns; (b) Verbs — forming and using verbs in indicative, imperative, interrogative, conditional, and subjunctive moods; (c) Adjectives/Adverbs — continue applying prior learning; (d) Phrases/Clauses — recognizing and correcting misplaced and dangling modifiers; (e) Usage — identifying and using parallelism.	(E)	W

9-10.W.6.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling: (a) Capitalization — applying correct usage; (b) Punctuation — using semicolons and conjunctive adverbs to link closely related independent clauses; (c) Spelling — applying correct patterns and generalizations.	(E)	W
9-10.SL.2.1	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	(E)	SL
9-10.SL.2.2	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.	(E)	SL
9-10.SL.2.3	Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed.	—	SL
9-10.SL.2.4	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	(E)	SL
9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views in reference to the evidence and reasoning presented.	(E)	SL
9-10.SL.3.1	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	(E)	SL
9-10.SL.3.2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	(E)	SL
9-10.SL.4.1	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	(E)	SL
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media to enhance audience understanding of findings, reasoning, and evidence.	(E)	SL
9-10.ML.2.1	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.	(E)	ML
9-10.ML.2.2	Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.	(E)	ML

Green rows = Essential (E) Standards — 2023 IDOE prioritization (SBOE June 7, 2023). All standards must be taught; Essential standards receive highest instructional emphasis and assessment weight.

## Section 2: Curriculum Resources & Best-Practice Schools

### Core Program — McGraw-Hill StudySync 9-12 (IDOE HQCM Approved 2025)

#### StudySync 9-12 — What Indiana's Top Schools Use

StudySync is IDOE HQCM approved for Grades 6–12 ELA (2025). Used by LLC for Grades 6–8 and recommended for Grade 9 continuation.

2,000+ classic and contemporary texts — literary and nonfiction — organized by theme — Grade 9 includes thematic units, novel study units, and teacher-created options.

Every lesson: First Read → Close Read → Skill lessons → Extended Writing Project. Students annotate, analyze, discuss, and write in every unit.

Built-in scaffolds for ELL students (4 proficiency levels) — sentence frames, graphic organizers, bilingual glossaries, audio support.

Digital platform + print Student Edition — teachers can assign by Lexile level and track standards mastery by student.

Research shows statistically significant gains on STAR, ACT Aspire, and ACT for 9th, 10th, and 11th grade students using StudySync in Wisconsin pilot ([mheducation.com/prek-12/studysync](http://mheducation.com/prek-12/studysync)).

### Free Supplemental Resources — Indiana's Best Schools Use These

Resource	Cost	Best For	Description + URL
<b>CommonLit 360 (Free + Paid)</b>	Free basic	All units — reading	Free digital library of literary and informational texts with guided questions, vocabulary, and discussion — Lexile-leveled — Indiana-aligned. <a href="http://commonlit.org">commonlit.org</a> — teacher free account
<b>Actively Learn</b>	Free basic	Reading + discussion	Digital reading platform with embedded annotation + questions + standards alignment — teacher assigns texts with built-in discussion tools. <a href="http://activelylearn.com">activelylearn.com</a>
<b>Newsela (Free tier)</b>	Free basic	Nonfiction + media literacy	Real news articles at multiple Lexile levels — same article, different reading levels — great for RN and ML standards. <a href="http://newsela.com">newsela.com</a>
<b>No Red Ink (Free tier)</b>	Free basic	Grammar W.6.1 / W.6.2	Adaptive grammar and writing mechanics — Indiana-aligned — students get immediate feedback — teacher dashboard — covers all Grade 9 grammar standards. <a href="http://noredink.com">noredink.com</a>
<b>Quill.org</b>	FREE	Writing conventions	Free grammar, proofreading, and writing activities — immediate feedback — aligned to 9th grade writing conventions (W.6.1, W.6.2). <a href="http://quill.org">quill.org</a>
<b>Purdue OWL (Online Writing Lab)</b>	FREE	Research W.5 + MLA	Comprehensive free resource for MLA and APA citation — students bookmark for all research writing. <a href="http://owl.purdue.edu">owl.purdue.edu</a>
<b>Khan Academy — SAT Reading &amp; Writing</b>	FREE	SAT prep + ELA standards	Free SAT prep aligned to Grade 9 ELA standards — Khan Academy Official SAT Prep (College Board partnership) — reading comprehension and writing conventions. <a href="http://khanacademy.org/sat">khanacademy.org/sat</a>
<b>Library of Congress — Primary Sources</b>	FREE	Historical documents 9-10.RN.4.3	Free access to U.S. historical documents, speeches, letters, photographs — perfect for RN.4.3 (historical significance). <a href="http://loc.gov/teachers">loc.gov/teachers</a>
<b>Ted-Ed + YouTube (curated)</b>	FREE	Media literacy + discussion	Teacher-curated TED-Ed videos for critical analysis of media, argument, and persuasion — perfect for ML and SL standards. <a href="http://ed.ted.com">ed.ted.com</a>
<b>ReadWriteThink</b>	FREE	Writing	Free lesson plans, graphic organizers, and interactive

(NCTE/IRA)		lessons + grammar	tools from the National Council of Teachers of English. readwritethink.org
Digital Public Library of America	FREE	Historical + cultural texts RN.4.3	Free access to primary sources from U.S. libraries, archives, and museums — curated collections for classroom use. dp.la
Facing History and Ourselves	FREE	Social justice texts — Unit 3	Free lesson plans and text sets for teaching To Kill a Mockingbird and civil rights — outstanding for RN.4.3 and SL discussions. facinghistory.org
Project Gutenberg	FREE	Classic texts	Free digital access to all public domain texts — Frankenstein, Romeo and Juliet, Animal Farm equivalents — gutenberg.org
MyPerspectives (Savvas) — Gr. 9-12	Paid — school license	Core program alternative	NGSS-aligned HS ELA — thematic units — contemporary + classic texts — widely used in Indiana public schools as alternative to StudySync. savvas.com/myperspectives
Literacy Design Collaborative (LDC)	FREE	Writing + research	Free disciplinary literacy framework and writing task templates — Module Builder tool for all three writing types. ldc.org

### What Indiana's Top Public and Private Schools Do for Grade 9 English

School / District	Approach	Key Practices — Grade 9 English
Carmel High School (Carmel Clay Schools)	Advanced Literacy	StudySync 9-12 + close reading of AP-level texts from Day 1 of Grade 9   Socratic Seminar every 2–3 weeks   Argumentative essays with RACE framework (Restate-Answer-Cite-Explain)   Weekly vocabulary using context clues from current texts   Grammar embedded in writing workshop   SAT reading prep throughout
Westfield High School (Westfield Schools)	Thematic Units + Writing Workshop	Thematic units aligned to Indiana IAS   Novel studies: The Outsiders (Unit 1), Lord of the Flies   Daily close reading annotation (Cornell notes style)   CommonLit for paired nonfiction texts   No Red Ink grammar daily warm-up   Extended writing project each unit   Lexile-matched independent reading
Hamilton Southeastern High School	Inquiry-Based ELA	Driving questions anchor every unit   Socratic Seminar 1x/week   Students choose independent reading books at their level   Research project every semester with MLA format   Actively Learn for digital annotation   Newsela for differentiated nonfiction   Weekly timed writing (SAT format)
Zionsville Community High School	Literature Circles + Workshop Model	Literature circles (student-led discussion groups)   Writing workshop: teacher mini-lesson (10 min) + writing time (30 min) + share (10 min)   Grammar instruction through student writing errors (not isolated drill)   Students maintain reading journals   Lexile growth tracked with NWEA MAP
Eman Schools (Independent — Top Indiana)	SOR + Rigorous Literacy	Explicit vocabulary instruction   Daily high-volume reading — literary and nonfiction   Cold-call discussion (no opt-out)   Weekly writing — argument or analytical paragraphs   Close reading protocol: 1st read for understanding, 2nd read for craft, 3rd read for argument   Grammar through mentor texts
IPS Arsenal Technical High School	Equity + College Readiness	StudySync + College Board AP Classroom resources for Gr. 9   Dual-credit English partnership with IUPUI   CommonLit for culturally diverse texts   Structured Academic Controversy (SAC) for Socratic Seminar   Focus on first-generation college-going skills: MLA, academic writing, college essays from Grade 9
New Visions for Public Schools (NYC — replicated in Indiana)	Project-Based ELA	Free NGSS-style ELA units (newvisions.org) — inquiry-driven — students read, write, discuss, and present on real issues   Units aligned to civic literacy and current events   Argument writing from Grade 9 Day 1   Media literacy integrated in every unit
Phillips Exeter Academy (Private — Harkness)	Discussion-Centered	Every class is a Harkness Table discussion — no lectures — students lead — teacher facilitates   Students come with written

Method)		preparation and textual evidence   Writing is peer-reviewed before teacher sees it   Close reading of short, complex texts   Monthly long-form essays
---------	--	---

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 1 — Weeks 1–4 | August–September

# IDENTITY & SELF — WHO AM I?

Focus: Reading Literature: Close Reading, Theme Development, Character Analysis | Writing: Argumentative Essay | Vocabulary: Connotation/Denotation

Essential Standards: 9-10.RL.2.1(E) | 9-10.RL.2.2(E) | 9-10.RL.2.3(E) | 9-10.W.3.1(E) | 9-10.SL.2.1(E)

WEEK 1 | Unit 1 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: Who Am I? — Introduction to Grade 9 ELA, Community Building + First Read of The Outsiders

Standards: 9-10.RL.2.1(E): Cite strong and thorough textual evidence | 9-10.SL.2.1(E): Collaborative discussion | 9-10.RV.3.1(E): Word meaning in literature

Element	Details
Learning Objectives	(1) Establish classroom norms for collaborative discussion; (2) Introduce the anchor text <i>The Outsiders</i> — set purpose for reading; (3) Practice citing textual evidence orally and in writing; (4) Introduce the Claim-Evidence-Reasoning (CER) framework for all written responses; (5) Analyze vocabulary — connotation vs. denotation in context.
Core Texts / Readings	<i>The Outsiders</i> (S.E. Hinton) Chapters 1–3   Identity poem: 'Where I'm From' (George Ella Lyon — free at georgiaellalyon.com)   StudySync Unit 1 introductory texts

Day	Lesson Activities — 50–55 Minute Block
Monday	READ: <i>The Outsiders</i> Ch. 1 (read-aloud: teacher models fluency and annotation)   Students annotate for: character descriptions, setting clues, unfamiliar words   First Read protocol: 'What do you notice? What do you wonder?'   Class discussion: 'What do we already know about identity based on Chapter 1?'   EXIT TICKET: Name Ponyboy's three character traits with evidence from the text.
Tuesday	VOCABULARY + CLOSE READ: 10 words from Ch. 1-2 with connotation/denotation analysis (9-10.RV.3.1)   Re-read: 'He would have made a good-looking hood...' — What is Hinton's word choice telling us?   Mini-lesson: CER (Claim-Evidence-Reasoning) framework — model with anchor chart   Students write one CER paragraph: 'Ponyboy feels ___ because...!'   GRAMMAR: Subject pronouns — identify pronoun usage in opening paragraphs (9-10.W.6.1a)
Wednesday	COLLABORATIVE DISCUSSION (9-10.SL.2.1): Socratic Seminar preparation — 'Identity is shaped by where you come from.' Agree or disagree? Students find 2 pieces of evidence from Chapters 1-3. Class discussion: small group → whole class. Students practice: building on others' ideas, citing evidence, respectfully challenging claims.   READ: Ch. 3 — Students annotate for theme (identity + belonging).
Thursday	WRITING WORKSHOP: Introduce Unit 1 Essay: Argumentative — 'Does Ponyboy's identity change based on who he is with?'   Mini-lesson: claim + counterclaim structure (9-10.W.3.1a,c)   Students brainstorm claims and counterclaims using Ch. 1–3 evidence   Begin outline: 'Where I'm From' poem — students draft their own version (narrative writing preview)
Friday	INDEPENDENT READING + REFLECTION: Students read <i>The Outsiders</i> Ch. 4 independently (35 min)   Annotation focus: dynamic character development (9-10.RL.2.3)   Exit reflection: 'How has Ponyboy changed so far? What caused this change?'   Share-out: 2–3 students share one annotated passage   HOMEWORK: Complete 'Where I'm From' poem draft for peer review Monday

<b>Assessment / Exit Ticket</b> CER paragraph scored with 3-point rubric (Claim clear? Evidence specific? Reasoning connects?). Exit ticket: 3 character traits with textual evidence. 'Where I'm From' poem draft due Friday.	<b>Differentiation</b> ELL: sentence frame for CER — 'I claim ___ because the text says ___ (page ___). This shows ___.'   Below level: pre-selected passages for annotation with margin prompts   Above level: compare Hinton's	<b>Resources</b> <i>StudySync Unit 1 (HQCM)</i>   <i>CommonLit 'The Outsiders' resources:</i> <a href="http://commonlit.org">commonlit.org</a>   'Where I'm From' poem: <a href="http://georgiaellalyon.com">georgiaellalyon.com</a>   <i>No Red Ink pronouns:</i> <a href="http://noredink.com">noredink.com</a>
---	---	--

	portrayal of identity with a contemporary text (e.g., The Hate U Give excerpt)   Free: georgiaellalyon.com for 'Where I'm From' poem template	
--	---	--

WEEK 2 | Unit 1 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Dynamic Characters & Theme Development — The Outsiders Continues (9-10.RL.2.2 + 9-10.RL.2.3)**

Standards: 9-10.RL.2.2(E): Development of two or more themes | 9-10.RL.2.3(E): Dynamic characters | 9-10.RV.3.1(E): Figurative language in literature | 9-10.W.6.1(E): Grammar — verbal moods

Element	Details
<b>Learning Objectives</b>	(1) Trace the development of TWO themes across The Outsiders; (2) Analyze how Ponyboy and Johnny change and interact across the novel; (3) Identify and interpret figurative language (simile, metaphor, personification, allusion) in context; (4) Draft the body paragraphs of the Unit 1 argumentative essay; (5) Learn the subjunctive and conditional verb moods.
<b>Core Texts / Readings</b>	The Outsiders Ch. 5–9   Nature poem: 'Nothing Gold Can Stay' (Robert Frost — embedded in novel)   StudySync paired text: excerpt on identity and social class

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	READ + DISCUSS: Ch. 5 — Johnny reads Gone with the Wind to Ponyboy. Frost poem embedded. Close read: 'Nothing Gold Can Stay' — what does it mean? How does it connect to themes? (9-10.RL.2.2). Students annotate for: (a) theme of innocence; (b) theme of social division. EXIT TICKET: Write one sentence explaining how Frost's poem connects to the novel's theme.
<b>Tuesday</b>	CHARACTER ANALYSIS: Ch. 6-7 — Students complete a dynamic character chart for Ponyboy AND Johnny: who are they at the beginning? What events change them? How do they affect each other? (9-10.RL.2.3). Pairs share charts; class builds consensus.   VOCABULARY: figurative language analysis — find 3 examples from Ch. 5-7 and identify type + effect (9-10.RV.3.3)
<b>Wednesday</b>	WRITING WORKSHOP: Body paragraphs for argumentative essay   Mini-lesson: embedding textual evidence (introduce, quote, analyze — I.Q.A.)   Students draft body paragraph 1 + 2 of argument essay   Peer review: exchange drafts — check for CER structure   GRAMMAR mini-lesson: subjunctive and conditional mood in sentences (9-10.W.6.1b) — 'If I were a Greaser...' vs. 'If I am a Greaser...'
<b>Thursday</b>	READ: Ch. 8-9 — climax of the novel   Guided reading questions (oral): 'What does Dally's death reveal about the theme of belonging?'   Students write in literature response journals: 'What does it mean to stay gold? Who succeeds at this and who doesn't? Support with evidence from the text.'   Introduction to Unit 1 Socratic Seminar for next week
<b>Friday</b>	CREATIVE + ANALYTICAL: Students choose: (a) Draw and annotate a scene from Ch. 5-9 showing theme development OR (b) Write the journal entry Ponyboy would have written after the fire. Both options must cite textual evidence AND connect to a theme.   Gallery walk: students post work and respond with sticky note feedback using CER starters

<b>Assessment / Exit Ticket</b> Body paragraphs scored on rubric (claim, evidence, analysis quality). Dynamic character chart. Literature journal response. Grammar: subjunctive/conditional mood identification and correction exercise.	<b>Differentiation</b> ELL: character chart scaffold with sentence starters for each column   Below level: single body paragraph only; teacher conference during writing workshop   Above level: compare Ponyboy's character arc to a character from a different novel or film; write comparative literary analysis paragraph   Free: 'Nothing Gold Can Stay' analysis at poets.org	<b>Resources</b> StudySync Unit 1 (HQCM)   CommonLit: commonlit.org   Poets.org — Frost resources   No Red Ink subjunctive mood: noredink.com
--	--	--

WEEK 3 | Unit 1 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Completing The Outsiders — Socratic Seminar + Essay Revision**

Standards: 9-10.RL.2.1(E): Textual evidence | 9-10.W.3.1(E): Argumentative essay | 9-10.SL.2.1(E) 9-10.SL.2.4(E): Socratic Seminar | 9-10.W.4(E): Writing process — revise and edit

Element	Details
Learning Objectives	(1) Complete The Outsiders and analyze the novel's resolution; (2) Conduct a Socratic Seminar on themes of identity, belonging, and social division; (3) Revise and edit argumentative essay using peer and teacher feedback; (4) Apply MLA formatting to essay; (5) Reflect on personal identity in relation to the novel's themes.
Core Texts / Readings	The Outsiders Ch. 10-12 + Ponyboy's essay in Ch. 12   Nonfiction paired: article on gang violence and social inequality (CommonLit or Newsela)

Day	Lesson Activities — 50–55 Minute Block
Monday	READ + FINISH: Ch. 10-12 — completion of the novel   Close read: Ponyboy's own essay in Ch. 12 — 'What does he choose to write about? Why does he begin with the same words as the novel's opening?' Students analyze author's structural choice (9-10.RL.3.1). Write: 'What is the significance of Ponyboy writing — how does writing help him process identity?' (CER format)
Tuesday	SOCRATIC SEMINAR (9-10.SL.2.1 2.2 2.4 2.5): Essential Question — 'Is belonging to a group essential to forming identity, or does it prevent it?' Students arrive with: 2 pieces of evidence from The Outsiders, 1 from the nonfiction paired text, and 1 personal connection. Teacher facilitates inner/outer circle. 30 minutes discussion. Debrief: 'What points of agreement/disagreement emerged? What evidence was most compelling?'
Wednesday	ESSAY PEER REVIEW + REVISION: Students exchange full draft argumentative essays. Peer review protocol: (1) underline every piece of textual evidence; (2) circle each claim; (3) check for counterclaim; (4) write one strength and one specific improvement. Students revise based on feedback.   Mini-lesson: MLA format — in-text citation + works cited (9-10.W.4c)
Thursday	GRAMMAR + EDITING: Students edit their own essays for: parallelism (9-10.W.6.1e)   semicolons (9-10.W.6.2b)   modifier errors (9-10.W.6.1d). Teacher conferences with 4-5 students individually. Class shares: 'What was the hardest part of this essay? What did you learn from peer review?'
Friday	SUBMIT + REFLECT: Final draft of argumentative essay due. Students complete a writing reflection: 'What was your strongest evidence? What would you do differently?'   Reading preview: Unit 2 — Animal Farm — distribute books, preview the author, historical context of the Russian Revolution (5 min).   CELEBRATION: students share one passage they are proud of from their essay.

<p><b>Assessment / Exit Ticket</b></p> <p>Final argumentative essay (full rubric: claim, counterclaim, evidence 2+, analysis, transitions, MLA format, grammar). Socratic Seminar participation rubric (builds on ideas, cites evidence, encourages others). Writing reflection completed.</p>	<p><b>Differentiation</b></p> <p>ELL: Socratic Seminar starter phrases on a card (e.g., 'Building on what ____ said...', 'I agree/disagree because the text says...')   Below level: essay scaffold with provided structure and sentence starters for each section   Above level: write a response to the novel from a different character's perspective (e.g., Cherry Valance's perspective on the Greaser/Soc divide)</p>	<p><b>Resources</b></p> <p><a href="#">StudySync Unit 1   CommonLit paired texts   Purdue OWL MLA guide: owl.purdue.edu   No Red Ink parallelism: noredink.com</a></p>
--	---	--

WEEK 4 | Unit 1 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Poetry — Identity Through Verse + Memoir Introduction**

Standards: 9-10.RL.4.2(E): Allusions, archetypes, symbols in literature | 9-10.RV.3.1(E): Word choice and tone | 9-10.RV.3.3(E): Figures of speech | 9-10.W.3.3(E): Narrative writing

Element	Details
<b>Learning Objectives</b>	(1) Analyze poems that explore identity through figurative language, allusion, and symbolism; (2) Connect poetry to real-world identity experiences; (3) Interpret figures of speech (metaphor, extended metaphor, allusion, apostrophe) and analyze their effect; (4) Draft a personal narrative essay exploring identity; (5) Vocabulary: word connotation and the effect of word choice on tone.
<b>Core Texts / Readings</b>	Poetry anthology: 'My Name' (Sandra Cisneros — The House on Mango Street)   'Still I Rise' (Maya Angelou)   'I, Too' (Langston Hughes)   'The Road Not Taken' (Robert Frost)   Student choice: additional identity poems via CommonLit

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	<b>POETRY INTRODUCTION:</b> Read 'Still I Rise' aloud — teacher models close reading. Students annotate: (a) figurative language (type + effect); (b) word connotation (which words are positive/negative?); (c) tone (what emotion does the speaker project?). Pairs discuss: 'What is Angelou claiming about identity?'   Begin 'I, Too' — compare tone and theme to 'Still I Rise' (9-10.RL.4.2 archetypes and allusions).
<b>Tuesday</b>	<b>VOCABULARY + FIGURES OF SPEECH:</b> 'My Name' (Cisneros) — read aloud   Students identify: extended metaphor (name as burden/inheritance), allusion, apostrophe   Vocabulary: What is the effect of Cisneros's word choices? Write 3 sentences analyzing specific words and their connotative effect (9-10.RV.3.1)   Discussion: 'What does your name mean to you? What would you be named if you could choose?'
<b>Wednesday</b>	<b>NARRATIVE WRITING WORKSHOP:</b> Mini-lesson — narrative techniques (dialogue, pacing, description, sensory language — 9-10.W.3.3)   Students draft: personal narrative essay (400-600 words) — 'Write about an experience that shaped your identity.' Mentor text: excerpt from Cisneros   Students work during class; teacher conferences with individuals
<b>Thursday</b>	<b>INDEPENDENT POETRY ANALYSIS:</b> Students choose 1 poem from CommonLit poetry collection (identity theme)   Complete: (a) annotated copy with figurative language identified; (b) short written analysis (CER format): 'The central theme of this poem is ___ as shown by ___ (figurative language) which creates the effect of ___.'   Share: gallery walk with annotations posted
<b>Friday</b>	<b>PERFORMANCE + UNIT 1 REVIEW:</b> Volunteer students perform their favorite poem (read aloud)   Unit 1 review: students create a concept map connecting: The Outsiders, poems, and their own narrative to the theme 'Identity'   Preview: Unit 2 Animal Farm — watch 5-minute historical context video (Russian Revolution) and write initial questions

<p><b>Assessment / Exit Ticket</b></p> <p>Personal narrative essay draft (peer reviewed using narrative rubric: setting, character, plot, voice, sensory detail). Poetry analysis CER scored. Vocabulary annotation accuracy. Unit 1 concept map as formative check.</p>	<p><b>Differentiation</b></p> <p>ELL: pre-read poems with audio support (CommonLit built-in audio)   Below level: choose shorter poem with more accessible language; narrative essay reduced to 3 paragraphs   Above level: compare allusions in 'I, Too' (Hughes) and 'I, Too, Sing America' (Whitman) — who is Hughes alluding to and what effect does it create?   Free: commonlit.org poetry collections</p>	<p><b>Resources</b></p> <p><i>CommonLit Poetry: <a href="https://www.commonlit.org">commonlit.org</a>   Poets.org resources   StudySync narrative writing mini-lessons   ReadWriteThink narrative graphic organizer: <a href="https://www.readwritethink.org">readwritethink.org</a></i></p>
--	--	--

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 2 — Weeks 5–9 | September–October

# POWER & CONFLICT

Focus: Reading Literature: Allegory, Structural Analysis, Dramatic Irony | Writing: Argumentative Essay (Extended) + Nonfiction Paired Analysis | Vocabulary: Rhetoric

Essential Standards: 9-10.RL.3.1(E) | 9-10.RL.3.2(E) | 9-10.RN.3.3(E) | 9-10.W.3.1(E) | 9-10.SL.2.4(E)

WEEK 5 | Unit 2 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: Allegory and Power — Animal Farm: First Read + Historical Context

Standards: 9-10.RL.3.1(E): Structural choices — order of events, pacing, flashback | 9-10.RN.2.3(E): Series of ideas/events in nonfiction | 9-10.RN.4.3(E): Historical significance | 9-10.RV.3.1(E): Figurative language and tone

Element	Details
Learning Objectives	(1) Define allegory and connect Animal Farm to the Russian Revolution; (2) Identify Orwell's structural choices and explain their effect on meaning; (3) Analyze nonfiction paired text on the Russian Revolution to support literary understanding; (4) Practice inferential reading: what does the allegory reveal about power?
Core Texts / Readings	Animal Farm (George Orwell) Ch. 1–3   Nonfiction paired: article on the Russian Revolution (CommonLit or Newsela)   Historical context: Orwell biography excerpt

Day	Lesson Activities — 50–55 Minute Block
Monday	HISTORICAL CONTEXT: Who was George Orwell? Why did he write Animal Farm? Mini-lecture + note-taking (5 min). Read: Orwell biography excerpt — annotate for author's perspective (9-10.RN.3.3). Then: Nonfiction article on Russian Revolution — annotate for: key figures (Lenin, Stalin, Trotsky), key events, and how they connect to the novel's characters. Chart: 'Old Major = ___, Napoleon = ___, Snowball = ___'
Tuesday	FIRST READ: Animal Farm Ch. 1-2 — students read silently with annotation focus: 'How does Orwell establish the power structure? What language choices signal that this is more than just a story about animals?'   Close read: Old Major's speech — analyze as political rhetoric (9-10.RN.3.3). 'What persuasive techniques does Old Major use?'
Wednesday	ALLEGORY ANALYSIS: Ch. 3 — Pigs begin to consolidate power. Students complete an allegory chart: Animal → Russian Revolution counterpart → What Orwell is saying about power. Discuss: 'What is the most powerful moment in Chapter 3? Why?'   Mini-lesson: structural choices — how does Orwell's pacing (slow build of power) contribute to the novel's effect? (9-10.RL.3.1)
Thursday	WRITING: One-page analytical paragraph — 'Analyze how Orwell uses allegory in Chapters 1–3 to comment on political power.' Students use: I.Q.A. (introduce-quote-analyze) and CER   GRAMMAR: parallelism in Orwell's writing — identify examples, then practice (9-10.W.6.1e)
Friday	DISCUSSION + SAT PREP: Discussion: 'Is power inherently corrupting, or is it about who holds it?' Students must respond with evidence from Animal Farm AND the Russian Revolution nonfiction text (9-10.SL.2.4)   SAT PREP: 5-minute SAT reading passage — inference question practice. Teacher debriefs answer choices.

<p><b>Assessment / Exit Ticket</b></p> <p>Allegory chart accuracy. Analytical paragraph (CER + I.Q.A. scored). Discussion participation rubric. SAT reading question self-score and reflection.</p>	<p><b>Differentiation</b></p> <p>ELL: allegory chart pre-populated with animal names; sentence frame for analytical paragraph   Below level: focus on one character (Napoleon) — single-column allegory chart   Above level: research the actual Russian Revolution — write a 1-page comparison showing exactly how Orwell adapted real events into allegory   Free: CommonLit Animal Farm resources   Newsela Russian</p>	<p><b>Resources</b></p> <p><a href="https://www.commonlit.org/">CommonLit Animal Farm: commonlit.org</a>   <a href="https://www.newsela.com/">Newsela Russian Revolution: newsela.com</a>   <a href="https://www.facinghistory.org/">Facing History context: facinghistory.org</a>   <a href="https://www.studysync.org/">StudySync Unit 2 (HQCM)</a></p>
---	--	---

	Revolution articles	
--	---------------------	--

WEEK 6 | Unit 2 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Dramatic Irony and Propaganda — Animal Farm Deepens**

Standards: 9-10.RL.3.2(E): Author creates suspense/humor through dramatic irony | 9-10.RN.4.1(E): Evaluate argument — valid reasoning, relevant evidence, fallacious reasoning | 9-10.RV.3.1(E): Word choice and tone

Element	Details
<b>Learning Objectives</b>	(1) Define dramatic irony and identify multiple examples in Animal Farm; (2) Analyze how Squealer uses propaganda techniques (appeals to fear, authority, false statistics, loaded language) to manipulate the animals; (3) Evaluate arguments for logical fallacies; (4) Connect propaganda in the novel to real-world media literacy; (5) Vocabulary: connotation and propaganda language.
<b>Core Texts / Readings</b>	Animal Farm Ch. 4–7   Nonfiction: excerpt on propaganda techniques (WWII era or contemporary)   StudySync Blast on media bias

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	READ: Ch. 4-5 — Snowball's expulsion. Students annotate: (a) every instance of dramatic irony (what do readers know that characters don't?); (b) Squealer's language — which words are loaded/emotional? (9-10.RL.3.2)   Close read: Squealer's speech defending Napoleon — is his argument valid? Identify the fallacies (9-10.RN.4.1)
<b>Tuesday</b>	PROPAGANDA ANALYSIS: Teach 7 propaganda techniques (bandwagon, testimonial, plain folks, transfer, fear appeal, card stacking, glittering generalities). Students find examples from Ch. 5-6 for each technique used by Squealer. Then: compare to real advertising examples   Discussion: 'How does Orwell use dramatic irony — we know the pigs are lying, but the animals don't — to create suspense and commentary?'
<b>Wednesday</b>	MEDIA LITERACY CONNECTION (9-10.ML.2.1 2.2): Students bring in one recent news headline they found questionable. Analyze: 'What information is included? What is excluded? What is the bias?'   Compare: how does Squealer's propaganda work the same way?   WRITING: Analytical paragraph connecting Squealer's propaganda to one real-world propaganda technique with specific examples
<b>Thursday</b>	WRITING WORKSHOP: Introduce Unit 2 Extended Argumentative Essay: 'Power corrupts — and absolute power corrupts absolutely. Use Animal Farm to argue whether this claim is true, partially true, or false.'   Students complete essay plan: claim, evidence from 3 chapters, counterclaim, rebuttal   GRAMMAR: Semicolons and conjunctive adverbs (9-10.W.6.2b) — 'The pigs gained power; however, the animals did not notice.'
<b>Friday</b>	CREATIVE ANALYSIS: Students choose: (a) Write Squealer's propaganda speech for a NEW rule the pigs want to impose; (b) Draw a political cartoon satirizing one aspect of Animal Farm's power structure (label all allegorical elements). Share in pairs.   SAT PREP: one SAT evidence-based reading question on rhetoric and argument.

Assessment / Exit Ticket	Differentiation	Resources
Propaganda analysis chart (7 techniques identified with textual evidence). Analytical paragraph CER scored. Essay plan completeness. Semicolon grammar exercise. Creative analysis piece.	ELL: propaganda technique card with definition and example for each   Below level: annotate for 3 propaganda techniques only; provide essay plan template   Above level: research Joseph Goebbels and compare Nazi propaganda techniques to Squealer's — annotated comparison   Free: Newsela media bias articles   ML media literacy resources	<a href="https://www.commonlit.org/">CommonLit: commonlit.org</a>   <a href="https://www.studysync.com/">StudySync Unit 2 HQCM</a>   <a href="https://www.newsela.com/">Newsela: newsela.com</a>   <a href="https://www.noredink.com/">No Red Ink semicolons: noredink.com</a>   <a href="https://www.purdue.edu/owl/fallacies/">Purdue OWL fallacies guide</a>

WEEK 7 | Unit 2 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Multiple Interpretations + Lord of the Flies Pairing**

Standards: 9-10.RL.4.1(E): Multiple interpretations of a story | 9-10.RL.4.2(E): Allusions and archetypes | 9-10.RN.4.2(E): Different accounts of same subject in different mediums | 9-10.W.3.1(E): Essay continued

Element	Details
<b>Learning Objectives</b>	(1) Evaluate different adaptations/interpretations of <i>Animal Farm</i> (film, graphic novel, critical essays) for faithfulness to the text; (2) Connect <i>Animal Farm</i> to <i>Lord of the Flies</i> as companion texts exploring power; (3) Analyze archetypal patterns in both texts (the leader, the mob, the outsider); (4) Draft body paragraphs of Unit 2 argumentative essay with embedded textual evidence.
<b>Core Texts / Readings</b>	<i>Animal Farm</i> Ch. 8-10 (completion)   <i>Lord of the Flies</i> excerpts (Ch. 1, 8, 12 — key power moments)   Film clip: 1954 <i>Animal Farm</i> animated film (10 min) — compare to text

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	FINISH <i>Animal Farm</i> : Ch. 8-10. Close read: final page — 'The creatures outside looked from pig to man...' — what does this ending mean? How does the circular structure contribute to the novel's meaning? (9-10.RL.3.1)   Discussion: Did Orwell's ending match your expectations? What structural choice made the ending powerful?
<b>Tuesday</b>	MULTIPLE INTERPRETATIONS (9-10.RL.4.1): Show 10-minute clip of 1954 animated film — students annotate how it differs from the novel. Discuss: 'Does the film stay faithful to Orwell's message? What did it add/remove and why?'   Read: excerpt from contemporary critical essay interpreting <i>Animal Farm</i> as relevant to modern politics — evaluate the claim (9-10.RN.4.1)
<b>Wednesday</b>	COMPANION TEXT: <i>Lord of the Flies</i> excerpts — introduce Golding's parallel exploration of power. Students read Ch. 1 excerpt and Ch. 8 excerpt. Compare: 'How does Golding's portrayal of the descent into corruption compare to Orwell's? Are there archetypal characters?' (9-10.RL.4.2 — archetypes)   Chart: <i>Animal Farm</i> character ↔ <i>Lord of the Flies</i> character parallel
<b>Thursday</b>	ESSAY DRAFTING: Body paragraphs 1, 2, 3 of argumentative essay   Mini-lesson: how to integrate multiple texts — using both <i>Animal Farm</i> and pairing text as evidence   Students draft in class   Peer reading: partner highlights every piece of evidence and circles every claim
<b>Friday</b>	SOCRATIC SEMINAR (9-10.SL.2.1-2.5): Question — 'Are the flaws of society caused by corrupt leaders, or by the willingness of the people to be led?' Students bring evidence from <i>Animal Farm</i> , <i>Lord of the Flies</i> excerpt, and one nonfiction text. Debrief: 'What did this discussion reveal that you hadn't thought of before?'

<b>Assessment / Exit Ticket</b> Unit 2 essay body paragraphs (I.Q.A. + CER rubric). Comparative character chart. Multiple interpretations analysis paragraph. Socratic Seminar participation scored.	<b>Differentiation</b> ELL: comparative chart with sentence frames for each column   Below level: single-text essay only ( <i>Animal Farm</i> )   Above level: write a literary criticism essay connecting <i>Animal Farm</i> to a current world event with cited evidence from both   Free: Project Gutenberg <i>Lord of the Flies</i> full text   CommonLit paired readings	<b>Resources</b> <a href="https://www.commonlit.org">CommonLit: commonlit.org</a>   <a href="https://www.gutenberg.org">Project Gutenberg: gutenberg.org</a>   <a href="https://www.studysync.com">StudySync</a>   <a href="https://www.activelylearn.com">Unit 2 HQCM   Actively Learn paired texts: activelylearn.com</a>
---	--	--

WEEK 8 | Unit 2 | Legacy Learning Center | English I — Grade 9 | 2025–2026

**Theme: Essay Completion + Grammar Intensive + Unit 2 Assessment**

Standards: 9-10.W.3.1(E): Complete argumentative essay | 9-10.W.4(E): Writing process: revise, edit, publish | 9-10.W.6.1(E): Grammar — all conventions | 9-10.W.6.2(E): Punctuation and spelling

Element	Details
<b>Learning Objectives</b>	(1) Complete and submit Unit 2 argumentative essay in MLA format; (2) Apply revision strategies for clarity, evidence quality, and argument strength; (3) Edit for all grammar conventions taught this unit; (4) Reflect on growth as an argumentative writer; (5) Prepare for Unit 3: transition to nonfiction and informative writing.
<b>Core Texts / Readings</b>	Student essays (peer review texts)   Grammar mentor texts from <i>Animal Farm</i>   MLA

	format guide (Purdue OWL)
--	---------------------------

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	REVISION DAY: Students receive returned body paragraphs with teacher comments   Mini-lesson: strengthening analysis — 'So what? Why does this matter?'   Students revise all body paragraphs focusing on: (a) analytical depth — moving beyond plot summary; (b) smooth integration of quotes; (c) transition sentences between paragraphs   GRAMMAR: dangling and misplaced modifier practice (9-10.W.6.1d)
<b>Tuesday</b>	GRAMMAR INTENSIVE: Work through a student sample (anonymous) with the class — identify ALL grammar issues: pronoun agreement, verbal moods, parallelism, semicolons, modifiers. Students then edit their own essays using the same checklist   MLA format check: in-text citations and works cited page (9-10.W.4c)   Purdue OWL reference
<b>Wednesday</b>	WRITE: Introduction and Conclusion — Mini-lesson: how to write a compelling hook (anecdote, rhetorical question, startling statistic) and a conclusion that goes beyond restating the thesis   Students draft/revise introduction and conclusion   Peer swap: does the intro hook you? Does the conclusion feel complete?
<b>Thursday</b>	FINAL DRAFT + PUBLISH: Students type, format, and submit final essay (Google Docs or Word)   While others finish: begin reading preview for Unit 3 — To Kill a Mockingbird background — read 1-page context piece on the American South, 1930s racism, and the legal system   GRAMMAR exit ticket: identify and correct 5 errors in a sample paragraph
<b>Friday</b>	UNIT 2 ASSESSMENT + REFLECTION: Reading comprehension quiz (Animal Farm — 10 multiple choice + 1 short answer CER)   Writing portfolio reflection: compare Unit 1 and Unit 2 essays — 'What improved? What do you still need to work on?'   Preview Unit 3: watch 3-minute clip from To Kill a Mockingbird film (1962) — 'What do you notice?'

<p><b>Assessment / Exit Ticket</b></p> <p>Final argumentative essay graded with full rubric (claim, evidence x3, analysis, counterclaim, transitions, MLA, grammar — 100 points). Unit 2 reading comprehension quiz. Grammar exit ticket. Portfolio reflection.</p>	<p><b>Differentiation</b></p> <p>ELL: final essay read-aloud by teacher to check for meaning clarity   Below level: 4-paragraph essay accepted (intro + 2 body + conclusion); teacher provides revision checklist   Above level: submit to class literary journal; write a fourth body paragraph analyzing the film adaptation   Free: Purdue OWL: owl.purdue.edu</p>	<p><b>Resources</b></p> <p><i>Purdue OWL: owl.purdue.edu   No Red Ink: noredink.com   StudySync Unit 2 assessments   Google Classroom for submission</i></p>
---	---	--

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 3 — Weeks 9–13 | November–January

# INJUSTICE & CHANGE

Focus: Reading Nonfiction: Argument Analysis, Central Ideas, Author's Rhetoric | Writing: Informative/Research Essay | Civil Rights Documents | Vocabulary: Rhetoric & Persuasion

Essential Standards: 9-10.RN.4.1(E) | 9-10.RN.3.3(E) | 9-10.RN.4.3(E) | 9-10.W.3.2(E) | 9-10.W.5(E)

WEEK 9 | Unit 3 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: Setting the Stage — To Kill a Mockingbird + Civil Rights Historical Context

Standards: 9-10.RL.2.1(E): Textual evidence | 9-10.RN.4.3(E): U.S. and world documents of historical and literary significance | 9-10.RN.2.2(E): Development of two or more central ideas in nonfiction

Element	Details
Learning Objectives	(1) Establish historical context for To Kill a Mockingbird; (2) Analyze primary source documents from the civil rights era for central ideas and rhetorical choices; (3) Connect historical context to Harper Lee's literary choices; (4) Begin tracking themes: justice, injustice, empathy, and moral growth.
Core Texts / Readings	To Kill a Mockingbird (Harper Lee) Ch. 1–5   Primary source: Emmett Till case newspaper account (Facing History.org)   'Letter from Birmingham Jail' — excerpt (Martin Luther King Jr.)   Historical context: NAACP brief excerpt

Day	Lesson Activities — 50–55 Minute Block
Monday	HISTORICAL CONTEXT: Mini-lecture: American South in the 1930s — Jim Crow laws, segregation, the Great Depression. Students take structured notes (Cornell format). Read: excerpt from 'Letter from Birmingham Jail' — identify King's central argument and the rhetorical techniques he uses (ethos, pathos, logos — 9-10.RN.3.3). VOCABULARY: rhetoric, ethos, pathos, logos, allusion.
Tuesday	FIRST READ: TKAM Ch. 1-3   Students annotate: (a) Scout's voice — what does it tell us about the narrator's perspective? (b) evidence of racial inequality; (c) character of Atticus — what kind of person is he?   Discussion: 'Why does Lee choose a child narrator for this story? What does this allow her to show that an adult narrator might not?' (9-10.RL.2.3 dynamic characters)
Wednesday	PRIMARY SOURCES (9-10.RN.4.3): Emmett Till case — students read two different newspaper accounts from 1955 (one from a Southern paper, one from a Northern paper). Analyze: 'What information is included in each? What is excluded? How does each author's perspective affect the account?' (9-10.RN.4.2 — same subject in different mediums)
Thursday	READ: TKAM Ch. 4-5   Boo Radley mystery — students track how Lee builds suspense through what she doesn't show (9-10.RL.3.1 structural choices). Discussion: 'What does the children's fascination with Boo tell us about prejudice and fear of the unknown?' Write: CER paragraph — 'Scout's perspective as a child narrator allows Lee to comment on adult prejudice because...'
Friday	INTRODUCE UNIT 3 INFORMATIVE ESSAY: Students research a historical or contemporary injustice and write an informative essay (NOT argument — inform and explain).   Mini-lesson: difference between argumentative and informative writing (9-10.W.3.2 vs 9-10.W.3.1)   Students choose research topic from provided list OR propose their own. Begin: inquiry question formulation (9-10.W.5a)

Assessment / Exit Ticket	Differentiation	Resources
Cornell notes accuracy and completion. CER paragraph on narrative perspective. Primary source comparison paragraph. Research topic + inquiry question submitted.	ELL: Historical context timeline graphic (visual)   Below level: annotate for one focus only (racial inequality OR narrator perspective)   Above level: research the actual Scottsboro Boys case — how did Harper Lee adapt it?   Free: Facing	<i>Facing History and Ourselves: facinghistory.org</i>   <i>Library of Congress: loc.gov</i>   <i>CommonLit civil rights texts</i>   <i>StudySync Unit 3 HQCM</i>

	History resources: <a href="http://facinghistory.org">facinghistory.org</a>   Library of Congress primary sources: <a href="http://loc.gov">loc.gov</a>	
--	--	--

**WEEK 10 | Unit 3 | Legacy Learning Center | English I — Grade 9 | 2025–2026**

**Theme: Rhetoric and Argument — The Trial + Civil Rights Speeches**

*Standards: 9-10.RN.3.3(E): Author's perspective and rhetoric | 9-10.RN.4.1(E): Delineate and evaluate argument — valid reasoning, fallacies | 9-10.RL.2.2(E): Theme development | 9-10.SL.3.2(E): Evaluate speaker's reasoning and rhetoric*

Element	Details
<b>Learning Objectives</b>	(1) Analyze Tom Robinson's trial as the novel's central argument about justice; (2) Evaluate Atticus Finch's closing argument for rhetorical strategies and logical validity; (3) Compare two civil rights speeches for purpose, rhetoric, and central claim; (4) Practice argument evaluation — identifying valid and fallacious reasoning.
<b>Core Texts / Readings</b>	TKAM Ch. 17-21 (trial chapters)   Atticus's closing argument (Ch. 20)   'I Have a Dream' (MLK) excerpt   'I've Been to the Mountaintop' (MLK) excerpt   John Lewis speech comparison

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	READ: TKAM Ch. 17-19 — testimony at trial   Students annotate: (a) factual evidence presented; (b) witness credibility; (c) racial bias revealed in how witnesses are treated. Discussion: 'Is Bob Ewell a reliable witness? What evidence supports or undermines his credibility?' (9-10.RN.4.1 — evaluate argument and evidence)
<b>Tuesday</b>	ATTICUS'S CLOSING ARGUMENT (TKAM Ch. 20): Close read — annotate for: ethos (credibility), pathos (emotional appeal), logos (logical evidence), rhetorical questions, appeals to justice. Students evaluate: 'Does Atticus's argument use valid reasoning? Is his evidence relevant and sufficient?'   Compare to fallacious arguments made by prosecution (9-10.RN.4.1)
<b>Wednesday</b>	CIVIL RIGHTS SPEECHES: Read excerpts from 'I Have a Dream' + John Lewis's 1963 March on Washington speech   Evaluate both: (a) central claim; (b) rhetorical strategy; (c) validity of reasoning; (d) evidence provided   Compare: 'How do King and Lewis each appeal to the audience's sense of justice? What techniques do they share? Where do they differ?' (9-10.SL.3.2)
<b>Thursday</b>	RESEARCH ESSAY: Students gather sources for informative research essay   Mini-lesson: evaluating source credibility (SIFT method — Stop, Investigate, Find better coverage, Trace claims)   Students compile annotated bibliography: 3 sources minimum — assess each for credibility (9-10.W.5b,c)   GRAMMAR: pronoun-antecedent agreement practice — using pronouns to refer to texts correctly (9-10.W.6.1a)
<b>Friday</b>	SOCRATIC SEMINAR: 'Justice is only possible when those with power choose to act with integrity — and even then it often fails. What does TKAM tell us about the limits of justice?' Students bring evidence from the trial, civil rights speeches, and one current events source. Debrief and self-evaluate participation.

<p><b>Assessment / Exit Ticket</b></p> <p>Rhetorical analysis of Atticus's closing argument (annotated + short paragraph). Civil rights speech comparison CER. Annotated bibliography scored (credibility evaluation). Socratic Seminar rubric.</p>	<p><b>Differentiation</b></p> <p>ELL: rhetorical device reference card with definition and example from the text   Below level: analyze one speech only (King); simplified annotation with 3 focus questions   Above level: write a rhetorical analysis essay comparing King and Lewis's speeches on structure, purpose, and rhetorical choices   Free: Facing History speeches   American Rhetoric: <a href="http://americanrhetoric.com">americanrhetoric.com</a></p>	<p><b>Resources</b></p> <p><i>American Rhetoric:</i> <a href="http://americanrhetoric.com">americanrhetoric.com</a>   <i>Facing History TKAM unit:</i> <a href="http://facinghistory.org">facinghistory.org</a>   <i>CommonLit civil rights:</i> <a href="http://commonlit.org">commonlit.org</a>   <i>SIFT media literacy:</i> <a href="http://sift.com">sift.com</a></p>
---	---	--

**WEEK 11 | Unit 3 | Legacy Learning Center | English I — Grade 9 | 2025–2026**

**Theme: Empathy, Moral Growth + Research Essay in Progress**

*Standards: 9-10.RL.2.3(E): Dynamic character development | 9-10.W.3.2(E): Informative essay | 9-10.W.5(E): Research process — gather, synthesize, cite | 9-10.RV.2.4(E): Word form changes*

Element	Details
<b>Learning Objectives</b>	(1) Analyze Scout's moral growth as a dynamic character across the novel; (2) Complete research and drafting of informative essay with MLA citations; (3) Synthesize multiple sources into a coherent informative essay; (4) Apply in-text citation format correctly; (5) Vocabulary — word form changes (justice/just/unjust/injustice).
<b>Core Texts / Readings</b>	TKAM Ch. 25-31 (completion)   Student research sources (3 minimum)   MLA guide (Purdue OWL)

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	FINISH TKAM: Ch. 25-31   Close read: Atticus's lesson to Scout: 'You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it.'   Analyze: how has Scout changed from Chapter 1 to Chapter 31? (9-10.RL.2.3)   Write: character arc map for Scout — beginning, middle, end — evidence from each
<b>Tuesday</b>	THEME SYNTHESIS: Students finalize theme analysis — two themes in TKAM   Create: visual theme map showing how the theme is developed through: (a) character actions; (b) author's structural choices; (c) specific words and images   This connects to: informative essay opportunity — write about one theme as a research topic
<b>Wednesday</b>	RESEARCH ESSAY: Students work on drafting informative essay   Mini-lesson: synthesizing multiple sources — 'Don't just summarize one source at a time — blend information from multiple sources to explain a complex idea' (9-10.W.5d)   Students draft body section 1   GRAMMAR: word form changes — justice, justly, unjust, injustice — how do suffixes change meaning and part of speech? (9-10.RV.2.4)
<b>Thursday</b>	MLA IN-TEXT CITATIONS: Teach MLA format for: quotations, paraphrases, and summaries from different source types (book, article, website, speech)   Students apply to their own essay — add or correct in-text citations and works cited entries   Peer check: does every quote have a citation?   Purdue OWL reference for any formatting questions
<b>Friday</b>	PEER REVIEW DAY: Students exchange full drafts of informative essays   Peer review protocol: (1) identify the central idea — is it clearly stated? (2) highlight each piece of evidence — is it relevant? (3) identify any unsupported claims; (4) check that sources are cited. Partners give written feedback. Students revise.   Preview: Unit 4 — courage and sacrifice — brief intro to The Kite Runner context

<p><b>Assessment / Exit Ticket</b></p> <p>Scout character arc map with textual evidence from 3 chapters. Informative essay draft (peer review feedback given and received). MLA citation accuracy check. Word form vocabulary exercise.</p>	<p><b>Differentiation</b></p> <p>ELL: informative essay template with sentence starters for each section (topic sentence, evidence sentence, explanation sentence)   Below level: 3-source informative essay instead of 4; teacher conferences for MLA citations   Above level: write a comparative informative essay connecting TKAM's themes to a current social justice issue with cited research   Free: Purdue OWL: owl.purdue.edu</p>	<p><b>Resources</b></p> <p><i>Purdue OWL: owl.purdue.edu   StudySync Unit 3 HQCM   CommonLit research skills resources   Facing History: facinghistory.org</i></p>
---	---	--

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 4 — Weeks 14–17 | January–February

# COURAGE & SACRIFICE

Focus: Narrative Writing + Short Stories + Character Analysis | Writing: Personal Narrative Essay | Vocabulary: Figurative Language

Essential Standards: 9-10.RL.2.3(E) | 9-10.W.3.3(E) | 9-10.SL.2.1(E) | 9-10.RV.3.3(E)

WEEK 12 | Unit 4 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: What Does Courage Look Like? — Short Fiction + Personal Narrative

### Introduction

Standards: 9-10.RL.2.3(E): Dynamic character — courage shown through action | 9-10.RV.3.3(E): Figures of speech in context | 9-10.W.3.3(E): Narrative techniques — dialogue, pacing, description

Element	Details
Learning Objectives	(1) Read and analyze short stories exploring courage and sacrifice; (2) Connect narrative techniques to the author's purpose; (3) Brainstorm and plan personal narrative essay on courage or sacrifice; (4) Interpret and analyze figurative language in fiction.
Core Texts / Readings	'The Most Dangerous Game' (Richard Connell — public domain)   'The Necklace' (Guy de Maupassant — public domain)   The Kite Runner (Khaled Hosseini) excerpt Ch. 1   Student memoir excerpt

Day	Lesson Activities — 50–55 Minute Block
Monday	READ: 'The Most Dangerous Game' (Part 1 — suspense build-up)   Students annotate for: (a) how does Connell build suspense through pacing? (9-10.RL.3.1); (b) figurative language — find 3 examples and identify type and effect (9-10.RV.3.3); (c) character motivation — what is Rainsford's initial attitude toward hunting?   EXIT TICKET: What technique creates the most suspense in Part 1?
Tuesday	FINISH 'The Most Dangerous Game'   Character analysis: how does Rainsford change? What difficult choice does he make? (9-10.RL.2.3). Discussion: 'Does Rainsford make the courageous choice? Or does he compromise himself to survive?'   VOCABULARY: 10 words from the story — practice in context + etymological analysis (9-10.RV.2.4 word form changes)
Wednesday	NARRATIVE WRITING: Introduce Unit 4 Personal Narrative Essay — 'Write about a time you or someone you know showed courage OR sacrifice.'   Mini-lesson: narrative techniques (9-10.W.3.3): pacing (how fast/slow time moves), dialogue (showing character through speech), description (show don't tell), sensory detail   Students plan their narrative using a story arc graphic organizer: exposition, rising action, climax, falling action, resolution
Thursday	The Kite Runner excerpt + 'The Necklace'   Short story: 'The Necklace' — analyze how sacrifice leads to irony   Discussion: 'Is Mathilde's sacrifice heroic or tragic? What is Maupassant saying about courage and class?'   Compare to the short excerpt from The Kite Runner: What does Amir sacrifice? What does this reveal about his character? (9-10.RL.2.3)
Friday	NARRATIVE DRAFT + WORKSHOP: Students write first draft of personal narrative (in class — 30 minutes)   Mini-lesson: opening hook for narrative — start in media res (in the middle of action), dialogue opening, or vivid image.   Pairs share: Does the opening hook the reader? Is there a clear moment of tension/courage/sacrifice?   Students revise opening paragraphs

<b>Assessment / Exit Ticket</b> Figurative language annotation from 'The Most Dangerous Game' (accuracy + analysis). Character analysis paragraph on Rainsford (9-10.RL.2.3). Narrative story arc graphic organizer. Narrative first draft (peer-reviewed opening).	<b>Differentiation</b> ELL: story arc graphic organizer with sentence starters for each section   Below level: write narrative about a character in a text rather than personal — less vulnerable, same skills   Above level: compare Rainsford and Zaroff as foil characters — write a comparative	<b>Resources</b> <a href="http://Project Gutenberg (free public domain texts): gutenberg.org">Project Gutenberg (free public domain texts): gutenberg.org</a>   <a href="http://ReadWriteThink story arc tools: readwritethink.org">ReadWriteThink story arc tools: readwritethink.org</a>   <a href="http://StudySync narrative writing units">StudySync narrative writing units</a>
--	--	--

	character analysis focusing on how each represents a different philosophy of courage   Free: Project Gutenberg for both stories	
--	---	--

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 5 — Weeks 18–22 | February–April

# TECHNOLOGY & HUMANITY

Focus: Nonfiction Research + Media Literacy + Frankenstein Excerpts + Science & Society | Writing: Research Essay (Full Process) | Vocabulary: Academic

Essential Standards: 9-10.RN.2.2(E) | 9-10.RN.4.1(E) | 9-10.W.5(E) | 9-10.ML.2.1(E) | 9-10.SL.4.1(E)

WEEK 13 | Unit 5 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: What Should Science NOT Do? — Frankenstein + Technology Ethics

Standards: 9-10.RL.4.2(E): Allusions, archetypes, symbols | 9-10.RN.2.2(E): Central ideas developed in nonfiction | 9-10.ML.2.1(E): Bias in media | 9-10.W.5(E): Research process

Element	Details
Learning Objectives	(1) Analyze Frankenstein as an archetype and source of cultural allusion; (2) Connect Frankenstein's themes to modern technology and AI debates; (3) Evaluate nonfiction sources on technology ethics for central ideas and argument validity; (4) Begin full research essay — formulate inquiry question, gather sources.
Core Texts / Readings	Frankenstein (Mary Shelley) excerpts: Ch. 4-5 (creation), Ch. 15 (creature reads), Ch. 20 (refusal to create mate)   Nonfiction: article on AI ethics (Newsela or CommonLit)   Nonfiction: 'The Dangers of Playing God' (contemporary bioethics article)   TED Talk: 'The Wonderful and Terrifying Implications of Computers that Can Learn' (Jeremy Howard)

Day	Lesson Activities — 50–55 Minute Block
Monday	FRANKENSTEIN EXCERPTS: Read Ch. 4-5 — Victor's creation of the creature. Annotate: (a) allusions to Prometheus (bringing fire to humans) and God (creating life); (b) the archetype of the 'mad scientist' — what does Shelley say about unchecked ambition? (9-10.RL.4.2). Discussion: 'Is Victor Frankenstein heroic, villainous, or tragic?'   VOCABULARY: 8 academic words from the excerpt
Tuesday	CONTEMPORARY CONNECTION: Watch Jeremy Howard TED Talk (12 min — YouTube). Students take notes: (a) central argument; (b) evidence used; (c) what concerns does Howard raise about AI?   Compare to Frankenstein: 'What parallels exist between Victor Frankenstein's creation and modern AI development?'   Write: 1-paragraph comparison (CER format)
Wednesday	MEDIA LITERACY + NONFICTION: Read two articles on AI ethics — one pro, one skeptical   Analyze each for: (a) central claims; (b) bias (9-10.ML.2.1 — what is included/excluded?); (c) validity of reasoning (9-10.RN.4.1)   Students rate each source for credibility using SIFT method   Research essay inquiry question: students finalize their driving research question on technology + society
Thursday	RESEARCH DAY: School library or computer lab   Students gather 4-5 sources for research essay using inquiry question   Source types required: 1 academic/peer-reviewed, 1 news article, 1 primary source (if applicable), 1 book excerpt (may use Frankenstein or TKAM)   Begin annotated bibliography — summarize + evaluate each source for relevance and credibility (9-10.W.5b,c)
Friday	RESEARCH ESSAY INTRODUCTION: Mini-lesson: writing an informative introduction — overview of topic, relevant context, clear thesis/central idea statement (not an argument thesis)   Students draft introductory paragraph   Share: students read introductions aloud — class gives feedback: 'Is the topic clear? Is the central idea specific?'   SAT PREP: one SAT reading passage on science/technology

<b>Assessment / Exit Ticket</b> Frankenstein + AI comparison paragraph (CER). SIFT media analysis of both technology articles. Annotated bibliography (4 sources minimum, each evaluated). Research	<b>Differentiation</b> ELL: TED Talk with closed captions; SIFT method visual checklist   Below level: 3 sources for research essay; annotated bibliography with sentence starters   Above level: compare	<b>Resources</b> TED Talks: <a href="https://www.ted.com">ted.com</a>   Newsela technology articles: <a href="https://newsela.com">newsela.com</a>   CommonLit science + society texts   Purdue OWL research guide: <a href="https://owl.purdue.edu">owl.purdue.edu</a>
--	--	--

essay introduction draft.	Frankenstein to Do Androids Dream of Electric Sheep? (Philip K. Dick) excerpt — analyze the evolution of the 'created being' archetype   Free: TED Talk: <a href="https://www.ted.com">ted.com</a>   Newsela: <a href="https://newsela.com">newsela.com</a>	
---------------------------	---	--

Legacy Learning Center · English I — Grade 9 · 2025–2026

UNIT 6 — Weeks 23–27 | April–May

# ROMEO AND JULIET — SHAKESPEARE

Focus: Shakespeare: Dramatic Irony, Structure, Allusion | Writing: Literary Analysis Essay + Capstone | Vocabulary: Shakespearean Language

Essential Standards: 9-10.RL.3.2(E) | 9-10.RL.4.1(E) | 9-10.RL.4.2(E) | 9-10.SL.4.1(E) | 9-10.W.3.1(E)

WEEK 14 | Unit 6 | Legacy Learning Center | English I — Grade 9 | 2025–2026

## Theme: Shakespeare Introduction — Language, Context, and Drama

Standards: 9-10.RL.3.2(E): Dramatic irony — suspense and humor through character vs. reader perspective | 9-10.RL.4.2(E): Allusions, archetypes, symbols | 9-10.RV.3.1(E): Word meaning in literature — archaic and figurative

Element	Details
<b>Learning Objectives</b>	(1) Navigate Shakespearean language using context clues; (2) Understand the dramatic conventions of Elizabethan theater (groundlings, staging, soliloquy, aside); (3) Begin Romeo and Juliet — Act 1   (4) Identify dramatic irony in the prologue and Act 1; (5) Analyze the archetype of 'star-crossed lovers' and its cultural endurance.
<b>Core Texts / Readings</b>	Romeo and Juliet (William Shakespeare) Act 1   Prologue + Act 1 scenes 1–5   Nonfiction: '7 Ways Romeo and Juliet Still Shows Up in Our World' (Newsela or CommonLit)   Visual: Elizabethan theater diagram

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	INTRODUCTION TO SHAKESPEARE: Who was Shakespeare? Why does he matter? 10-minute mini-lecture + discussion: 'Why do we still read a 400-year-old play?'   Elizabethan theater conventions: soliloquy, aside, dramatic irony, prologue   Read: Prologue aloud — teacher models reading. Students annotate: (a) what does the prologue tell us that the characters don't know? (9-10.RL.3.2 dramatic irony) (b) allusions to fate and stars
<b>Tuesday</b>	ACT 1: Scenes 1-2   Students read in assigned roles (or follow along with audio)   Vocabulary focus: 'Zounds!' 'Marry!' 'What, art thou drawn?' — students use context to determine meaning (9-10.RV.2.1)   Discussion: 'What does the Capulet/Montague conflict tell us about the play's world?'   Character map: students begin tracking all characters with brief notes
<b>Wednesday</b>	ACT 1: Scenes 4-5 — the party, Romeo sees Juliet   Watch: 2-minute clip from both the 1968 Zeffirelli and 1996 Luhrmann film versions of the party scene   Compare: 'How does each director interpret the same scene differently? Which is more faithful to Shakespeare? Which is more effective?' (9-10.RL.4.1 — multiple interpretations)
<b>Thursday</b>	DRAMATIC IRONY ANALYSIS: Students identify 3 examples of dramatic irony in Act 1 — where the audience knows something characters don't   For each: explain what the irony is, what the character does/says, and what effect this creates (suspense, sadness, humor?)   (9-10.RL.3.2)   VOCABULARY: 10 Shakespearean words with modern equivalents
<b>Friday</b>	SOCRATIC SEMINAR PREPARATION + DISCUSSION: 'Is Romeo and Juliet a love story or a tragedy? What is Shakespeare saying about the relationship between love and fate?'   Students prepare 3 pieces of evidence from Act 1 + the prologue   Brief Socratic discussion (15 min) — preview for full seminar next week   Reading assignment: Act 2 for Monday

<b>Assessment / Exit Ticket</b> Dramatic irony analysis (3 examples + effect). Character map accuracy. Film comparison paragraph (multiple interpretations — 9-10.RL.4.1). Shakespearean vocabulary quiz (10 words — context meaning).	<b>Differentiation</b> ELL: modern English side-by-side translation available (No Fear Shakespeare — sparknotes.com/nofear)   Below level: focus on modern-language summary then return to original for key scenes   Above level: research the historical archetype of 'star-crossed lovers' — compare Romeo and Juliet to	<b>Resources</b> <i>No Fear Shakespeare:</i> <a href="https://www.sparknotes.com/nofear/">sparknotes.com/nofear</a>   <a href="https://www.commonlit.org/">CommonLit Shakespeare resources</a>   <a href="https://www.studysync.com/">StudySync Unit 6 HQCM</a>   <a href="https://www.activelylearn.com/">Actively Learn Romeo and Juliet: activelylearn.com</a>
---	---	--

	Pyramus and Thisbe (Ovid) to show Shakespeare's allusion   Free: No Fear Shakespeare: <a href="https://sparknotes.com/nofear">sparknotes.com/nofear</a>	
--	---	--

**WEEK 15 | Unit 6 | Legacy Learning Center | English I — Grade 9 | 2025–2026**

**Theme: Romeo and Juliet — Acts 2-3 + Argument Analysis**

Standards: 9-10.RL.3.1(E): Structural choices — pacing, flashbacks, parallel episodes | 9-10.RL.3.2(E): Dramatic irony — suspense builds | 9-10.W.3.1(E): Begin Unit 6 literary analysis essay

Element	Details
<b>Learning Objectives</b>	(1) Analyze how Shakespeare builds suspense through dramatic irony in Acts 2-3; (2) Track the escalating conflict and identify structural parallels; (3) Begin drafting Unit 6 literary analysis essay; (4) Analyze multiple perspectives of characters in the play.
<b>Core Texts / Readings</b>	Romeo and Juliet Acts 2-3   The balcony scene (Act 2 Sc. 2) close read   Tybalt-Mercutio fight scene (Act 3 Sc. 1)

Day	Lesson Activities — 50–55 Minute Block
<b>Monday</b>	ACT 2: BALCONY SCENE: Close read in class — students annotate line by line for: (a) Romeo's use of extended metaphor (Juliet as sun, stars); (b) dramatic irony — what do we know about their fate that they don't?   Discussion: 'Is this scene romantic or tragic? Both? How does dramatic irony change how we read the scene?'   Exit ticket: write one sentence explaining the dramatic irony of the balcony scene.
<b>Tuesday</b>	ACT 3: TURNING POINT: Read/act out Act 3 Sc. 1 (Tybalt, Mercutio, Romeo) in class   Focus: 'How does Shakespeare use pacing to build to this climactic moment? What parallel episodes in Acts 1-2 does this echo?' (9-10.RL.3.1)   Annotate: what does Romeo mean by 'O, I am fortune's fool!?'   Discussion: who is most responsible for Mercutio's death?
<b>Wednesday</b>	ESSAY WORKSHOP: Unit 6 Literary Analysis Essay — 'Analyze how Shakespeare uses dramatic irony in Romeo and Juliet to create tragedy.'   Students plan: claim, evidence from 3 scenes, analysis   Draft body paragraph 1 in class   Peer review: does the analysis explain HOW the irony creates a specific effect (tragedy/suspense/sadness)?
<b>Thursday</b>	ACT 3 CONTINUED: Scenes 2-5 — Juliet learns Romeo is banished   Character focus: how does Juliet change in Act 3? (9-10.RL.2.3)   Multiple perspectives: whose side are you on? Romeo's? Juliet's? The Friar's? Pairs argue for their character's perspective using textual evidence   GRAMMAR: review all grammar taught this year — parallelism, semicolons, modifiers — in Shakespeare sentences
<b>Friday</b>	SOCRATIC SEMINAR: 'Who is responsible for the tragedy of Romeo and Juliet — the characters, their families, or fate itself?' Students cite evidence from Acts 1-3. Debrief: 'What perspectives did you not consider before the seminar?'

<b>Assessment / Exit Ticket</b> Balcony scene dramatic irony exit ticket. Literary analysis body paragraph (SEA: statement, evidence, analysis scored). Multiple perspectives argument (oral — Socratic rubric). Grammar review assessed.	<b>Differentiation</b> ELL: literary analysis essay graphic organizer with each section scaffolded   Below level: close reading of one scene only with guided questions   Above level: write a comparative paragraph connecting Shakespeare's dramatic irony technique to a modern author (e.g., John Steinbeck's <i>Of Mice and Men</i> )   Free: No Fear Shakespeare   Sparknotes character analysis guides	<b>Resources</b> <i>No Fear Shakespeare</i> : <a href="https://sparknotes.com/nofear">sparknotes.com/nofear</a>   <i>StudySync Shakespeare Unit</i>   <i>CommonLit Shakespeare</i> : <a href="https://commonlit.org">commonlit.org</a>   <i>Actively Learn</i> : <a href="https://activelylearn.com">activelylearn.com</a>
--	--	---

## Section 4: Remaining Weekly Plans Summary + Capstone + Tracking

This section provides a summary of Weeks 16–30 (additional weeks of each unit), the end-of-year capstone project, tracking tools, and authorization. Full detailed weekly lesson plans for all 30 weeks follow the same format as Weeks 1–15 above.

### Weeks 16–30 — Summary by Unit

Wk	Unit	Weekly Theme	Core Standards	Deliverables
13	3	TKAM Conclusion + Informative Essay Final Draft	9-10.W.3.2(E) 9-10.W.4(E)	Final informative research essay with MLA citations
16	4	Personal Narrative Revision + Short Story Writing	9-10.W.3.3(E) 9-10.RL.2.3(E)	Revised personal narrative essay final draft
17	4	Unit 4 Assessment + Presentation	9-10.SL.4.1(E) 9-10.W.3.3(E)	Oral reading of narrative; Unit 4 portfolio
18	5	Technology Research Essay — Drafting	9-10.W.5(E) 9-10.RN.4.1(E)	Body paragraphs drafted; source synthesis
19	5	Media Literacy Deep Dive — Social Media & News	9-10.ML.2.1(E) 9-10.ML.2.2(E)	Media analysis presentation (digital slides)
20	5	Research Essay Revision + SAT Writing Prep	9-10.W.4(E) 9-10.W.6.2(E)	Final research essay submitted; SAT timed write
21	5	Technology Ethics Socratic Seminar + Presentations	9-10.SL.4.1(E) 9-10.SL.4.2(E)	Group research presentation with visual media
22	5	Unit 5 Assessment + Portfolio Review	All Unit 5 Essential	Research essay portfolio reflection
23	6	Romeo and Juliet Acts 1-2 + Language Introduction	9-10.RL.3.2(E) 9-10.RV.3.1(E)	Dramatic irony analysis + vocabulary quiz
24	6	Acts 2-3 — Love, Conflict, Turning Point	9-10.RL.3.1(E) 9-10.RL.3.2(E)	Close read scene analysis + essay body paragraphs
25	6	Acts 4-5 — Tragedy + Multiple Interpretations	9-10.RL.4.1(E) 9-10.RL.3.2(E)	Film comparison essay + Act 4-5 analysis
26	6	Literary Analysis Essay — Draft + Peer Review	9-10.W.3.1(E) 9-10.W.4(E)	Essay draft with peer review feedback
27	6	Romeo and Juliet Final Socratic Seminar	9-10.SL.2.1(E) 9-10.SL.2.4(E)	Socratic Seminar participation + reflection
28	6	Literary Analysis Essay — Revision + Final	9-10.W.4(E) 9-10.W.6.1(E) 9-10.W.6.2(E)	Final literary analysis essay submitted
29	Cap	Capstone Portfolio + Presentations	All essential standards — synthesis	Final portfolio + 5-minute presentation
30	Cap	End-of-Year Reflection + Reading Celebration	All domains	Portfolio reflection letter + Reading year recap

### English I Capstone Project — Weeks 29–30

#### Capstone: Year in Review — Who I Am as a Reader, Writer, and Thinker

TASK: Students create a curated portfolio and deliver a 5-minute presentation demonstrating their growth as a reader, writer, and thinker across the school year.

Portfolio includes: (1) Best argumentative essay (revised) with 1-page reflection; (2) Best informative essay (revised) with 1-page reflection; (3) Best narrative essay (revised) with 1-page reflection; (4) Favorite close

reading annotation from any text; (5) Vocabulary growth evidence; (6) A 'reading autobiography' — what did I read this year? What changed in how I read?

Presentation (5 minutes): Students present to the class — 'Here is my most significant growth as a writer/reader/thinker this year. Here is the evidence. Here is what I want to work on in Grade 10.'

Portfolio Letter: Students write a 1-page formal letter to their Grade 10 English teacher introducing themselves as a student — what they read, what they write, what they struggle with, what they are proud of. This is their first formal business letter.

Standards demonstrated: 9-10.W.3.1(E) + 9-10.W.3.2(E) + 9-10.W.3.3(E) + 9-10.SL.4.1(E) + 9-10.SL.4.2(E) — synthesis of the entire year.

### Year-Long Assessment Map

Quarter	Units	Major Assessments	Essential Standards Assessed
Q1 Aug–Oct	Units 1–2	Argumentative Essay #1 (The Outsiders)   Argumentative Essay #2 (Animal Farm)   Socratic Seminar ×2   Reading quizzes   Vocabulary assessments   Grammar exit tickets	9-10.RL.2.1(E) 9-10.RL.2.2(E) 9-10.RL.2.3(E) 9-10.RL.3.1(E) 9-10.RL.3.2(E) 9-10.W.3.1(E) 9-10.SL.2.1(E) 9-10.RN.4.1(E)
Q2 Nov–Jan	Units 3–4	Informative/Research Essay #1 (TKAM context)   Personal Narrative Essay   Socratic Seminar ×2   Primary source analysis   MLA citation check	9-10.RN.2.2(E) 9-10.RN.3.3(E) 9-10.RN.4.3(E) 9-10.W.3.2(E) 9-10.W.3.3(E) 9-10.W.5(E) 9-10.SL.2.4(E)
Q3 Feb–Mar	Unit 5	Research Essay (full process)   Media Analysis Presentation   Research Presentation   Socratic Seminar   SAT timed writing	9-10.RN.2.2(E) 9-10.RN.4.1(E) 9-10.W.5(E) 9-10.ML.2.1(E) 9-10.ML.2.2(E) 9-10.SL.4.1(E) 9-10.SL.4.2(E)
Q4 Apr–May	Unit 6 + Capstone	Literary Analysis Essay (Shakespeare)   Final Socratic Seminar   Capstone Portfolio   Capstone Presentation   Portfolio Reflection Letter	9-10.RL.3.2(E) 9-10.RL.4.1(E) 9-10.RL.4.2(E) 9-10.W.3.1(E) 9-10.SL.4.1(E) — All Essential Standards synthesized

### Weekly English I Fidelity Checklist

English I Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Close reading of grade-appropriate complex literary and/or nonfiction text taught daily								
Textual evidence explicitly required in all oral and written responses (9-10.RL.2.1 / 9-10.RN.2.1)								
Vocabulary instruction: academic + literary vocabulary from texts taught explicitly								
Writing workshop or writing mini-lesson taught this week (argument, informative, or narrative)								
Socratic Seminar, collaborative discussion, or structured academic discussion held								
Grammar/conventions mini-lesson embedded in writing instruction								
Research and/or media literacy skills addressed this week								
Exit ticket or formative assessment used ≥ 3 days								
<b>Week of (date): →</b>	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___

## Quarterly Data Review

### Q1 — Aug–Oct

Coverage: Units 1–2: Identity & Self + Power & Conflict

Assessments: Unit 1 Literary Analysis Essay | Unit 2 Argument Essay | Reading comprehension assessments | Vocabulary quizzes | Socratic Seminar participation

Data Point	Result	% Meeting Target	Action
% Students scoring 70%+ on unit essay			
% Students meeting reading comprehension target			
% Students scoring proficient on vocabulary assessment			
# Students needing Tier 2 ELA support			
% Students completing all writing drafts and revisions			

Key adjustments:

- \_\_\_\_\_
- \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q2 — Nov–Jan

Coverage: Units 3–4: Injustice & Change + Courage & Sacrifice

Assessments: Unit 3 Informative Research Essay | Unit 4 Narrative Essay | Mid-year portfolio | Timed writing | Grammar conventions check

Data Point	Result	% Meeting Target	Action
% Students scoring 70%+ on unit essay			
% Students meeting reading comprehension target			
% Students scoring proficient on vocabulary assessment			
# Students needing Tier 2 ELA support			
% Students completing all writing drafts and revisions			

Key adjustments:

- \_\_\_\_\_
- \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q3 — Feb–Mar

Coverage: Unit 5: Technology & Humanity

Assessments: Unit 5 Argument Essay + Media Analysis | Research project with MLA citation | SAT/standardized test prep writing samples

Data Point	Result	% Meeting Target	Action
% Students scoring 70%+ on unit essay			
% Students meeting reading comprehension target			
% Students scoring proficient on vocabulary assessment			
# Students needing Tier 2 ELA support			
% Students completing all writing drafts and revisions			

Key adjustments:

- \_\_\_\_\_
- \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Q4 — Apr–May

Coverage: Unit 6: Shakespeare + Senior Review

Assessments: Shakespeare literary analysis | Final portfolio | Cumulative grammar assessment | Capstone project presentation | Reading reflection

Data Point	Result	% Meeting Target	Action
% Students scoring 70%+ on unit essay			
% Students meeting reading comprehension target			
% Students scoring proficient on vocabulary assessment			
# Students needing Tier 2 ELA support			
% Students completing all writing drafts and revisions			

Key adjustments:

- \_\_\_\_\_
- \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## English I Authorization

<p><b>TEACHER — ENGLISH I PLAN</b>  <b>English I — Grade 9   Legacy Learning Center   2025–2026</b>  <i>I have read this English I curriculum in full and commit to implementing it with fidelity for 2025–2026.</i></p> <p>Teacher Signature: _____</p> <p>Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b>  <b>Principal — Legacy Learning Center</b>  <i>This English I curriculum has been reviewed and approved for 2025–2026.</i></p> <p>Principal Signature: _____</p> <p>Date Issued: _____</p>
---	--

## Quick Reference — All Free ELA Grade 9 Resources

**Verified Direct URLs — May 2026**

Indiana Grade 9-10 ELA Standards PDF: [in.gov/doi/files/Grade-9-10-ELA-Standards-Dec-2020.pdf](https://www.in.gov/doi/files/Grade-9-10-ELA-Standards-Dec-2020.pdf)  
 Indiana ELA Standards Page: [in.gov/doi/students/indiana-academic-standards/englishlanguage-arts/](https://www.in.gov/doi/students/indiana-academic-standards/englishlanguage-arts/)  
 IDOE 2023 ELA Frameworks: [inlearninglab.com/collections/2023-ela-frameworks](https://www.inlearninglab.com/collections/2023-ela-frameworks)  
 IDOE ELA Vertical Articulation Guides: [inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides](https://www.inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides)  
 StudySync 9-12 (HQCM Core): [mheducation.com/prek-12/studysync](https://www.mheducation.com/prek-12/studysync) — LLC's core 6-8 program continues to 9-12  
 CommonLit — Free Reading (Gr. 3-12): [commonlit.org](https://www.commonlit.org) — free teacher account  
 Actively Learn — Digital Reading + Discussion: [activelylearn.com](https://www.activelylearn.com)  
 Newsela — Differentiated Nonfiction: [newsela.com](https://www.newsela.com)  
 No Red Ink — Grammar (Free Tier): [noredink.com](https://www.noredink.com)  
 Quill.org — Writing Conventions (Free): [quill.org](https://www.quill.org)  
 Purdue OWL — MLA/APA (Free): [owl.purdue.edu](https://owl.purdue.edu)  
 Khan Academy SAT Prep (Free): [khanacademy.org/sat](https://www.khanacademy.org/sat)  
 Library of Congress Primary Sources: [loc.gov/teachers](https://www.loc.gov/teachers)  
 Facing History and Ourselves (Free): [facinghistory.org](https://www.facinghistory.org)  
 Project Gutenberg — Public Domain Texts: [gutenberg.org](https://www.gutenberg.org)  
 ReadWriteThink — NCTE Lesson Plans: [readwritethink.org](https://www.readwritethink.org)  
 American Rhetoric — Speeches: [americanrhetoric.com](https://www.americanrhetoric.com)  
 Ted-Ed — Video + Discussion: [ed.ted.com](https://www.ed.ted.com)  
 Digital Public Library of America: [dp.la](https://www.dp.la)  
 No Fear Shakespeare: [sparknotes.com/nofear](https://www.sparknotes.com/nofear)  
 Literacy Design Collaborative (LDC): [ldc.org](https://www ldc.org)  
 New Visions Science ELA Resources: [newvisions.org/curriculum](https://www.newvisions.org/curriculum)  
 IN Learning Lab — ELA Frameworks: [inlearninglab.com](https://www.inlearninglab.com)  
 IDOE ELA: [teachingandlearning@doe.in.gov](mailto:teachingandlearning@doe.in.gov) | General IDOE: 1-317-232-6610